Las Flores High School

Local Control Accountability Plan (LCAP)
2020 - 2021

Principal: 
(Signature): 
County-District-School (CDS) Code: 34673143430352

Elk Grove Unified School District
Elk Grove, California

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement
Goal Setting

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

- School Site Council - 9/19/2019, 12/05/2019, 2/19/2020, 4/25/2020
- Back To School Night - 9/25/2019
- ELAC Meeting 12/05/2019, 4/25/2020

LCAP Metrics data was reviewed with stakeholder in developing the plan, including site data specific related to:
- Progress Toward English Proficiency
- Attendance and Absences
- Dropouts and Graduation
- Discipline data including suspensions and expulsions
- School Connectedness and Climate
- Family and Community Engagement
- CAASPP
- California Healthy Kids Survey

Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

The School Site Council, and staff reviewed input from all stakeholders. They synthesized the input to include the following site priorities in the LCAP:
1. Provide multiple learning opportunities for all students.
2. Increase Family and Community involvement.
3. Increase opportunities for academic support to enable all student to engage in rigorous instruction to prepare them for college and career options.
4. Improve our college/career focus and provide opportunities for students to develop plans and personal goals for life after High School
5. Create opportunities in the classroom and beyond to make learning relevant and engaging.
6. Provide academic and non-academic support for students, to help them be successful.

Resource Inequities
Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Please provide a description.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

Improve Students CAAASPP math results from 92% standards not met to 85%. Increase grad Rates from 63.5% to 70%

Metric: CAAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All

<table>
<thead>
<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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Funding Source

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<td>$5000</td>
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Actions/Services 1.1.2

Principally Targeted Student Group

- All  
- Black or African American  
- Hispanic or Latino

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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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Provide training time for staff to become familiar with IXL Math to enhance student performance in targeted strands at all levels of math.

Provide materials for staff use to improve Math delivery and instructional practices to decrease the number of D's and F's.

One learning strategy that can be implemented throughout the curriculum that can help students succeed in mathematics is the use of technology in the pedagogy of the classroom.

"A Literature Review: The Effect of Implementing Technology in a High School Mathematics Classroom"
Daniel Murphy

Number of teachers utilizing IXL Math online tools as based on classroom walkthroughs and monitoring students in Math Lab study hall.

Improvement on Student assessment results.

Improvement in CAASPP scores across the board and especially among targeted subgroups.

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Site Goal 1.2

Increase ELA proficiency across all content areas
Improve CAASPP ELA scores from 43% Standards Not Met to 38% Standards not met

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- All

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<tr>
<td>Purchase and Provide supplemental curricular materials such as assorted high interest reading materials in a range of lexile levels to increase literacy and to support common core ELA Standards and Study Sync lessons.</td>
<td>Curriculum Mapping in Higher Education: A Vehicle for Collaboration. Uchiyama, K.P. &amp; Radin, J.L. Innov High Educ. (2009) 33: 271. Through the use of curriculum mapping, eleven faculty members in a western state university Teacher Licensure program aligned and revised the teacher education curriculum across a sequence of courses. An increase in collaboration and collegiality among faculty emerged as an unintended outcome as a result of participation in the project.</td>
<td>Site Based assessment results</td>
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<tr>
<td>Such purchases would be in accordance with BP/AR 6161.1 in that no more than 15 copies of instructional materials (which may include digital) may be purchased without Board adoption.</td>
<td></td>
<td>Increased use of supplemental materials</td>
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Actions/Services 1.2.2

Principally Targeted Student Group

- All • EL

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<th>Specific Actions to Meet Expected Outcome</th>
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<tr>
<td>Support teachers in use of Study Sync through Release days and in house training on Embedded EL support lessons in Study</td>
<td>Zoch, M., Myers, J. &amp; Myers, J. (2017). Teachers' Engagement with New Literacies as Support for Implementing Technology in the Classroom.</td>
<td>Number of teachers utilizing Embedded EL Study Sync online tools</td>
</tr>
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</table>

Number of teachers utilizing Study Sync online tools as based on classroom walkthroughs and monitoring students in Math Lab study hall.
Training and release time for Study Sync would ultimately benefit EL students by providing Professional Learning to teachers in the areas of scaffolding and differentiating CCSS aligned lessons to meet the needs of all Learners. Teachers would benefit from time allotted to explore and modify suggested lessons in the Access Pathway of Study Sync. These lesson plans were created with EL students in mind and offer suggestions for both Designated and Integrated ELD instruction.

**Site Goal 1.3**

Provide resources for students and teachers to enhance student achievement and the use of a dynamic range of technology and curricular materials to reach all students.

- Improve CAASPP ELA scores from 43% Standards Not Met to 38% Standards not met
- Improve Students CAASPP math results from 92% standards not met to 85%
- Increase grad Rates from 63.5% to 70%

**Metric:** CAASPP

### Actions/Services 1.3.1

#### Principally Targeted Student Group
- All  
- Asian  
- EL  
- Hispanic or Latino  
- R-FEP

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| Provide opportunities for teachers to attend professional development opportunities to include:  
  - Core content workshops/seminars  
  - Technology implementation workshops/seminars  
  - Professional organization workshops/seminars  
  - Materials for Book Study  
  - ELL instruction workshops  
| "effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes." Linda Darling Hammond | Examine the following metrics and analyze changes student performance, teacher practices and student engagement. Schedule regular meetings to examine data (data days).Determine the cause of the changes.  
  - Grades & credits  
  - Classroom observations will focus on instructional practices  
  - Graduation numbers and rate  
  - Grades and Credit accumulation  
  - CAASPP scores  
  - District and site assessments |

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### Actions/Services 1.3.2

#### Principally Targeted Student Group
- All

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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
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<td>Supplemental/Concentration (7201/0000)</td>
<td>$3000</td>
<td>Contracts/Services</td>
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### Actions/Services 1.3.3

**Principally Targeted Student Group**

- All

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<th>Specific Actions to Meet Expected Outcome</th>
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<tbody>
<tr>
<td>Provide for a staff member to monitor/identify students who qualify for GATE Provide enrichment opportunities for students who show the potential to achieve at a level substantially beyond the rest of their peer group. Purchase supplemental materials and/or provide a means to participate in enrichment activities and/or competitions.</td>
<td>&quot;The results of this study showed the effects of enrichment programs on improving the academic achievement of gifted and talented students.&quot; Mahmoud Suhail, Journal for the Education of the Young Scientist and Giftedness 2014, Volume 2, Issue 2, 22-27</td>
<td>Improved student achievement among GATE students Number of students tested</td>
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### Funding Source

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<tr>
<th>Funding Source</th>
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<tr>
<td>GATE (7105/0000)</td>
<td>$2350</td>
<td>Materials/Supplies/Equipment</td>
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<td>Student Fees (2312/0000)</td>
<td>$1000</td>
<td>Certificated Salaries</td>
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### Actions/Services 1.3.4

**Principally Targeted Student Group**
- Foster Youth

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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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<tbody>
<tr>
<td>Identify Foster youth upon enrollment, develop an academic and Independent Living Plan for each foster youth. Provide continued academic and social emotional support with the Counselor and ensure that students are aware of resources available to them and to improve credit earning rate and grad rate.</td>
<td>Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college Rosalind Kirk, Angelique Day. Children and Youth Services Review Volume 33, Issue 7 July 2011, Pages 1173-1180. It was demonstrated that a campus based learning program for transitioning foster youth can help contribute toward a perceived increase in knowledge and information about college life, funding and admissions procedures.</td>
<td>Foster Youth Grad Rates Foster youth Credit earning report</td>
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### Funding Source

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<th>Actions/Services 1.3.5</th>
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### Principally Targeted Student Group
- All

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<th>Specific Actions to Meet Expected Outcome</th>
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<tr>
<td>Provide materials for Art classes</td>
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<td>Visual Art Supplies - $1200</td>
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<td>- pens, pencils, erasers, acrylic and oil based paints encaustic wax tape Assorted Glue paint brushes X-acto knives water color paper epoxy resin</td>
<td>The Every Student Succeeds Act (ESSA) considers arts and music to be essential components of &quot;a well-rounded education&quot; Review of Evidence: Arts Education Research through the Lens of the Every Student Succeeds Act</td>
<td>Examine the following metrics and analyze changes student performance, teacher practices and student engagement. Schedule regular meetings to examine data (data days).Determine the cause of the changes.</td>
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<tr>
<td>Ceramics supplies - $400</td>
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<td>- Ceramic Glazes Glaze ceramics accessories (wheels tools shapers, etc....)</td>
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<tr>
<td>Instruments - $400</td>
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<td>- Kalimba Repairs and Maintenance of instruments</td>
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<tr>
<td>Funding Source</td>
<td>Amount</td>
<td>Description of Use</td>
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</tbody>
</table>
Electronic equipment - $600
- Guitar pedal
- Audio engineering equipment

Funding Source | Amount | Description of Use
--- | --- | ---
Visual & Performing Arts (VAPA)(7450/0000) | $2600 | Materials/Supplies/Equipment

Site Goal 1.4

Improve Access to ELA curriculum for English Language Learners
Increase ELA proficiency across all content areas
Improve CAASPP ELA scores from 43% Standards Not Met to 38% Standards not met

Metric: CAASPP

Actions/Services 1.4.1

Principally Targeted Student Group
- EL

Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services?
--- | --- | ---
Provide training and professional development opportunities to maximize use of Embedded EL Core Curriculum within study sync | "effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes." Linda Darling Hammond | Redesignation Rates
Provide funds for EL Coordinator to monitor EL student performance
Provide funds for ELPAC testing in order to provide timely administration of ELPAC initial and summative assessments | |

Funding Source | Amount | Description of Use
--- | --- | ---
EL Supplemental (7250/0000) | $750 | Materials/Supplies/Equipment
EL Supplemental (7250/0000) | $1000 | Certificated Salaries

Site Goal 1.5

Increase opportunities for students to connect to college and career options
Increase grad Rates from 56% to 65%

Metric: Other (Site-based/local assessment)

Actions/Services 1.5.1

Principally Targeted Student Group
- All

Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services?
--- | --- | ---
Create an effective program to maximize FAFSA submission and completion among 12th grade students | College application assistance significantly increases college enrollment and placement Keeping College Options Open: A Field | A-G completion rate
Change in number of graduates
Provide Field trips and college visit experiences

Experiment to Help All High School Seniors Through the College Application Process
Philip Oreopoulos

Number of students completing FAFSA applications

Number of scholarships awarded to Las Flores Students

District Strategic Goal 2:
All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:
Students need high quality programs and services driven by assessment, data analysis, and action as measured by:
- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Funding Source | Amount | Description of Use |
---|---|---|
Supplemental/Concentration (7201/0000) | $1000 | Materials/Supplies/Equipment |

Jump To: District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Justification | Certification

Site Goal 2.1
Develop a site based data collection system to monitor Student progress
Increase ELA proficiency across all content areas
Improve CAASPP ELA scores from 43% Standards Not Met to 38% Standards not met
Improve Students CAASPP math results from 92% standards not met to 85%

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group
- All

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| 1. Teachers will utilize Illuminate as a data disaggregation tool (software helps to aggregate and disaggregate data at the question, student and class level) and will have access to GradeCam, TurnITIn for additional data analysis...and adjust/support provide intervention/acceleration as a result of the data... 2. Professional Development for Illuminate will be incorporated into the PD plan. | Kerri A. Kerr, Julie A. Marsh, Gina Schuyler Ikemoto, Hilary Darilek, and Heather Barney, "Strategies to Promote Data Use for Instructional Improvement: Actions, Outcomes, and Lessons from Three Urban Districts," American Journal of Education 112, no. 4 (August 2006): 496-520. | Utilize the following information to monitor teacher use of assessment and how that assessment changes their practice and supports student achievement  
- Classroom walkthroughs to observe teachers use of assessments  
- Number of teachers utilizing technology to analyze student performance  
- Observe changes in teacher use of formative assessment  
- Teacher data days to examine assessment data and discuss instructional practices, interventions, etc... |
 Wouldn't there also be a measure of what they do with that analysis?

- Improvement of student achievement on site based assessments

### Site Goal 2.2

Teachers will use data to inform instruction regarding targeted sub-groups
Collection of data from common assessments to determine student needs

**Metric:** Assessment System

#### Actions/Services 2.2.1

**Principally Targeted Student Group**

- All
- Black or African American
- Hispanic or Latino
- Low Income

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<td>Provide release time for Content teachers to develop common formative, interim, and summative assessments utilizing data collected on site</td>
<td>&quot;Assessment should be deliberately designed to improve and educate student performance, not merely to audit it as most current assessments do.&quot; Educative Assessment. Designing Assessments To Inform and Improve Student Performance. Wiggins, Grant</td>
<td>Number of teachers utilizing site based common assessments</td>
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#### Actions/Services 2.2.2

**Principally Targeted Student Group**

- All

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<tr>
<td>Provide training and appropriate time for teachers to collect and review performance data from targeted sub-groups to determine best practices.</td>
<td>Teachers' use of Curriculum based measurements produced significant gains in student achievement when used in conjunction with the use of systematic data-based decision making and skills analysis feedback. Stecker, P. M., Fuchs, L. S. and Fuchs, D. (2005), Using Curriculum-Based Measurement to Improve Student Achievement: Review of Research.</td>
<td>Number of teachers utilizing site based data Lesson plans CAASPP Data</td>
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<td>Certificated Salaries</td>
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### Actions/Services 2.2.3

#### Princely Targeted Student Group
- All

#### Specific Actions to Meet Expected Outcome

1. PLC’s and content teams will conduct common data analysis of a formative assessment cycle (including Target Group - African American/black and Hispanic data) minimally twice in a cycle and plan instruction/modifications accordingly.
2. CAASPP components and interim assessments will be incorporated into content area classes

#### What is the Research Confirming this is an Effective Practice?


#### How will you Measure the Effectiveness of the Actions/Services?

- Student Surveys created
- Classroom observations
- Disaggregated student results
- Student grades and credits earned

### District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

### District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:
- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

### Site Goal 3.1

PBIS Tier II implementation
Decrease the chronic absenteeism rate by 10% (from 41% to 37%)
Increase Grad Rates from 63.5% to 70%

#### Metric: School Climate

### Actions/Services 3.1.1

#### Princely Targeted Student Group
- All

#### Specific Actions to Meet Expected Outcome

- Decrease the chronic absenteeism rate by 10% (from 41% to 37%)
- Increase grad rates from 63.5% to 70%

#### What is the Research Confirming this is an Effective Practice?

#### How will you Measure the Effectiveness of the Actions/Services?
Provide opportunities for professional development to enhance PBIS Implementation at Las Flores High School

Full implementation of Tier II PBIS
  • Attendance
  • MTSS

Contract PBIS consulting services for in depth Professional Development program

Provide curriculum for PBIS support

Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. Multi-tiered systems of support (MTSS), such as School-Wide Positive Behavior Interventions and Supports (SWPBIS), have emerged as potentially effective frameworks for addressing student needs and improving student outcomes.

Jennifer Freeman, PhD, Journal of Positive Behavior Interventions

Examine the following metrics and analyze changes student performance, teacher practices and student engagement. Schedule quarterly meetings to examine data (data days). Determine the cause of the changes.

Grades & credits
PBIS Team Membership
Attendance rates
PBIS Data
School Climate Survey Data
Curriculum implementation
TFI surveys
PIC data

### Actions/Services 3.1.2

#### Principally Targeted Student Group

- All

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</table>
| Provide materials and other supplies such as signage, activities, MTSS implementation, etc to enhance student participation in PBIS at Las Flores as well as to improve overall student attendance rates. | Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. Multi-tiered systems of support (MTSS), such as School-Wide Positive Behavior Interventions and Supports (SWPBIS), have emerged as potentially effective frameworks for addressing student needs and improving student outcomes. Jennifer Freeman, PhD, Journal of Positive Behavior Interventions | Student survey information
CHKS survey information
School Climate Survey Information
Decrease in Chronically truant students |

### Funding Source

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### Actions/Services 3.1.3

#### Principally Targeted Student Group

- All

<table>
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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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</table>
| Work with site, district and community resources to increase attendance. Monitor and follow up with students and parents. Implement PBIS and other pro-active programs to promote the importance of student attendance, course completion, and credit earning rate. | Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015 | • Attendance data
• Chronic absenteeism rates
• Student, staff and parent surveys
• CHKS data |

<table>
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<th>Funding Source</th>
<th>Amount</th>
<th>Description of Use</th>
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**Actions/Services 3.1.4**

**Principally Targeted Student Group**

- All

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<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| Implement positive behavior practices, including PBIS and Restorative Practices. Provide professional development for staff to support all students, with an emphasis on those students at risk of not graduating on time. Work with site, district, and community resources to support students. Areas of support include physical and mental health, social-emotional support, and lack of access to resources. Funds may be used for promotional items connected to program, including banners, student recognition and printed materials. | Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015 | • Student, staff and parent surveys
• CHKS data
• PBIS data
• Disaggregated behavior/discipline data
• Referrals to other resources
• Agendas and rosters from Professional Development sessions
• Classroom observations
• Student results: grades, credits earned, progress toward academic goals |

**Funding Source**

| Supplemental/Concentration (7201/0000) | $1480 | Materials/Supplies/Equipment |

---

**Site Goal 3.2**

Increase College and Career planning awareness at Las Flores High School

Las Flores will increase the number of students completing CCGI lessons

Increase grad Rates from 63.5% to 70%

**Metric:** Other (Site-based/local assessment)

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- All • Foster Youth

<table>
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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
</table>
| Create a College/Career center on campus and provide appropriate materials to set up. Enhance College/Career center on campus and provide appropriate materials. Create a pathway to college plan for each student to encourage high school graduation and eventual enrollment into college | Post- and follow-up testing suggest that participation in a career exploration program/class resulted in increased career decision-making self-efficacy, vocational skills self-efficacy, and short-term gains in outcome expectations. Participants enrolled in the career education class in the first quarter were more likely to change career plans than were those in the control condition. Ellen McWhirter Stuart Foundation. (2013). At greater risk: California foster youth and the path from high school to college. Retrieved from: http://www.stuartfoundation.org/docs/default-documentlibrary/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6 Berkeley’s Center for Social Services Research and Institute for Evidence-Based Change study results point to the overarching | a-g Completion
Increased CTE participation
College enrollment rate
College application rates
Improved Graduation Rates |
importance of providing foster youth with the support they need to complete high school as well as enroll and succeed in college at the same rates as other students.

### Actions/Services 3.2.2

**Principally Targeted Student Group**
- All
- Black or African American
- Foster Youth
- Hispanic or Latino
- Low Income

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<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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</thead>
<tbody>
<tr>
<td>Provide opportunities for students to attend college and/or career workshops, career fairs, field trips, or other activities. Provide information on college entrance requirements</td>
<td>Center for Poverty and Research, U.C. Davis <em>Increasing College Access and Success for Low Income Students</em> Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college Rosalind Kirk, Angelique Day Children and Youth Services Review Volume 33, Issue 7, July 2011, Pages 1173-1180 it was demonstrated that a campus based learning program for transitioning foster youth can help contribute toward a perceived increase in knowledge and information about college life, funding and admissions procedures.</td>
<td>a-g Completion Increased CTE participation College enrollment rate College application rates Improved graduation rates</td>
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### Funding Source

<table>
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**Site Goal 3.3**

Increase the number of students who are actively engaged in classes (School Climate)
Decrease the chronic absenteeism rate by 10% (from 41% to 37%)
Increase the number of students who feel emotionally supported by teachers at Las Flores

**Metric:** School Climate

### Actions/Services 3.3.1

**Principally Targeted Student Group**
- All

<table>
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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
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</thead>
<tbody>
<tr>
<td>Provide training and Professional development on MTSS and teacher intervention strategies</td>
<td>&quot;Improving educator effectiveness and school functioning in regard to MTSS requires continuous attention to practice selection, implementation fidelity, and progress monitoring.&quot; Jennifer Freeman, George Sugai, Brandi</td>
<td>Quantity of Teacher MTSS referrals Student and site culture surveys Student participation in peer groups and committees</td>
</tr>
<tr>
<td>Provide training and purchase materials necessary to implement student peer</td>
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### Funding Source

<table>
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<tr>
<td>Supplemental/Concentration (7201/0000)</td>
<td>$700</td>
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<tr>
<td>Student Fees (2312/0000)</td>
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</table>
District Strategic Goal 4:
All students will benefit from programs and services designed to inform and involve family and community partners.

District Needs and Metrics 4:
Students need parent, family and community stakeholders as direct partners in their education as measured by:
- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Improve parent participation and engagement in all aspects at Las Flores High School to assist in improving attendance, credit earning, and graduation rates.
Increase the number of parents who feel connected to the school as measured by parent survey

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**
- All

<table>
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<tr>
<th>Specific Actions to Meet Expected Outcome</th>
<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
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<tbody>
<tr>
<td>Provide opportunities to encourage parent engagement in their students high school career</td>
<td>&quot;Schools would have to spend $1,000 more per pupil to reap the same gains in student achievement that an involved parent brings&quot; Westmorland, H., Rosenberg, H. M., Lopez, E., &amp; Weiss, H. (2009). Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement. Issue Brief</td>
<td>Parent surveys School Climate surveys Meeting sign in sheets Number of community partners CHKS Data</td>
</tr>
<tr>
<td>Provide refreshments at parent functions Weekly welcome wagon Donuts for Dad Coffee chats, etc... Back to school night Open House</td>
<td>&quot;Trust between home and school creates a context that supports student achievement&quot; Goddard, Tschnanen-Moran, &amp; Hoy. (2001). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban elementary schools. Elementary School Journal, Elementary School Journal</td>
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<tr>
<td>Provide funding for parent engagement programs Pathways to Success program Parent university</td>
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<tr>
<td>Provide refreshments and materials for ELAC meetings to enhance parent involvement</td>
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**Funding Source**

<table>
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<tr>
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**Actions/Services 4.1.2**

Simonsen & Susannah Everett (2017) MTSS Coaching: Bridging Knowing to Doing, Theory Into Practice, 55:1, 29-37,
Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services?
--- | --- | ---
Provide materials to enhance parent contact and communication, and involvement | An independent evaluation by SRI International of the initiative's fourth year shows that students participating in Linked Learning are earning more credits, are more likely to be on track with the a–g credits required for graduation, and are reporting greater confidence in their life and career skills than similar peers in traditional high school. [http://irvine.org/images/stories/pdf/grantmaking/year4linkedlearningevaluationreportfeb2014.pdf](http://irvine.org/images/stories/pdf/grantmaking/year4linkedlearningevaluationreportfeb2014.pdf) | Parent participation as measured by
1. Back to school night
2. student awards programs
3. FAFSA Workshop
4. College Night Etc...

College Career planning workshops FAFSA Workshops Homework/tutoring workshops Etc...

How will you Measure the Effectiveness of the Actions/Services?

Provide materials to enhance parent contact and communication, and involvement
College Career planning workshops FAFSA Workshops Homework/tutoring workshops Etc...

Funding Source | Amount | Description of Use
--- | --- | ---
Supplemental/Concentration (7201/0000) | $2200 | Materials/Supplies/Equipment

Actions/Services 4.1.3

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services?
--- | --- | ---
Provide funds for planning and implementation of a parent volunteer group to participate in school activities such as field trips, college and career days, and family outreach efforts. Provide materials and supplies for the planning and implementation of parent volunteer group. | "Schools would have to spend $1,000 more per pupil to reap the same gains in student achievement that an involved parent brings" Westmorland, H., Rosenberg, H. M., Lopez, E., & Weiss, H. (2009). Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement. Issue Brief | Show improved participation as measured in parent surveys and Parent sign in sheets.

Funding Source | Amount | Description of Use
--- | --- | ---
Supplemental/Concentration (7201/0000) | $1200 | Certificated Salaries

Site Goal 4.2

Increase the number of parents who actively participate in school functions and activities
Increase the number of Parent Vue users by 15% of enrolled students

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services?
--- | --- | ---
Provide training seminars for Parents and "Schools would have to spend $1,000 more Number of parents with Parent Vue accounts
students to learn how to use online communication tools

Implement "Pathways to Success" program for parents and students.

Improve communication with families through the following means

- Newsletters
- Webpage
- Instagram
- Surveys
- Google apps
- etc.

per pupil to reap the same gains in student achievement that an involved parent brings"


"Trust between home and school creates a context that supports student achievement"


Fox, Brian D. The principal as an effective communicator: Increasing parental and community engagement through the use of digital communication and social media. Diss. NORTHWEST NAZARENE UNIVERSITY, 2016. Educational leaders have effective and efficient tools available to them in digital communications and social media. Using these technologies, principals have the ability to develop relationships and build trust among parents and community and tell their school’s story in a way the traditional media cannot.

Increase the number of students who are actively engaged in classes (school Climate)
Decrease the chronic absenteeism rate by 10% (from 41% to 37%)
Increase the number of students who feel emotionally supported by teachers at Las Flores

Metric: Chronic Absentee Rate
### Specific Actions to Meet Expected Outcome

| Develop intervention and support programs to address attendance, credit earning rate, and academic achievement. Provide supplies and materials necessary to improve student engagement. Provide opportunities to participate in site activities to build a positive school climate. Provide time and materials for staff training in Mindset, Trauma informed instruction, and cooperative learning strategies. |
| What is the Research Confirming this is an Effective Practice? |
| How will you Measure the Effectiveness of the Actions/Services? |
| "Student engagement and its relationship with early high school dropout" Isabelle Archambault |
| Attendance rate ADA Apportionment Credit recovery rates School Climate |

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<th>Funding Source</th>
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###Actions/Services 4.3.2

####Principally Targeted Student Group
- All

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<th>What is the Research Confirming this is an Effective Practice?</th>
<th>How will you Measure the Effectiveness of the Actions/Services?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target services to decrease absenteeism and use interventions and support services to address barriers to regular school attendance, and academic achievement.</td>
<td></td>
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</tbody>
</table>
  - Weekly attendance team meetings to monitor attendance and determine interventions |
  - Ongoing communication with parent/students |
  - Home Visits |
  - Celebrate students with perfect and near perfect attendance |
  - Honor students earning 20 credits or more |
| Achievement, especially in math, is very sensitive to attendance, and absence of even two weeks during one school year matters. Attendance also strongly affects standardized test scores and graduation and dropout rates. Balfanz, R., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools. |
| • Attendance rate-Truancy & Chronic absence rates |
| • Credits earned/quarter |
| • Graduation rate |
| • Healthy Kids Survey |
| • Parent Survey |

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**Justification of School-Wide Use of Funds**

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A
## IV. Funding

### Las Flores High School - 538

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### Total Funds Provided to the School Through the Consolidated Application
- TBD

### Total Federal Funds Provided to the School from the LEA for CSI
- N/A

### Subtotal of additional federal funds included for this school
- $0

### Subtotal of state or local funds included for this school
- $61,758

### Benefits Calculator for Timesheets

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<th>Benefits Calculator for Timesheets</th>
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<tr>
<td>Benefits Amount $</td>
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<tr>
<td>Total $</td>
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</tr>
</tbody>
</table>

### Signatures
- Principal: Alan Williams
- School Site Council Chairperson: Kristian Haro
- EL Advisory Chairperson: Sheetal Kaur

### Date

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sisreporting.egusd.net/LCAP_1_2/index.cfm?fuseaction=printLCAP&isPrint=1&bannerImg=0&reportWindow=2&requestTimeout=1000