



Las Flores High School

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Justine Fuller

County-District-School (CDS) Code: 34673143430352

**Elk Grove Unified School District
Elk Grove, California**

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

IV. Goals, Action Plans and Progress Monitoring

Las Flores High School | Focused Work: 2024-2025

Goal Setting (Icapid: 663)

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 receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

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 learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. 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?

Staff Meetings 8/7, 9/14, 9/21, 11/2, 11/9, 1/11, 2/15, 2/29, 4/11, 4/18, 5/9

School Site Council Meetings 8/18, 9/19, 10/4, 11/28, 2/7, 4/15, 5/16

ELAC Meetings 10/24, 1/23, 2/20, 5/8

Title 1 Parent Night 8/28 and 8/31

Family Nights Monthly - 4th Monday for Elementary, 4th Thursday for HS

Family, student and staff surveys

LCAP Metrics and Dashboard data was regularly reviewed with all partners including site specific data related to

Attendance rates

CAASPP data

California Healthy Kids Survey

El Proficiency and Redesignation

School Climate Survey

Family and Community Engagement Survey and participation data

Graduation Rate data

WASC self study data

2. Impact of LCAP and Annual Update

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

The conversations with staff, students and families guided the setting of goals and spending priorities for the following year. This year, funds were moved into the development of a multimedia elective class so students could create virtual newscasts.

Funding the following areas were suggested:

Extended Learning Opportunities/Tutoring including in person PE class.

Student and Family Engagement Activities including family events and meetups (field trips) and collaboration with educational partners including spoken word and art events.

Professional development for all staff to support student learning.

Expand College/Career support for students including field trips and job fairs.

Focus on increasing student attendance and engagement.

Adding a garden and murals to increase the attendance on campus.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard

- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified

Site Goal 1.1 (SiteGoalID: 7742) (DTS: 12/13/23)

Las Flores will increase Graduation Rate by 15% from 73% to 88% and increase A-G completion rates by 15% from 11% to 26%.

Las Flores will increase opportunities for students to connect to college and career options by increasing the number of students completing FAFSA applications and number of scholarships awarded to Las Flores students

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.1.1 (SiteGoalID: 7742) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Timesheets to provide release time for staff to meet with Instructional Coaches to develop and expand learning platform course offerings to ensure proper adherence to graduation requirements and increase A-G completion; to look at standards aligned curriculum and supplemental options for virtual learning; to learn about FHQI</p>	<p>Progress Monitoring</p> <p>Graduation numbers/rates</p> <p>Review grade distribution at progress and grade reports.</p> <p>CAASPP Data</p> <p>District and State Assessment Results</p> <p>Quarterly review of transcripts to</p>	<p>Evaluation</p> <p>Staff Perspective Survey shows a (higher/lower) satisfaction rate from 23-24.</p> <p>Administration completed _____ FONT walkthroughs.</p> <p>Q1 Review of transcripts showed ___ A-G course completion rate and .</p> <p>Q2 Review of transcripts showed</p>

strategies, culturally responsive teaching strategies, student engagement strategies, and equitable grading strategies; and to analyze data and collaborate around research based best practice that leads to improved student achievement with a focus on identified subgroups.

Timesheets to provide additional instructional opportunities outside of the school day (including before/after school and summer school).

Stipend to monitor/identify students who qualify for GATE/AP classes.

Provide training, professional development, conference opportunities for staff to improve instructional practices, develop project based learning plans, and monitor student progress early to decrease the number of D's and F's. Funding to cover fees for training, registrations, associated travel costs, and timesheets for release time.

Purchase additional technology, software, subscriptions to online resources, and necessary materials to support learning goals.

Provide stipends for K-5, 6-8 and 9-12 team leads (@\$2000 each) to analyze student progress and to assist teachers with instruction with the goal of helping all students attain grad level mastery. Responsibilities to include, but not limited to, implementation of school-wide FHQI strategies, alignment of lessons and curriculum maps with common core standards, creation of differentiated lesson plans, and to assist with Edgenuity modifications requested by staff via the Google Document for students that come in with partial credits.

determine A-G course completion.

FONT data

__ A-G course completion rate.
Q3 Review of transcripts showed __ A-G course completion rate.
Q4 Review of transcripts showed __ A-G course completion rate.

Illuminate Data shows ____

CAASPP ELA scores
CAASPP math scores
CAASPP science scores

Action 1.1.2 (SiteGoalID: 7742) (DTS: 04/18/24)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Create an effective program to maximize FAFSA submission and completion to increase college attendance and access among 12th grade students including the following: Timesheets, transportation costs, associated fees to provide field trips, college visit experiences and college/career fairs.</p> <p>Create a college/career center to support student access.</p> <p>Hire a college career tech to support transcript review, college and scholarship applications and FAFSA completion. Salary: \$ TBD from supplemental funds for a full time para</p>	<p>Progress Monitoring</p> <p>College Application</p> <p>FAFSA completion</p>	<p>Evaluation</p> <p>Number of FASFA completed _____</p> <p>Graduate Survey shows that ____% of students are attending college, ____% are entering the workforce and ____% unknown.</p> <p>College/Career field trips included:</p> <p>College/Career Tech saw _____ students Q1 and completed _____ graduation reviews, saw _____ students Q2 and completed _____ graduation reviews, saw _____ students Q3 and completed _____ graduation reviews, and saw saw _____ students Q4 and completed _____ graduation reviews.</p>

Site Goal 1.2 (SiteGoalID: 7743) (DTS: 12/13/23)

Las Flores will enhance student achievement and increase ELA and Math proficiency improving the number of students achieving Standards Met or Exceeded on CAASPP ELA by 12% from 28% to 40% and the number of students achieving Standards Met or Exceeded on CAASPP Math by 14% from 21% to 35% and the number of students achieving Standards Met or Exceeded on CAASPP science by 13% from 22% to 35%

Metric: CAASPP (ELA, Math, Science) - Percent

Action 1.2.1 (SiteGoalID: 7743) (DTS: 12/13/23)**Targeted Student Group(s)**

- All

Action Plan <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Timesheets to provide release time for ELA, Math, and Science teachers to review data about areas of strength and improvement and to develop lesson plans to support student learning.</p> <p>Provide professional development for staff to become familiar with resources to enhance student performance in targeted strands at all levels of English, math, and science.</p> <p>Expand educational learning opportunities for students to include field trips, college outreach/visits, guest speakers, extended day classes.</p> <p>Purchase and provide supplemental curricular materials including assorted high interest reading materials in a range of lexile levels to increase literacy and to support common core ELA Standards. Books purchased will represent the demographics of the site and will represent student cultures and languages.</p> <p>Purchase and provide supplementary ELA, science,</p>	<p>Progress Monitoring</p> <p>Review grade distribution at progress and grade reports.</p> <p>CAASPP Data</p> <p>District and State and Site Assessment Results</p> <p>Quarterly review of transcripts to determine A-G course completion.</p> <p>FONT data</p> <p>Increased use of supplemental materials as seen through classroom walkthroughs.</p>	<p>Evaluation</p>

<p>history, and math curriculum, software and interactive technology, resources (such as SIPPS, Scholastic Reading Inventory Reading Counts, PearDeck, Lexia, etc.) and materials and supplies to support virtual and in person learning and provide remediation and extension and enhance learning.</p> <p>Purchase allowable, reasonable and necessary manipulatives and supplies to send home with students to complete the action plan for this goal.</p>		
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Action 1.2.2 (SiteGoalID: 7743) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Purchase additional resources (ie. color printers, copies, postage machine, toner, ink and paper) to allow staff to utilize supplemental materials and to support the Short Term Traveling Student Independent Study program and the Independent Study Program.</p> <p>Provide maintenance agreements, repairs parts, services, supplies, copying and replacement of supplemental resources.</p>	<p>Progress Monitoring</p> <p>Site equipment matrix</p> <p>work orders</p> <p>supply inventory records</p>	<p>Evaluation</p>

Action 1.2.3 (SiteGoalID: 7743) (DTS: 04/18/24)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Academic Intervention Teacher to utilize small group instruction, Lexia, LETRS and High Quality Teaching Strategies to teach targeted Kindergarten through Grade 5 students not meeting grade level standards in ELA/Math. Priority for intervention services will be given to students in grades K-2 who meet specific entrance criteria.</p> <p>Certificated Salary: <i>\$165,000 from Title One for 1.0 FTE AIT</i></p>	<p>Progress Monitoring</p> <p>Number of students exited from needing academic interventions.</p>	<p>Evaluation</p> <p>___ K-5 grade students were provided with ___ weeks of ELA/Math intervention with a ___% success rate. ___ students were exited from intervention.</p>

Site Goal 1.3 (SiteGoalID: 7744) (DTS: 12/13/23)

Increase EL Proficiency and Redesignation Rates from 33% Proficient to 43% Proficient

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.3.1 (SiteGoalID: 7744) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • R-FEP

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding for EL Coordinator and EL teacher to monitor EL student performance and provide EL support instruction to targeted groups of students.</p> <p>Purchase supplemental curriculum, materials, provide staff training, intervention and enrichment opportunities for EL students.</p> <p>Provide timesheets and supplemental professional development opportunities (including conferences like CABE), for teachers to identify and implement research based instructional strategies that are effective with English Learners in order to support the site re-designation goals and to support overall increased academic achievement and a higher graduation rate for EL students.</p> <p>Timesheets to develop support lessons for EL instruction, and to provide additional EL small group and individual support 1-2 times per week outside of the school day. Timesheets for certificated and/or classified personnel to coordinate with EL services and communicate with parents of English Learners, for ELPAC testing in order to provide timely administration of ELPAC initial and summative assessments.</p> <p>Timesheets for translation services as needed.</p> <p>Purchase allowable, reasonable</p>	<p>Progress Monitoring</p> <p>ELPAC scores</p> <p>EL Walkthrough Observations, number of teachers utilizing EL online tools and learning strategies</p> <p>Student district and site assessment results</p> <p>EL student CAASPP results</p> <p>Transcript review to ensure student placement in appropriate classes</p>	<p>Evaluation</p> <p>____% of Initial ELPAC Assessments were completed within the first 30 days a newcomer arrived in our school.</p> <p>____% of students were given the Summative ELPAC Assessment during the assessment window.</p> <p>____% of EL students made progress towards English proficiency.</p> <p>Quarterly ELAC meetings were held on...</p>

and necessary supplementary resources to provide additional reading, language, and math practice for EL students and complete the action plan for this goal area.

Supplies and materials for ELAC meetings including, but not limited to: paper, pens, light snack for meetings, and materials needed to fully administer state and local assessments as needed including ELPAC.

Funding Sources for District Goal 1 (DEV - LCAP ID: 663)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	165000	Certificated- Salaries
Title I – Basic (4900/3010)	3000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	2068	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	75000	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	3000	Certificated- Timesheets
EL Supplemental (7250/0000)	1000	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	1108	Materials/Supplies/Equipment

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:

- Test Participation Rate on Districtwide Assessments

Site Goal 2.1 (SiteGoalID: 7751) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1 (SiteGoalID: 7751) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

<p>Timesheets to create and implement common assessments, professional development on Illuminate and related assessments to assist teachers with analyzing data and making data based instructional decisions. Technology, materials and supplies needed to support data analysis.</p> <p>Timesheets for staff members to assist in assessment training and support (CAASPP, Illuminate, PFT).</p> <p>Support from CPL instructional coaches to assist teachers with analyzing data and making data based instructional decisions.</p> <p>Funding for staff to attend professional development/conferences to support use of assessment data. Funding to include registration, associated costs such as lodging/travel, and per diem.</p> <p>Reasonable supplies and instructional materials needed for common assessments.</p>	<p>Site and District level assessment data</p> <p>CAASPP data</p> <p>Staff meeting notes</p> <p>CPL presentation/follow up questions</p>	<p>___% of our students have taken all the Illuminate Benchmark Assessments.</p> <p>___% of our students have taken all the Illuminate Term Assessments (Tri 1/Q1).</p> <p>___% of our students have taken all the Illuminate Term Assessments (Tri 2/Q2 and Q3).</p> <p>Staff meeting minutes were collected and follow up questions of Instructional Coaches regarding data analysis were shared.</p> <p>Administration completed ___% walkthroughs each quarter and recorded the data in the FONT system.</p> <p>___ staff attended breakout sessions on data analysis at conferences and shared the information with staff.</p>
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Site Goal 2.2 (SiteGoalID: 7739) (DTS: 12/13/23)

Develop a site based data collection system to monitor student progress and analyze student assessment data.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1 (SiteGoalID: 7739) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Teachers will utilize technologies to support and enhance learning in the classroom. Students will benefit from instruction utilizing interactive technologies. Provide access to supplemental data analysis tools such as including but not limited to: NoRedInk, PearDeck Pro, NearPod, Kahoot Premium, Turnitin, Quizzizz Super Account GradeCam, etc for additional data analysis in PLCs and grade level teams to provide intervention/acceleration as a result of the data digs.</p> <p>Timesheets and purchase materials needed to provide professional development, training and release days for teachers to utilize Illuminate data collection and disaggregation tools (software helps to aggregate and disaggregate data at the question, student and class level) specifically with a focus on identified subgroups.</p> <p>Timesheets and release time to attend conferences and professional development on how to utilize and analyze common assessments data (AVID, PLC, Equity conferences, etc) specifically for identified subgroups. Funding to cover registration fees and associated travel and lodging costs.</p>	<p>Progress Monitoring</p> <p>Utilize the following information to monitor teacher use of assessment and how that assessment changes their practice and supports student achievement</p> <ul style="list-style-type: none"> Classroom walkthroughs to observe teachers use of assessments and interactive technologies. 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. Improvement of student achievement on CAASPP and site based interim assessments 	<p>Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 663)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	4150	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	2000	Materials/Supplies/Equipment

Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	5057	Materials/Supplies/Equipment

EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 7740) (DTS: 12/13/23)

Decrease the chronic absenteeism rate by 15% from 45% at the HS and 25% at the Elementary
 Increase the number of students who are actively engaged in classes (school climate) based on survey data
 Increase the number of students who feel emotionally supported by teachers at Las Flores based on survey results
 Increase the number of student referrals to the MTSS process based on site data

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 7740) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Implement positive behavior practices, including PBIS and Restorative Practices. 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.</p> <p>Provide timesheets for a staff member to coordinate PBIS</p>	<p>Progress Monitoring</p> <p>Examine the following metrics and analyze changes student performance, teacher practices and student engagement.</p> <p>Schedule quarterly meetings to examine data and determine the cause of the changes.</p> <p>Grades & credits</p> <p>PBIS Team minutes</p>	<p>Evaluation</p> <p>PBIS Tier 1 Fidelity Score went from ---- to ----. We received the ____ PBIS Implementation Award.</p>

implementation and timesheets for PBIS committee members to analyze data and develop implementation plan, to provide opportunities for professional development to enhance PBIS Implementation at Las Flores K-12

Funds may be used for promotional items connected to program, including banners, student recognition and printed materials and other supplies, timesheets for planning needs, etc. to enhance student and staff participation in PBIS at Las Flores as well as to improve overall student attendance rates and support the full implementation of Tier I and II PBIS programs at Las Flores K-12.

- Assemblies/Guest Speakers
- Monthly Field Trips
- Attendance Incentive Program including rewards for meeting goals.
- Student Engagement and SEL needs
- Signage
- Associated materials and supplies (including but not limited to poster maker, laminator and film, color printer, ink, paper, and supplies associated with rewards, acknowledgements, and incentives as identified by the PBIS team).

Purchase Character Strong SEL curriculum for PBIS support for Advocacy classes and related trainings to keep staff up to date.

Attendance rates
(including Chronic absenteeism rates)

PBIS Data and TFI survey data

School Climate Survey Data

PIC data

Student, staff and parent surveys

CHKS 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

Professional Development agendas and minutes

Action 3.1.2 (SiteGoalID: 7740) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Timesheets and release time so teachers can identify and provide supports in coordination with program implementors to support the academic and SEL needs of students identified by the MTSS program with a focus on attendance and engagement.</p> <p>Funding and associated costs to provide student engagement activities for students identified by the MTSS team including, but not limited to: mentors, porch visits, supplies, incentives, guest speakers, assemblies for identified students.</p> <p>Associated technology, materials and supplies (including but not limited to laptop, color printer, ink, paper, and supplies associated with rewards, acknowledgements, and incentives as identified by the MTSS team).</p> <p>Timesheets and release time to provide training and professional development on MTSS and teacher intervention/engagement strategies (including but not limited to conference attendance, and guest speakers).</p>	<p>Progress Monitoring</p> <p>Grades & credits MTSS Team minutes and data Attendance rates (including Chronic absenteeism rates) School Climate Survey Data Curriculum implementation PBIS TFI surveys PIC data Student, staff and parent surveys CHKS data Disaggregated behavior/discipline data Referrals to other resources Classroom observations Student results: grades, credits earned, progress toward academic goals</p>	<p>Evaluation</p> <p>MTSS team referrals</p>

Action 3.1.3 (SiteGoalID: 7740) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan Provide funding and materials to beautify the campus including, but not limited to: upgrading resources, classroom furniture, plants, providing murals, outdoor furniture, to provide a culturally responsive, physically and emotional healthy and safe learning environment.	Progress Monitoring Student, staff and parent surveys CHKS data PBIS TFI data School Climate Survey Data	Evaluation Student Perception Survey was given to all 3-11 grade students. Overall our favorable percentage went from ____% to ____%. Staff Perception Survey was given to all staff. Overall our favorable percentage went from ____% to ____%. Parent Perception Survey was given to all families. Overall our favorable percentage went from ____% to ____%.

Action 3.1.4 (SiteGoalID: 7740) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
Action Plan Target services to decrease absenteeism and use interventions and support services to address barriers to regular school attendance, and academic achievement	Progress Monitoring Attendance Data Referrals to other resources Classroom observations Student results: grades, credits earned, progress toward academic goals	Evaluation ____% of teachers completed family outreach worksheets. Administration reviewed and monitored ____ chronically absent students biweekly with

<p>including funding for timesheets, awards and recognitions.</p> <p>Continue to work with Attendance Intervention Office to monitor and target supports to students that are missing multiple days of school.</p> <ul style="list-style-type: none"> • Weekly attendance team meetings to monitor attendance and determine interventions • Ongoing communication with parent/students • Home Visits • Celebrate students with perfect/improved attendance - provide incentives and rewards for students that have positive attendance or have shown an increase in attendance. • Honor students earning 20 credits or more <p>Provide funding/support for an attendance clerk and timesheets for teachers to track and reach out to students with chronic attendance issues and provide resources to families and students to support students academic and SEL needs including, but not limited to: porch visits, incentives, referrals, etc.</p> <p>Develop intervention and support programs to address attendance, credit earning rate, and academic achievement. Provide supplies and materials necessary to improve student engagement.</p> <p>Provide timesheets and materials for staff training in Mindset, Restorative Practices, Equity, Trauma Informed Instruction, teambuilding and cooperative learning strategies.</p>	<p>Student, staff and parent surveys CHKS data PBIS TFI data School Climate Survey Data</p>	<p>Attendance Office, those students were contacted and attendance improved.</p> <p>AIO, Admin and parent liaison have documented over _____ parent communications into Synergy.</p>
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Action 3.1.5 (SiteGoalID: 7740) (DTS: 04/29/24)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide timesheets for staff to create and provide after school enrichment programs and activities for K-12 students including, but not limited to: science, technology, spoken word, writing, robotics, computer programing, etc. Provide funding for after school extension activities including art, science labs, physical education as well as core classes.</p> <p>Provide funding for outside providers to provide after school enrichment programs and activities for K-12 students including, but not limited to: science, technology, spoken word, writing, robotics, computer programing, etc.</p> <p>Funding for materials and supplies necessary to run these programs including but not limited to: paper, ink, postage, equipment, consumables, maintenance fees, etc.</p> <p>Plan monthly fieldtrips to extend learning beyond the classroom and provide access for students to art, music and cultural events to reinforce learning. Funding to be used for tickets, fees and transportation.</p>	<p>Progress Monitoring</p> <p>Attendance Data Student, staff and parent surveys CHKS data PBIS TFI data School Climate Survey Data</p>	<p>Evaluation</p> <p>The following after school programs were offered and ____ students attended:</p> <p>The following field trips were offered and ____ students attended:</p>

Site Goal 3.2 (SiteGoalID: 7746) (DTS: 12/13/23)

Increase College and Career planning awareness at Las Flores High School based on parent and student surveys

Las Flores will increase the number of students completing CCGI lessons

Increase graduation rates by 18% from 72% to 80%

Increase GPA/decrease number of classes not passed and/or D/F received.

Metric: Cohort Graduation Rate**Action 3.2.1 (SiteGoalID: 7746) (DTS: 12/13/23)****Targeted Student Group(s)**

• Foster Youth • Low Income • School-wide

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Create a College/Career center on campus and provide funding for appropriate materials to set up including, but not limited to color printer and ink, college resources.</p> <p>Increase FASFA completion and submission to increase college access and attendance</p> <p>Timesheets for staff to create a pathway to college plan for each student to encourage high school graduation and enrollment into college, and to explore the development of a college/career education elective class to support students' academic and SEL needs. Timesheets for staff to disaggregate data to identify needs and provide information and training/support on college entrance requirements outside of</p>	<p>Progress Monitoring</p> <p>a-g Completion</p> <p>Increased CTE participation</p> <p>College enrollment rate</p> <p>College application rates</p> <p>Improved Graduation Rates</p>	<p>Evaluation</p> <p>___ students accessed the college career center.</p> <p>___% of seniors completed the FASFA.</p>

the school day to students.

Action 3.2.2 (SiteGoalID: 7746) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • Foster Youth • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">How will you measure implementation?How will you measure student improvement using formative data?Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">Are you making progress towards your desired outcome?What is working or what is not working?How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding and opportunities for students to attend college and/or career workshops, career fairs, field trips, or other activities. Funding to cover timesheets, transportation costs, and associated fees.</p> <p>Provide funds for students to participate in school activities such as field trips, college and career days, and community outreach efforts.</p> <p>Provide professional development and timesheets for staff to support all students, with an emphasis on those students at risk of not graduating on time.</p>	<p>Progress Monitoring</p> <p>a-g Completion Increased CTE participation College enrollment rate College application rates Improved graduation rates</p>	<p>Evaluation</p> <p>___ students attended college/career workshops</p> <p>Field trips were taken to...</p>

Funding Sources for District Goal 3 (DEV - LCAP ID: 663)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries

Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	3000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	2500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	1000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	6000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage 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
- Parents indicating a respectful and welcoming school environment

- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 7741) (DTS: 12/13/23)

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

Increase the number of parents who actively participate in school functions and activities from 10% to 20%

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7741) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
<p>Provide funding (including funding from Title 1 Parent Engagement) for opportunities to encourage parent engagement including, but not limited to:</p> <p>Provide light snack/refreshments at monthly parent engagement functions</p> <p>Provide parent university/classes, coffee chats, Pathways to Success programs</p> <p>Timesheets for 7 Family Nights (Science Night, We Both Read Night, Family Writing Night, Math Games Night, etc)</p> <p>Back to School Night</p> <p>Open House/Extravaganza</p> <p>Lego Equity Night</p> <p>College Career planning workshops</p> <p>FAFSA Workshops</p> <p>Homework/tutoring workshops</p> <p>Edgenuity training for parents/students</p> <p>Guest Speakers for parent meetings</p> <p>Provide funding for supplies and materials for these opportunities including, but not limited to: poster maker supplies, laminator and film, paper, ink/toner, decorations, popcorn maker, sno cone machine, helium and balloons, etc.</p> <p>Provide funding for daycare, refreshments and materials for meetings to enhance parent involvement.</p> <p>Provide timesheets for staff to participate in site activities with families and students to build a positive school climate.</p>	<p>Parent, student, staff surveys</p> <p>School Climate surveys</p> <p>Meeting sign in sheets</p> <p>Number of community partners</p> <p>CHKS Data</p> <p>PBIS TFI data</p> <p>Parent participation in school activities such as school site council, ELAC, student awards assemblies.</p> <p>Increased traffic on school website and facebook page</p> <p>Data from work with AIO/FACE department to support parental outreach</p>	

Action 4.1.2 (SiteGoalID: 7741) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide funding (including funding from Title 1 Parent Engagement) for materials to improve communication with families, enhance parent contact and involvement through the following means:</p> <ul style="list-style-type: none"> Newsletters and flyers - including funding for subscription to newsletter creation software and postage Autodialers/emails School Webpage District approved Social Media accounts surveys <p>Provide timesheets for staff members to coordinate social media presence and disseminate information via social media to families and update the Las Flores and Virtual Academy website.</p> <p>Funding to create an informational/orientation video for recruitment of families into our program.</p> <p>Improve school/home communications using School Messenger, school website, Facebook and other Social Media. Provide timesheets for training for staff to learn to utilize these tools.</p> <p>Provide timesheets for staff to develop and conduct training seminars for parents and students to learn how to use online</p>	<p>Progress Monitoring</p> <p>Parent participation as measured by sign in sheets for attendance at events parent, student, staff surveys PBIS TFI data CHKS data Number of students and families utilizing online communication tools. Student credit recovery rates, grades, graduation rates Parent participation in school activities such as school site council, ELAC, student awards assemblies. Increased traffic on school website and facebook page parent usage of Parent Vue</p>	<p>Evaluation</p>

Action 4.1.3 (SiteGoalID: 7741) (DTS: 12/13/23)**Targeted Student Group(s)**

• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	Progress Monitoring <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	Evaluation <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p>Action Plan</p> <p>Provide timesheets for classified or credentialed staff members to reach out to families to engage in school activities, determine and meet identified needs, provide resources with a focus on previously underrepresented subgroups. Funding from Title 1 Parent Engagement to be used to support.</p> <p>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.</p> <p>Provide materials and supplies for the planning and implementation of parent volunteer group including, but not limited to: light snack/refreshments for meetings, postage, ink and paper.</p>	<p>Progress Monitoring</p> <p>Show improved participation as measured in parent surveys and Parent sign in sheets. Parent, student, staff surveys School Climate surveys Number of community partners CHKS Data PBIS TFI data Attendance Data Grades, A-G completion rates, college acceptance rates Parent participation in school activities such as school site council, ELAC, student awards assemblies. Increased traffic on school website and facebook page parent usage of Parent Vue</p>	<p>Evaluation</p>

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	1000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	1000	Classified- Timesheets
Title I – Basic (4900/3010)	2000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	3500	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	1000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	1000	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	6000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$165000	\$0	\$0	\$0	\$165000
Certificated- Timesheets	\$3000	\$2000	\$2000	\$1000	\$8000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$1000	\$1000
Contracts/Services/Subscriptions	\$5000	\$4150	\$3000	\$2000	\$14150
Materials/Supplies/Equipment	\$2068	\$2000	\$2500	\$3500	\$10068

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$75000	\$0	\$0	\$0	\$75000
Certificated- Timesheets	\$1000	\$1000	\$1000	\$1000	\$4000
Classified- Salaries	\$0	\$0	\$0	\$1000	\$1000
Classified- Timesheets	\$0	\$0	\$1000	\$0	\$1000
Contracts/Services/Subscriptions	\$10000	\$5000	\$5000	\$5000	\$25000
Materials/Supplies/Equipment	\$5000	\$5057	\$6000	\$6000	\$22057

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$3000	\$0	\$0	\$0	\$3000
Classified- Salaries	\$1000	\$0	\$0	\$0	\$1000
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1108	\$0	\$0	\$0	\$1108

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

V. Funding

Las Flores High School (538) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$198,218	\$175,068	\$8,150	\$7,500	\$7,500	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$128,057	\$91,000	\$11,057	\$13,000	\$13,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$5,108	\$5,108	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$331,383	\$271,176	\$19,207	\$20,500	\$20,500	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$198,218	Title I Foster Youth	\$0
		Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$133,165	Title I Centralized Services	\$0
		Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
Principal	Justine Fuller	_____	_____
School Site Council Chairperson	Ashley Teixeira	_____	_____
EL Advisory Chairperson	Monica Ortiz	_____	_____