



Las Flores High School

Local Control Accountability Plan (LCAP) 2025-2026

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: 2025-2026

Goal Setting (Icapid: 776) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

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

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

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?

The Las Flores staff, students and educational community worked together to review and analyze 2024-2025 LCAP plan and its impact on student learning as it relates to the Eight State Priorities and EGUSD's Strategic Goals with regular meetings held throughout the year to discuss actions and services that would appropriately

support students and teaching. Staff members were provided with a survey to seek input for goal setting for the 2025-2026 school year. Our PBIS Tier I Team met regularly to track student data and completed the PBIS Fidelity Inventory to assess our progress towards our goals. We are developing a Tier II team. During student/parent/community input meetings, site data was shared, and members' feedback was solicited. Our School Site Council and ELAC groups reviewed data related to EGUSD's Strategic Goals and our progress toward these goals. Both groups provided input and suggestions based on student data that provided valuable input for creating this year's LCAP.

The following were opportunities for stakeholders to be a part of the evaluation process for this LCAP/Annual Review and Analysis:

School Site Council: October 30, 2024; December 18, 2024; February 21, 2025; April 8, 2025;

ELAC Meetings: October 17, 2024; January 30, 2025; May 1, 2025

Staff meetings - every Wednesday 2:00-3:30pm

Back to School Night/Title 1 Meeting: August 29, 2024, and Open House: May 8, 2025

Input was also sought through ongoing stakeholder and parent communication and through additional family nights and other school functions/events.

Additional data was reviewed with our educational partners throughout the year. This data included:

Graduation Rate data

Test score data (Edgenuity, CAASPP, and Illuminate data)

Attendance data

Discipline data

MTSS referral data

Progress towards English proficiency rates

Family Engagement data from family nights

California Healthy Kids Survey Data

PBIS 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:

Continue funding Extended Learning Opportunities/Tutoring/Art Classes/in person PE class.

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

Professional development for all staff to support virtual student learning.

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

Focus on increasing student attendance and engagement.

Culturally relevant guest speakers, assemblies, field trips to increase engagement and attendance.

Continue to update campus to create a welcoming and engaging climate.

Resource Inequities (ATSI, TSI 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.

Las Flores is not designated as a ATSI, TSI or CSI school

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>High-Quality Curriculum, Instruction & Assessment</p> <p>All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none">• 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• Test Participation Rate on Districtwide Assessments
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<p>Site Goal 1.1 (SiteGoalID: 8963) (DTS: 01/01/10)</p> <p>95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course</p> <p>Metric: Test Participation Rate on Districtwide Assessments</p>
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<p>Action 1.1.1 (SiteGoalID: 8963) (DTS: 03/11/25)</p> <p>Targeted Student Group(s)</p> <ul style="list-style-type: none">• All		
<p>Action Plan</p> <ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>

<p>Provide Illuminate training to assist teachers with the administration of the tests to all students.</p> <p>Release time/Timesheets to provide outreach to students not reaching standards to encourage attendance and best efforts on required assessments. Mentors will work with targeted student groups to inform student and families of the power of doing well on tests/in school/attendance.</p> <p>Develop and provide incentives to encourage students to take the tests and to give their best efforts. Provide a space to test virtual students in person on campus.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$2,000 Supplemental</p> <p><u>Materials/Supplies</u> \$24,537 Supplemental</p> <p><u>Contract/Services/Subscription</u> <u>s</u> \$10,000 Title \$36,000 Supplemental</p>	<p>Admin will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher (for individual completion rate) as well as with the whole staff (for grade level completion rates).</p> <p>Admin will pull CAASPP data to determine students in need of mentoring. Data will be shared with caseload teachers. Attendance at mentoring sessions will be tracked.</p> <p>Admin will run reports to ensure at least 95% of all eligible students have completed the CAASPP. Data will be shared with staff.</p>	<p>___% of our 6-12 grade students and ___% of our K-5 grade 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>___% of eligible students have taken the PFT.</p> <p>___% of eligible students have taken the CAASPP</p> <p>_____ students attended mentoring/tutoring sessions</p>
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Site Goal 1.2 (SiteGoalID: 8806) (DTS: 02/13/25)

Teachers will increase their effective use of student talk from 59% to 70% by the end of the 25-26 school year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.2.1 (SiteGoalID: 8806) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Plan and provide professional development with instructional coaches to improve teacher understanding and deepen implementation of using student talk as a strategy to increase student outcomes.</p> <p>Provide release time for staff to plan how to incorporate student talk into the virtual setting and how to improve the quality and frequency of student led discussions.</p> <p>Continue training on other high quality instructional strategies including learning targets, success criteria, active participation, formative assessments and feedback.</p>	<p>Progress Monitoring</p> <p>Administration will collect data through FONT walkthroughs to assess if student talk criteria are being implemented and provide feedback to staff.</p> <p>Analyze Student Perspective Survey responses to "Does your teacher expect you to talk and share ideas?" (24-25 was 55%) and "Does your teacher provide opportunities to work and communicate with classmates?" (24-25 was 61%) with staff.</p>	<p>Evaluation</p> <p>Administrators completed <u> </u> classroom walkthroughs covering <u> </u>% of teachers and documenting on the FONT.</p> <p>FONT data showed a <u> </u>% increase in the use of student talk.</p> <p>Our Student Perspective Survey Data satisfaction rate increased from <u> </u>% to <u> </u>%.</p>

Site Goal 1.3 (SiteGoalID: 8990) (DTS: 03/11/25)

Increase CAASPP ELA scores for students meeting or exceeding standards by 10% from 39% to 49%.
 Increase CAASPP Math scores for students meeting or exceeding standards by 10% from 26% to 36%.
 Increase CAASPP Science scores for students meeting or exceeding standards by 10% from 11% to 19%.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.3.1 (SiteGoalID: 8990) (DTS: 03/11/25)

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, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide professional development (including conference attendance) for teachers to become familiar with resources and high quality virtual instructional strategies to enhance student learning in English, math, and science, to explore reteaching strategies to address identified gaps, and to provide opportunities for staff to analyze data to inform interventions and develop remediation/acceleration specifically for identified subgroups.</p> <p>Provide release time for teacher to work with instructional coaches, observe other teachers/sites, analyze interim assessment data to determine needs and guide instruction, time to develop mini lessons reteaching key concepts to reach struggling students, and research based math and writing instructional best practices.</p> <p>Purchase necessary technology and supplies needed to support and enhance learning and reteaching, for data analysis, and to provide intervention/acceleration based on the information gathered during the monthly data analysis meetings.</p> <p>Provide supplemental high interest reading materials in a</p>	<p>Progress Monitoring</p> <p>Staff will report out conference learnings and strategies during staff meetings.</p> <p>Administration will collect data through FONT walkthroughs to assess if instructional strategies are being implemented and provide feedback to staff.</p> <p>Teachers will look at common assessment data (Illuminate, unit tests, IXL data) during PLC and release time and use formative and summative assessments to monitor student progress and identify areas for improvement.</p> <p>Staff will analyze CAASPP/CAST data to identify trends and patterns in student performance.</p> <p>Survey given to staff to determine effectiveness of PD.</p>	<p>Evaluation</p> <p>____ Staff attended professional development</p> <p>____ FONT walkthrough were completed with feedback given to staff.</p> <p>Staff responses on survey showed _____</p> <p>Student scores on assessments increased by ____% after using supplemental learning materials.</p>

wide range of lexile levels to increase literacy and to support common core ELA Standards. Books purchased will represent the demographics, student cultures and languages of the site.

Purchase of supplementary curriculum, interactive technology, software, manipulatives, and resources to support virtual and in person instruction and intervention (such as SIPPS, Scholastic Reading Inventory Reading Counts, PearDeck, Lexia, etc.). Supplemental instructional materials and curriculum will be included on the district's approved list and in accordance with Board Policy 6161.1.

Provide timesheets for in person classes to reteach areas of weakness after school.

Provide math intervention to provide support to K-8 and 9-12 students.

Provide writing intervention to provide support to K-8 and 9-12 students.

We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal and to support the Independent Study Program and the Short Term Traveling Student Independent Study program.

Certificated Timesheets:

\$5,000 Title

Materials/Supplies/Equipment

\$ 15,000 Title

Contracts/Services/Subscriptions:

\$30,000 Title

Las Flores will create a supportive ML program that increases redesignation and supports ML academic achievement using research based high quality instructional strategies and will increase EL Proficiency by 10% on the California Dashboard.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.4.1 (SiteGoalID: 8991) (DTS: 03/11/25)

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Fund ML/EL coordinator and teachers to provide supplemental support to accelerate language acquisition including data analysis, progress monitoring, student placement in support classes, goal setting with students, ELPAC administration, ensure compliance, develop & implement interventions for identified students.</p> <p>Provide professional development opportunities with ML instructional coach (including conference attendance such as CABA and WIDA) for teachers to provide research based instructional strategies and interventions to address the language and academic needs of EL students, support the site reclassification goals, and increase academic achievement, resulting a higher graduation rate for EL students.</p> <p>Purchase supplemental curriculum and materials to</p>	<p>Progress Monitoring</p> <p>Attendance and assessment data from EL Lab courses (K-8 and 9-12)</p> <p>Attendance data and minutes from ELAC meetings</p> <p>Staff to share professional learning from conference attendance with colleagues in staff meetings.</p> <p>ELPAC data</p>	<p>Evaluation</p>

provide additional reading, language, and math practice and enrichment opportunities for EL students.

Timesheets to develop 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 and translation services as needed.

Hold regular ELAC meetings to ensure parents have a voice and understand available resources. Purchase ink and paper for copies, writing utensils, light snacks for meetings.

Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

Material/Supplies/Equipment

\$1000 EL Funds

Certificated Timesheets

\$3934 EL Funds

Contracts/Services/Subscriptions

\$5000 Title funds

Site Goal 1.5 (SiteGoalID: 9079) (DTS: 04/03/25)

Las Flores will expand/improve the virtual program to improve student outcomes increasing the A-G completion rate by 20%.

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

Targeted Student Group(s)

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide timesheets for K-5, 6-8 and (2) 9-12 team leads (@\$2000 each) to analyze student progress and to assist teachers with instruction with the goal of helping all students attain mastery. Responsibilities to include, but not limited to, implementation of school-wide FHQI strategies, alignment of Edgenuity lessons and curriculum maps/scope and sequence with common core standards, creation of differentiated lesson plans, and assistance with Edgenuity modifications requested by staff for students that come in with partial credits.</p> <p>Teachers will provide retake opportunities for all A-G courses where students earn below a C and provide individualized virtual or in person tutoring to review key concepts to ensure content mastery.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$8,000 Supplemental \$2,000 Title</p>	<p>Progress Monitoring</p> <p>Administration, Counselor and teachers will monitor transcripts to ensure students are placed appropriately and are provided opportunities to retake courses for credit recovery.</p> <p>Teachers will monitor student course progress to ensure students are passing (C or better) in all A-G courses and provide retake options.</p> <p>Team Leads will monitor student progress and provide support to staff.</p>	<p>Evaluation</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 776)

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)	20000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	40000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	24537	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	36000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	3934	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	1000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8807) (DTS: 02/13/25)

Las Flores will implement targeted supports for students who identify as Black/African American. These efforts will focus on increasing academic achievement (LCAP Goal 1), creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement. These efforts will be measured by the distance from standards met on CAASPP data from 84 points below standards to 50 points below standards.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8807) (DTS: 02/13/25)

Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan Provide professional learning utilizing educational equity instructional coaches, conference attendance, guest speakers to increase academic achievement and school connections of African American students and to address specific needs to close	Progress Monitoring Admin will pull CAASPP data to determine students in need of mentoring. Data will be shared with caseload teachers. Attendance at mentoring sessions will be tracked. Administration will collect data	Evaluation ____% of African American students attended tutoring sessions. Q1 Illuminate scores increased by ____ for African American students. Q2 Illuminate scores increased by

<p>gaps.</p> <p>Timesheets/release time for teams to analyze via monthly data dives a variety of data (grades, Edgenuity assessments, Illuminate, CAASPP, etc.) to gather base levels, identify and target student needs in specific content and skill areas, create and monitor individual plans for reteaching and accelerating to targeted groups.</p> <p>Purchase books and provide release time/ timesheets for all staff to complete schoolwide Book Study on Culturally Relevant Teaching Strategies.</p> <p>Continue to provide a supportive and culturally responsive campus community through engagement activities, field trips (supplemental funding), guest speakers, and mentors.</p> <p>Purchase supplemental curriculum that reflects African American history, culture and contributions in a way that affirms the assets of their community.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$2,000 Title</p> <p><u>Materials/Supplies/Equipment</u> \$4,000 Supplemental \$4,944 Title</p> <p><u>Contracts/Services/Subscriptions</u> \$10,000 Title \$6,000 Supplemental</p>	<p>through FONT walkthroughs to assess if instructional strategies are being implemented and provide feedback to staff.</p> <p>Student achievement data on CAASPP and site-based interim assessments</p>	<p>_____ for African American students. Q3 Illuminate scores increased by _____ for African American students.</p> <p>CAASPP scores increased by _____ for African American students.</p>
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Las Flores will implement targeted supports for students experiencing homelessness. These efforts will focus on increasing academic achievement (LCAP Goal 1), creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement. These efforts will be measured by the distance from standards met on CAASPP data from 88 points below to 50 pints below standards.

Metric: Homeless Student Disparity

Action 2.2.1 (SiteGoalID: 9072) (DTS: 04/03/25)

Targeted Student Group(s)

- Homeless

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide support systems for our homeless youth that include tutoring and mentoring opportunities and access to basic services.</p> <p>Provide professional learning utilizing the SAFE office staff, instructional coaches, conference attendance, and guest speakers to increase academic achievement and school connections of students experiencing homelessness and to address specific needs to close academic gaps.</p> <p>Timesheets/release time for teams to analyze via monthly data dives a variety of data (grades, Edgenuity assessments, Illuminate, CAASPP, etc.) to gather base levels, identify and target student needs in specific content and skill areas, create</p>	<p>Progress Monitoring</p> <p>Admin will pull CAASPP data to determine students in need of mentoring. Data will be shared with caseload teachers. Attendance at mentoring sessions will be tracked.</p> <p>Administration will collect data through FONT walkthroughs to assess if instructional strategies are being implemented and provide feedback to staff.</p> <p>Student achievement data on CAASPP and site-based interim assessments</p>	<p>Evaluation</p> <p>____% of struggling students that identify as homeless attended tutoring sessions.</p> <p>Q1 Illuminate scores increased by ____ for students that identify as homeless.</p> <p>Q2 Illuminate scores increased by ____ for students that identify as homeless.</p> <p>Q3 Illuminate scores increased by ____ for students that identify as homeless.</p> <p>CAASPP scores increased by ____ students that identify as homeless.</p>

<p>and monitor individual plans for reteaching and accelerating to targeted groups.</p> <p>Timesheets to provide additional in person tutoring, quiet study spaces, and access to technology to help students stay on track academically.</p> <p>Provide access to extracurricular activities (timesheets and materials) to engage students and increase motivation and school connectedness.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$2,000 Supplemental</p> <p><u>Materials/Supplies/Equipment</u> \$4,000 Title \$3,000 Supplemental</p> <p><u>Contracts/Services/Subscription</u> <u>ns</u> \$ 10,000 Title \$ 7,000 Supplemental</p>		
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Site Goal 2.3 (SiteGoalID: 9074) (DTS: 04/03/25)

Las Flores will implement targeted supports for students with disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3), and improving attendance and reducing chronic absenteeism (LCAP Goal 4). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement. These efforts will be measured by the distance from standards met on CAASPP data from 78 points below to 50 points below standards.

Metric: Students with Disabilities Disparity

Action 2.3.1 (SiteGoalID: 9074) (DTS: 04/03/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Purchase supplemental curriculum and materials that make learning accessible to SWD.</p> <p>Timesheets/release time for teams to analyze via monthly data dives a variety of data (grades, Edgenuity assessments, Illuminate, CAASPP, etc.) to gather base levels, identify and target student needs in specific content and skill areas, create and monitor individual plans for reteaching and accelerating to targeted groups.</p> <p>Provide support systems for our students with disabilities that include tutoring and mentoring opportunities.</p> <p>Professional Development/Conference attendance to help staff incorporate teaching strategies that identify and meet the learning gaps for our students with disabilities.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</i></p> <p><u>Certificated Timesheets</u></p> <p><u>Materials/Supplies/Equipment</u> \$ 4,000 Title \$ 3,000 Supplemental</p>	<p>Progress Monitoring</p> <p>Admin will pull CAASPP data to determine students in need of mentoring. Data will be shared with caseload teachers. Attendance at mentoring sessions will be tracked.</p> <p>Administration will collect data through FONT walkthroughs to assess if instructional strategies are being implemented and provide feedback to staff.</p> <p>Student achievement data on CAASPP and site-based interim assessments</p>	<p>Evaluation</p> <p>____% of struggling students with disabilities attended tutoring sessions.</p> <p>Q1 Illuminate scores increased by ____ for students with disabilities. Q2 Illuminate scores increased by ____ for students with disabilities. Q3 Illuminate scores increased by ____ for students with disabilities.</p> <p>CAASPP scores increased by ____ for students with disabilities.</p>

<u>Contracts/Services/Subscriptions</u> \$ 10,000 Title \$ 7,000 Supplemental		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 776)		
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)	12944	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	30000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	2000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	20000	Contracts/Services/Subscriptions
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

Materials/Supplies/Equipment

EL Supplemental (7250/0000)

0

Contracts/Services/Subscriptions

District Strategic Goal 3:**Wellness**

All students will learn in an equitable, 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 Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 8808) (DTS: 02/13/25)

Las Flores will utilize PBIS strategies to maintain a healthy, safe, positive school culture where students and families feel connected to and supported by the site in order to increase responses on school climate survey from 81% to 90%

Metric: School Climate - Average Favorability Rating

Action 3.1.1 (SiteGoalID: 8808) (DTS: 02/13/25)**Targeted Student Group(s)**

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
Continue to implement Positive Behavior Interventions and Supports (Tier 1 and 2).	Monthly PBIS Tier 1 and II documentation	<p>_____ students recognized Q1</p> <p>_____ students recognized Q2</p>

<p>Professional Development/Conferences for PBIS, SEL, and restorative practices, and for staff to understand how trauma influences student learning</p> <p>Provide release time/timesheets for staff to track and analyze data to determine support needs, to develop PBIS implementation plan and to provide opportunities for professional development to enhance PBIS at Las Flores K-12.</p> <p>Provide incentives connected to the PBIS program, including signage, student recognition, printed materials, assemblies/ guest speakers, field trips (supplemental funding), attendance incentives including rewards for meeting goals and to increase student engagement, associated materials and supplies (including but not limited to poster maker ink and paper, laminator and film, color printer, ink, paper, and supplies associated with rewards, acknowledgements, and incentives as identified by the PBIS team).</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$ 1,000 Title</p> <p><u>Materials/Supplies/Equipment</u> \$ 4,000 Title \$ 2,000 Supplemental</p> <p><u>Contracts/Services/Subscriptions</u> \$ 1,500 Title</p>	<p>Presentations from staff attending conferences at staff meetings.</p> <p>Number of students recognized with awards.</p> <p>School climate survey and CHKS data</p>	<p>_____ students recognized Q3</p> <p>_____ students recognized Q4</p> <p>Field trips/guest speakers were taken to _____</p> <p>School Climate Survey scores increase _____</p>
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Las Flores will provide social-emotional support and timely interventions to all students, aiming to develop mental health, communication, and conflict resolution skills, and strengthen student resilience to increase scores on student perspectives survey and help Las Flores virtual students feel a part of the school community.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.2.1 (SiteGoalID: 9075) (DTS: 04/03/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Implement a mentorship program for at-risk students (identified through the MTSS process) where students meet on a weekly basis to monitor academic progress, access academic tutoring, explore college and career planning and receive SEL lessons.</p> <p>Professional Development/Conferences for PBIS, SEL, and restorative practices, and for staff to understand how trauma influences student learning.</p> <p>Continue Restorative Practices training with equity coaches to build a culturally responsive campus community.</p> <p>Provide student engagement activities for students identified by the MTSS team. Timesheets to provide training and professional development on MTSS and</p>	<p>Progress Monitoring</p> <p>Rates of identified students attending mentoring.</p> <p>Attendance at student engagement events.</p> <p>Staff attend conferences and share information in staff meetings.</p> <p>scores on/data from student and family perspectives surveys</p>	<p>Evaluation</p> <p>_____ students attending mentoring sessions</p> <p>_____ Staff attended conferences and shared information in staff meetings.</p> <p>Student engagement events were held _____</p> <p>Student perspective scores on survey increase by _____</p>

teacher intervention/ engagement strategies (including but not limited to conference attendance and guest speakers).

Provide timesheets and materials for staff training in Mindset, Restorative Practices, Equity, Trauma Informed Instruction, teambuilding and cooperative learning strategies.

Provide funding and materials to beautify the campus including murals to provide a culturally responsive, physically and emotionally healthy and safe learning environment.

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

Timesheets so teachers can identify and provide support for the academic and SEL needs of students identified by the MTSS program with a focus on attendance and engagement.

We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.

Certificated Timesheets

\$ 1,000 Title

Materials/Supplies/Equipment

\$3,000 Title

\$3,000 Supplemental

Contracts/Services/Subscriptions

\$1,500 Title

\$ 2,000 Supplemental

Site Goal 3.3 (SiteGoalID: 9076) (DTS: 04/03/25)

Las Flores will increase Graduation Rate by 77.4% to 85%.

Metric: Cohort Graduation Rate

Action 3.3.1 (SiteGoalID: 9076) (DTS: 04/03/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Timesheets to provide additional instructional opportunities outside of the school day. Develop intervention and support programs to address attendance, credit earning rate, academic achievement and student engagement. Provide supplies and materials necessary to improve student engagement. Expand educational learning opportunities for students to include field trips, college outreach/visits, guest speakers, extended day classes.</p> <p>Provide funding for outside providers to provide after school enrichment programs and activities for K-12 students.</p> <p>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.</p> <p>Create a College/Career center on campus to provide college</p>	<p>Progress Monitoring</p> <p>Monthly staff meetings/discussions about student behavior, academic progress, and program implementation.</p> <p>Attendance at school events and college outreach events.</p> <p>College attendance data, senior survey responses, and FASFA data</p> <p>Number of students attending after school and educational learning opportunities.</p>	<p>Evaluation</p> <p>_____ students attended college or career fairs</p> <p>_____ students completed the FASFA</p> <p>_____ students were accepted into their college/training program of choice.</p> <p>_____ students attended workshops/field trips</p>

resources to help increase FASFA completion and to increase college access.

Provide funding and opportunities for students to attend college and/or career workshops, career fairs, field trips, college visit experiences and job training center visits (supplemental funding).

Timesheets for staff to disaggregate data to identify needs and provide information and training/support on college entrance requirements outside of the school day to students.

We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.

Certificated Timesheets

\$2,000 Supplemental

Materials/Supplies/Equipment

\$3,000 Title

\$5,000 Supplemental

Contracts/Services/Subscriptions

\$2,000 Title

\$3,000 Supplemental

Funding Sources for District Goal 3 (DEV - LCAP ID: 776)

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)	10000	Materials/Supplies/Equipment

Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	2000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
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	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

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

By the end of the 2025-26 school year, Chronic Absenteeism for all students at Las Flores will decrease by 20% across all three grade bands from 32.3% to 12% in Elementary, from 54.3% to 34% in Middle School and from 53.1% to 33% in High School by targeting chronically absent students with individual phone calls, attendance incentive programs and parent meetings.

Metric: Percent Chronically Absent

Action 4.1.1 (SiteGoalID: 8809) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>1.0 FTE for Family Liaison to reach out to families of chronically absent students and meet with students who are identified at-risk through the MTSS process. Priority will be given to identified subgroups (funding from outside source)</p> <p>Continue to use attendance data monitoring to provide discussions on the education/ opportunity gap, possible root causes and ways to address the issues. Target services to decrease absenteeism and use interventions and support services to address barriers to regular school attendance, and academic achievement. Continue to work with the Attendance Intervention Office to monitor and target supports to students that are missing multiple days of school.</p> <p>Celebrate students with perfect/improved attendance and provide incentives and rewards</p>	<p>Progress Monitoring</p> <p>Attendance rates/data</p> <p>Student/family survey data</p> <p>Home visit records</p> <p>School culture/climate surveys</p> <p>conference attendance and share outs to staff</p>	<p>Evaluation</p> <p>Family Liaison documented over _____ phone calls and Talking Point parent messages to targeted students</p> <p>_____ Students recognized for attendance improvement</p> <p>_____ Home visits completed</p> <p>_____ Social media posts made that highlight the positive events and learning experiences happening on our campus.</p> <p>Chronically absent rate each term is as follows: _____% End Q1 _____% End Q2 _____% End Q3</p> <p>Significant Subgroup Data chronic absenteeism rate: _____% AA students _____% Homeless _____% SWD</p>

for students that have positive attendance or have shown an increase in attendance (PBIS and Student Fees funding)

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. (Title Parent Engagement funds)

Increase student sense of safety, increase positive staff-student relationships, positive school culture and climate, and school connectedness by our virtual learners to the campus.

Provide opportunities for professional Development/ Conferences to learn strategies for engaging disengaged youth.

We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.

Certificated Timesheets

\$ 1,000 Supplemental

Materials/Supplies/Equipment

\$ 5,000 Title

\$ 5,000 Supplemental

Contracts/Services/Subscriptions

\$ 2,500 Title

\$ 2,500 Supplemental

Site Goal 4.2 (SiteGoalID: 9078) (DTS: 04/03/25)

During the 2025-2026 school year, Las Flores will develop strong partnerships between schools, families, and communities to improve student outcomes, including overall well-being increasing parental satisfaction responses on the Perspectives survey from 12% responding to 40% responding with ratings above 80% satisfaction.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1 (SiteGoalID: 9078) (DTS: 04/03/25)

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, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Provide ongoing family focused events, family educational opportunities, and multiple opportunities for family/community engagement.</p> <p>Provide professional development, conference attendance, guest speakers on strategies for engaging virtual families.</p> <p>Create a family resource space/campus community center with technology and resources (library books, computer lab, community referrals, etc.)</p> <p>Create a sense of community among our virtual learners and display our PBIS core values by increasing front office and campus signage.</p> <p>Create a PTO (Parent Teacher Organization) to commit to family engagement at Las Flores K-12 to hear family voices for input on programs offered to students and families and needs</p> <p>Create a student council and a school mentoring program to help students become an integral part of the learning community and</p>	<p>Progress Monitoring</p> <p>Student/family survey data</p> <p>School culture/climate surveys</p> <p>conference attendance and share outs to staff</p> <p>family resource space data/usage</p> <p>PTO minutes</p> <p>Student council minutes</p> <p>Mentor feedback</p>	<p>Evaluation</p> <p>Family Nights held: # of attendees</p> <p>_____ welcome kits distributed</p> <p>_____ students attending mentoring sessions</p> <p>Student Council did</p> <p>PTO did</p> <p>_____ staff attended conferences and shared information at staff meetings</p>

<p>have a voice in the decisions.</p> <p>Engage community partners, mentors, and resources that support families especially families that have disconnected.</p> <p>Create a welcome kit filled with school based items virtual learners will need to be successful at Las Flores. Provide to families upon enrollment.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p> <p><u>Certificated Timesheets</u> \$1,000 Title \$1,000 Supplemental</p> <p><u>Certificated Timesheets</u> \$1,000 Title</p> <p><u>Materials/Supplies/Equipment</u> \$5,000 Title \$5,000 Supplemental</p> <p><u>Contracts/Services/Subscriptions</u> \$2,500 Title \$2,500 Supplemental</p>		
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Funding Sources for District Goal 4 (DEV - LCAP ID: 776)		
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)	10000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	5000	Contracts/Services/Subscriptions

Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="2000"/>	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="10000"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	<input type="text" value="5000"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

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	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$2000	\$2000	\$2000	\$1000	\$7000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$1000	\$1000
Materials/Supplies/Equipment	\$20000	\$12944	\$10000	\$10000	\$52944
Contracts/Services/Subscriptions	\$40000	\$30000	\$5000	\$5000	\$80000

Title I – Basic (4900/3010) Total: \$140,944

Supplemental/Concentration (7201/0000)

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	\$10000	\$2000	\$2000	\$2000	\$16000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$24537	\$10000	\$10000	\$10000	\$54537
Contracts/Services/Subscriptions	\$36000	\$20000	\$5000	\$5000	\$66000

Supplemental/Concentration (7201/0000) Total: \$136,537

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	\$3934	\$0	\$0	\$0	\$3934
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$1000	\$0	\$0	\$0	\$1000
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7250/0000) Total: \$4,934

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) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$140,944	\$62,000	\$44,944	\$17,000	\$17,000	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$136,537	\$70,537	\$32,000	\$17,000	\$17,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$4,934	\$4,934	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$282,415	\$137,471	\$76,944	\$34,000	\$34,000	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$140,944	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$141,471	Title I Centralized Services \$0	Title I Preschool \$0

