



## Las Flores High School

# Local Control Accountability Plan (LCAP) 2021-2022

Principal:

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

## Goal Setting

### State Priorities

**Conditions of Learning:**

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

**Pupil Outcomes:**

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

**Engagement:**

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

### Strategic Goals

**Goal 1: High-Quality Classroom Instruction and Curriculum**

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

**Goal 2: Assessment, Data Analysis, & Action**

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

**Goal 3: Wellness**

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

**Goal 4: Family and Community Engagement**

- All students will benefit from programs and services designed to inform and involve family and community partners.

### Stakeholder Engagement

<p><b>Involvement Process for LCAP and Annual Update</b></p> <hr/> <p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <ul style="list-style-type: none"> <li>• School Site Council - 9/23/2020, 12/2/2020, 2/24/2021, 5/12/2021</li> <li>• Staff Meetings - 9/23/2020, 12/2/2020, 2/24/2021, 5/12/2021</li> <li>• Back To School Night - 9/23/2020</li> <li>• ELAC Meeting 12/2/2020, 5/12/2021</li> </ul> <p>LCAP Metrics data was reviewed with stakeholder in developing the plan, including site data specific related to:</p> <ul style="list-style-type: none"> <li>• Progress Toward English Proficiency</li> <li>• Attendance and Absences</li> <li>• Dropouts and Graduation</li> <li>• Discipline data including suspensions and expulsions</li> <li>• School Connectedness and Climate</li> <li>• Family and Community Engagement</li> <li>• CAASPP</li> <li>• California Healthy Kids Survey</li> </ul>
<p><b>Impact of LCAP and Annual Update</b></p> <hr/> <p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>The School Site Council, and staff reviewed input from all stakeholders. They synthesized the input to include the following site priorities in the LCAP:</p> <ol style="list-style-type: none"> <li>1. Provide multiple learning opportunities for all students.</li> <li>2. Increase Family and Community involvement.</li> <li>3. Increase opportunities for academic support to enable all student to engage in rigorous instruction to prepare them for college and career options.</li> <li>4. Improve our college/career focus and provide opportunities for students to develop plans and personal goals for life after High School</li> <li>5. Create opportunities in the classroom and beyond to make learning relevant and engaging.</li> <li>6. Provide academic and non-academic support for students, to help them be successful.</li> </ol>

### Resource Inequities

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

**Goals, Actions, and Progress Indicators**

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>
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<p><b>Site Goal 1.1</b></p> <p>Improve Students CAASPP math results from 92% standards not met to 85%.                  Increase grad Rates from 80% to 85%                  Improve Dashboard college ready/approaching from 13.7% to 20%                  Increase the number of FAFSA Applications                  Increase A-G completion rates from approx. 5% to 15%</p>	
<p><b>Metric:</b> A-G Completion</p>	

**Actions/Services 1.1.1**

<p><b>Principally Targeted Student Group</b></p> <ul style="list-style-type: none"> <li>• All</li> </ul>		
<p><b>Specific Actions to Meet Expected Outcome</b></p> <p>Provide Release days for math team to update/modify curriculum for all math courses</p> <p>Provide release time for teachers to receive training in embedded applications for math remediation and support within the online instructional platform (edgenuity Pathblazer &amp; Mypath)</p> <p>Develop site policy on pathway and course offerings to ensure proper adherence to graduation requirements and increase A-G completion.</p>	<p><b>What is the Research Confirming this is an Effective Practice?</b></p> <p>Jacobs, H. H. (1997). <i>Mapping the big picture: Integrating curriculum and assessment K-12</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Curriculum Mapping in Higher Education: A Vehicle for Collaboration                  Uchiyama, K.P. &amp; Radin, J.L. <i>Innov High Educ</i> (2009) 33: 271.                  Through the use of curriculum mapping, eleven faculty members in a western state university Teacher Licensure program aligned and revised the teacher education curriculum across a sequence of courses. An increase in collaboration and collegiality among faculty emerged as an unintended outcome as a result of participation in the project.</p>	<p><b>How will you Measure the Effectiveness of the Actions/Services?</b></p> <p>Completion and implementation of Math I and Math II curriculum by Fall 2019</p> <p>Completion and site wide implementation of Math I, Math II and applied math common assessments.</p> <p>Measure teacher use of supplemental materials through regular walk throughs.</p> <p>10 % improvement on CAASPP math test results</p> <p>20 % improvement Site Based assessment results</p> <p>Updated course catalog</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2500	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	\$2500	Certificated Salaries	Edit	Delete

**Actions/Services 1.1.2**

<p><b>Principally Targeted Student Group</b></p>
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- All • Black or African American • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide training time for staff to become familiar with IXL Math and other resources to enhance student performance in targeted strands at all levels of math.</p> <p>Provide training for staff to improve instructional practices and monitor student progress early to decrease the number of D's and F's</p> <p>Add study hall periods to provide student opportunities for content support.</p>	<p>One learning strategy that can be implemented throughout the curriculum that can help students succeed in mathematics is the use of technology in the pedagogy of the classroom.</p> <p><i>A Literature Review: The Effect of Implementing Technology in a High School Mathematics Classroom</i> Daniel Murphy</p>	<p>Number of teachers utilizing IXL Math online tools as based on classroom walkthroughs and monitoring students in Math Lab study hall</p> <p>Improvement on Student assessment results</p> <p>Improvement in CAASPP scores across the board and especially among targeted sub groups</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.2**

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

**Metric:** CAASPP

**Actions/Services 1.2.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide release time for ELA team to fine tune Curriculum (per steering committee) for all English Courses.</p> <p>Purchase and Provide supplemental curricular materials such as assorted high interest reading materials in a range of lexile levels to increase literacy and to support common core ELA Standards.</p> <p>Such purchases would be in accordance with BP/AR 6161.1 in that no more than 15 copies of instructional materials (which may include digital) may be purchased without Board adoption.</p>	<p>Jacobs, H. H. (1997). <i>Mapping the big picture: Integrating curriculum and assessment K-12</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Curriculum Mapping in Higher Education: A Vehicle for Collaboration                      Uchiyama, K.P. &amp; Radin, J.L. <i>Innov High Educ</i> (2009) 33: 271.                      Through the use of curriculum mapping, eleven faculty members in a western state university Teacher Licensure program aligned and revised the teacher education curriculum across a sequence of courses. An increase in collaboration and collegiality among faculty emerged as an unintended outcome as a result of participation in the project.</p>	<p>Improved CAASPP results</p> <p>Site Based assessment results</p> <p>Increased use of supplemental materials</p> <p>Completion and implementation of a minimum of 2 grade levels of Curriculum maps by Fall 2019</p> <p>Completion and implementation of 2 additional grade levels of curriculum maps by spring of 2020</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1850	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.2.2**

**Principally Targeted Student Group**

• All • EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Support teachers in use of built in supports through Release days and in house training on Embedded EL support lessons in Edgenuity.</p> <p>Training and release time for Edgenuity EL Supports would ultimately benefit EL students by providing Professional Learning to teachers in the areas of scaffolding and differentiating CCSS aligned lessons to meet the needs of all Learners. Teachers would benefit from time allotted to explore and modify suggested lessons in Edgenuity. These lesson plans were created with EL students in mind and offer suggestions for both Designated and Integrated ELD instruction.</p>	<p>Zoch, M., Myers, J. &amp; Myers, J. (2017). Teachers' Engagement with New Literacies as Support for Implementing Technology in the English/Language Arts Classroom. Contemporary Issues in Technology and Teacher Education, 17(1)</p>	<p>Number of teachers utilizing Embedded EL Study Sync online tools</p> <p>Student assessment results</p> <p>ELA CAASPP results</p> <p>Number of students accessing Study Sync</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.3**

Provide resources for students and teachers to enhance student achievement and the use of a dynamic range of technology and curricular materials to reach all students.  
 Improve CAASPP ELA scores from 43% Standards Not Met to 38% Standards not met  
 Improve Students CAASPP math results from 92% standards not met to 85%.  
 Increase grad Rates from 63.5% to 70%

**Metric:** CAASPP

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

• All • Asian • EL • Hispanic or Latino • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide opportunities for teachers to attend professional development opportunities to include:</p> <ul style="list-style-type: none"> <li>• Core content workshops/seminars</li> <li>• Technology implementation workshops/seminars</li> <li>• Professional organization workshops/seminars</li> <li>• Materials for Book Study</li> <li>• ELL instruction workshops</li> </ul> <p>Improve instruction, Student Achievement, and course completion rates</p>	<p>"effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes."                      Linda Darling Hammond</p>	<p>Examine the following metrics and analyze changes student performance, teacher practices and student engagement. Schedule regular meetings to examine data (data days). Determine the cause of the changes.</p> <ul style="list-style-type: none"> <li>• Grades &amp; credits</li> <li>• Classroom observations will focus on instructional practices</li> <li>• Graduation numbers and rate</li> <li>• Grades and Credit accumulation</li> <li>• CAASPP scores</li> <li>• District and site assessments</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Instructional materials to provide a wide range of experiences for the students. Examples to include:</p> <ul style="list-style-type: none"> <li>• Additional science and physics supplies</li> <li>• Technology hardware such as LED projectors, document projectors, etc..</li> <li>• Graphing Calculators</li> </ul> <p>Purchase VAPA instructional supplies(for example)</p> <ul style="list-style-type: none"> <li>• Sheet music</li> <li>• Visual Arts supplies</li> <li>• replace or repair damaged musical instruments</li> </ul> <p>Such purchases would be in accordance with BP/AR 6161.1 in that no more than 15 copies of instructional materials (which may include digital) may be purchased without Board adoption.</p> <p>Provide professional development and associated training to facilitate effective use of technology to ensure ALL students academic needs are being met.</p>	<p>Professional development in teacher preparation for using technology in their classrooms is important. Many teachers do not receive adequate training in integrating technology into classroom practice. <i>Effects of Teachers Perceptions and Technology Training on the Implementation of Technology in the Classroom, Kimberley Harris</i></p>	<p>Examine the following metrics and analyze changes student performance, teacher practices and student engagement. Schedule regular meetings to examine data (data days).Determine the cause of the changes.</p> <ul style="list-style-type: none"> <li>• Graduation numbers and rate</li> <li>• Grades and Credit accumulation</li> <li>• CAASPP</li> <li>• District and site assessment</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$2150	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide for a staff member to monitor/identify students who qualify for GATE Provide enrichment opportunities for students who show the potential to achieve at a level substantially beyond the rest of their peer group. Purchase supplemental materials and/or provide a means to participate in enrichment activities and/or competitions.</p>	<p>"The results of this study showed the effects of enrichment programs on improving the academic achievement of gifted and talented students." Mahmoud Suhail, Journal for the Education of the Young Scientist and Giftedness 2014, Volume 2, Issue 2, 22-27</p>	<p>Improved student achievement among GATE students Number of students tested</p>

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$1250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
GATE (7105/0000)	\$3397	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.3.4**

**Principally Targeted Student Group**

- Foster Youth

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Identify Foster youth upon enrollment, with the support of the counselor develop an academic and Independent Living Plan for each foster youth. Provide continued academic and social emotional support with the Counselor and ensure that students are aware of resources available to them and to improve credit earning rate and grad rate.	Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college Rosalind Kirk, Angelique Day  Children and Youth Services Review Volume 33, Issue 7 July 2011, Pages 1173-1180 it was demonstrated that a campus based learning program for transitioning foster youth can help contribute toward a perceived increase in knowledge and information about college life, funding and admissions procedures.  Stuart Foundation. (2013). At greater risk: California foster youth and the path from high school to college. Retrieved from: <a href="http://www.stuartfoundation.org/docs/default-documentlibrary/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6">http://www.stuartfoundation.org/docs/default-documentlibrary/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6</a>  Berkeley's Center for Social Services Research and Institute for Evidence-Based Change study results point to the overarching importance of providing foster youth with the support they need to complete high school as well as enroll and succeed in college at the same rates as other students.	Foster Youth Grad Rates Foster youth Credit earning report

Funding Source	Amount	Description of Use		

**Actions/Services 1.3.5**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide materials for Art classes  Visual Art Supplies - <ul style="list-style-type: none"> <li>• pens, pencils, erasers,</li> <li>• acrylic and oil based paints</li> <li>• encaustic wax</li> <li>• tape</li> <li>• Assorted Glue</li> <li>• paint brushes</li> <li>• X-acto knives</li> <li>• water color paper</li> <li>• epoxy resin</li> </ul> Ceramics supplies - <ul style="list-style-type: none"> <li>• Ceramic Glazes Glaze</li> <li>• ceramics accessories (wheels tools shapers, etc....)</li> </ul> Instruments -	The Every Student Succeeds Act (ESSA) considers arts and music to be essential components of "a well-rounded education" Review of Evidence: Arts Education Research through the Lens of the Every Student Succeeds Act	Examine the following metrics and analyze changes student performance, teacher practices and student engagement. Schedule regular meetings to examine data (data days). Determine the cause of the changes. <ul style="list-style-type: none"> <li>• Grades &amp; credits</li> <li>• Site assessments</li> <li>• Classroom observations</li> <li>• Graduation rate</li> <li>• CAASPP</li> </ul>

<ul style="list-style-type: none"> <li>Repairs and Maintenance of instruments</li> </ul>			
Funding Source	Amount	Description of Use	
Visual & Performing Arts (VAPA)(7450/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

**Site Goal 1.4**

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

**Metric:** CAASPP

**Actions/Services 1.4.1**

**Principally Targeted Student Group**

- EL

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

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$1248	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$1050	Certificated Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

**Actions/Services 1.4.2**

**Principally Targeted Student Group**

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
In order to support the site redesignation goal and to support overall increased academic achievement and a higher graduation rate for EL student, provide Supplemental professional development for teachers to identify and implement research based instructional strategies that are particularly effective with English Learners, including the development of Academic Language. Provide release time for teachers to collaborate and work with instructional coaches and to participate in relevant training.	Bright Ideas from the Classroom; Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement; Kristina Robertson; Colorin Colorado, 2014  Professional Development and Teacher Learning: Mapping the Terrain; Hilda Borko; Educational Researcher; November 1, 2004	<ul style="list-style-type: none"> <li>ELPAC</li> <li>CAASPP</li> <li>EL strategy surveys</li> <li>EL Walkthrough observations</li> <li>Re-designation numbers and rate</li> <li>Graduation rate and numbers for EL students</li> <li>Review of PICSee data by site Leadership Team</li> </ul>



Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 1.4.3**

**Principally Targeted Student Group**

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
timesheet certificated and/or classified personnel to coordinate EL services and communicate with parents of English Learners. Arrange for translation services as needed. Administer state and local assessments as needed, including ELPAC.	Bright Ideas from the Classroom; Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement; Kristina Robertson; Colorin Colorado, 2014	<ul style="list-style-type: none"> <li>• ELPAC</li> <li>• Timesheets</li> <li>• EL strategy surveys</li> <li>• Re-designation numbers and rate</li> <li>• EL Walkthrough observations</li> <li>• Review of PICSee data by site Leadership Team</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.5**

Increase opportunities for students to connect to college and career options  
 Increase grad Rates from 63% to 70%

**Metric:** A-G Completion

**Actions/Services 1.5.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Create an effective program to maximize FAFSA submission and completion among 12th grade students  Provide Filed trips and college visit experiences	College application assistance significantly increases college enrollment and placement <i>Keeping College Options Open: A Field Experiment to Help All High School Seniors Through the College Application Process</i> Philip Oreopoulos	A-G completion rate  Change in number of graduates  Number of students completing FAFSA applications  Number of scholarships awarded to Las Flores Students

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 2:**

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

**District Needs and Metrics 2:**

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

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

**Site Goal 2.1**

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

**Metric:** Assessment System

**Actions/Services 2.1.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Teachers will utilize Illuminate as a data collection and disaggregation tools (software helps to aggregate and disaggregate data at the question, student and class level) and will have access to GradeCam, TurnItIn for additional data analysis...and adjust/support provide intervention/acceleration as a result of the data...  2. Professional Development for Illuminate will be incorporated into the PD plan.	Kerri A. Kerr , Julie A. Marsh , Gina Schuyler Ikemoto , Hilary Darilek , and Heather Barney , "Strategies to Promote Data Use for Instructional Improvement: Actions, Outcomes, and Lessons from Three Urban Districts," <i>American Journal of Education</i> 112, no. 4 (August 2006): 496-520.	Utilize the following information to monitor teacher use of assessment and how that assessment changes their practice and supports student achievement <ul style="list-style-type: none"> <li>• Classroom walkthroughs to observe teachers use of assessments</li> <li>• Number of teachers utilizing technology to analyze student performance</li> <li>• Observe changes in teacher use of formative assessment</li> <li>• Teacher data days to examine assessment data and discuss instructional practices, interventions, etc...</li> <li>• Improvement of student achievement on site based assessments</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 2.2**

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

**Metric:** Assessment System

**Actions/Services 2.2.1**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide release time for Content teachers to develop common formative, interim, and summative assessments utilizing data collected on site	"Assessment should be deliberately designed to improve and educate student performance, not merely to audit it as most current assessments do." Educative Assessment. Designing Assessments To Inform and Improve Student Performance. Wiggins, Grant	Number of teachers utilizing site based common assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$700	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.2.2**

**Principally Targeted Student Group**

- All • Black or African American • Foster Youth • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide training and appropriate time for teachers to collect and review performance data from targeted sub-groups to determine best practices.	Teachers' use of Curriculum based measurements produced significant gains in student achievement when used in conjunction with the use of systematic data-based decision making and skills analysis feedback. Stecker, P. M., Fuchs, L. S. and Fuchs, D. (2005), Using Curriculum-Based Measurement to Improve Student Achievement: Review of Research.	Number of teachers utilizing site based data Lesson plans CAASPP Data

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 2.2.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> <li>PLC's and content teams will conduct common data analysis of a formative assessment cycle (including Target Group - African American/black and Hispanic data) minimally twice in a cycle and plan instruction/modifications accordingly.</li> <li>CAASPP components and interim assessments will be incorporated into content area courses and common assessments</li> </ol>	Kerri A. Kerr , Julie A. Marsh , Gina Schuyler Ikemoto , Hilary Darilek , and Heather Barney , "Strategies to Promote Data Use for Instructional Improvement: Actions, Outcomes, and Lessons from Three Urban Districts," <i>American Journal of Education</i> 112, no. 4 (August 2006): 496-520.	Student Surveys created Classroom observations Disaggregated student results Student grades and credits earned

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 3:</b></p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p><b>District Needs and Metrics 3:</b></p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• Other (Site-based/local assessment)</li> <li>• School Climate</li> <li>• Social Emotional Learning</li> <li>• Suspension</li> </ul>
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<b>Site Goal 3.1</b>	
<p>PBIS Tier II implementation                  Decrease the chronic absenteeism rate by 10% (from 41% to 37%)                  Increase grad Rates from 63.5% to 70%</p>	
<b>Metric:</b> School Climate	

**Actions/Services 3.1.1**

<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>• All</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide opportunities for professional development to enhance PBIS Implementation at Las Flores High School  Full implementation of Tier II PBIS <ul style="list-style-type: none"> <li>• Attendance</li> <li>• MTSS</li> </ul> Contract PBIS consulting services for in depth Professional Development program  Provide curriculum for PBIS support	Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. <i>Multi-tiered systems of support (MTSS), such as School-Wide Positive Behavior Interventions and Supports (SWPBIS),</i> have emerged as potentially effective frameworks for addressing student needs and improving student outcomes. Jennifer Freeman, PhD, <i>Journal of Positive Behavior Interventions</i>	Examine the following metrics and analyze changes student performance, teacher practices and student engagement. Schedule quarterly meetings to examine data (data days). Determine the cause of the changes. Grades & credits PBIS Team Membership Attendance rates PBIS Data School Climate Survey Data Curriculum implementation TFI surveys PIC data

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.2**

<b>Principally Targeted Student Group</b>		
<ul style="list-style-type: none"> <li>• All</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Provide materials and other supplies such as signage, activities, MTSS implementation, etc to enhance student participation in PBIS at Las Flores as well as to improve overall student attendance rates.	Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. <i>Multi-tiered systems of support (MTSS), such as School-Wide Positive Behavior Interventions and Supports (SWPBIS),</i> have emerged as potentially effective frameworks for addressing student needs and improving student outcomes. Jennifer Freeman, PhD, <i>Journal of Positive Behavior Interventions</i>	Student survey information CHKS survey information School Climate Survey Information Decrease in Chronically truant students
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.3**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Work with site, district and community resources to increase attendance. Monitor and follow up with students and parents. Implement PBIS and other pro-active programs to promote the importance of student attendance, course completion , and credit earning rate.	Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Chronic absenteeism rates</li> <li>• Student, staff and parent surveys</li> <li>• CHKS data</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.1.4**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Implement positive behavior practices, including PBIS and Restorative Practices. Provide professional development for staff to support all students, with an emphasis on those students at risk of not graduating on time. Work with site, district, and community resources to support students. Areas of support include physical and mental health, social-emotional support, and lack of access to resources. Funds may be used for promotional items connected to program, including banners, student recognition and printed materials	Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015	<ul style="list-style-type: none"> <li>• Student, staff and parent surveys</li> <li>• CHKS data</li> <li>• PBIS data</li> <li>• Disaggregated behavior/discipline data</li> <li>• Referrals to other resources</li> <li>• Agendas and rosters from Professional Development sessions</li> <li>• Classroom observations</li> <li>• Student results: grades, credits earned, progress toward academic goals</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.2**

Increase College and Career planning awareness at Las Flores High School  
 Las Flores will increase the number of students completing CCGI lessons  
 Increase grad Rates from 70% to 75%

**Metric:** Cohort Graduation

**Actions/Services 3.2.1**

**Principally Targeted Student Group**

- All • Foster Youth

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

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 3.2.2**

**Principally Targeted Student Group**

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide opportunities for students to attend college and/or career workshops, career fairs, field trips, or other activities.</p> <p>Provide information on college entrance requirements</p>	<p>Center for Poverty and Research, U.C. Davis  <i>Increasing College Access and Success for Low Income Students</i></p> <p>Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college Rosalind Kirk, Angeliqye Day                      Children and Youth Services Review Volume 33, Issue 7, July 2011, Pages 1173-1180                      it was demonstrated that a campus based learning program for transitioning foster youth can help contribute toward a perceived</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>

increase in knowledge and information about college life, funding and admissions procedures.

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$1600	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.3**

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

**Metric:** School Climate

**Actions/Services 3.3.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide training and Professional development on MTSS and teacher intervention strategies  Provide training and purchase materials necessary to implement student peer support efforts.	"Improving educator effectiveness and school functioning in regard to MTSS requires continuous attention to practice selection, implementation fidelity, and progress monitoring." Jennifer Freeman, George Sugai, Brandi Simonsen & Susannah Everett (2017) MTSS Coaching: Bridging Knowing to Doing, Theory Into Practice, 56:1, 29-37,	Quantity of Teacher MTSS referrals Student and site culture surveys Student participation in peer groups and committees

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1350	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 4:**

All students will benefit from programs and services designed to inform and involve family and community partners.

**District Needs and Metrics 4:**

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

**Site Goal 4.1**

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

**Metric:** Family and Community Engagement

**Actions/Services 4.1.1**

**Principally Targeted Student Group**

- All

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

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide materials to enhance parent contact and communication, and involvement  College Career planning workshops FAFSA Workshops Homework/tutoring workshops Etc..	An independent evaluation by SRI International of the initiative's fourth year shows that students participating in Linked Learning are earning more credits, are more likely to be on track with the a-g credits required for graduation, and are reporting greater confidence in their life and career skills than similar peers in traditional high school. <a href="http://irvine.org/images/stories/pdf/grantmaking/year4linkedlearningevaluationreportfeb2014.pdf">http://irvine.org/images/stories/pdf/grantmaking/year4linkedlearningevaluationreportfeb2014.pdf</a>  College application assistance significantly increases college enrollment and placement <i>Keeping College Options Open: A Field Experiment to Help All High School Seniors Through the College Application Process</i> Philip Oreopoulos	Parent participation as measured by 1. Back to school night 2. student awards programs 3. FAFSA Workshop 4. College Night Etc...

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.1.3**

**Principally Targeted Student Group**

- All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?



Provide funds for planning and implementation of a parent volunteer group to participate in school activities such as field trips, college and career days, and family outreach efforts. Provide materials and supplies for the planning and implementation of parent volunteer group.	"Schools would have to spend \$1,000 more per pupil to reap the same gains in student achievement that an involved parent brings" Westmorland, H., Rosenberg, H. M., Lopez, E., & Weiss, H. (2009). Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement. Issue Brief	Show improved participation as measured in parent surveys and Parent sign in sheets.
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.2**

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

**Metric:** Family and Community Engagement

**Actions/Services 4.2.1**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide training seminars for Parents and students to learn how to use online communication tools  Implement "Pathways to Success" program for parents and students.  Improve communication with families through the following means <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Webpage</li> <li>• instagram</li> <li>• surveys</li> <li>• google apps</li> <li>• etc..</li> </ul>	"Schools would have to spend \$1,000 more per pupil to reap the same gains in student achievement that an involved parent brings" Westmorland, H., Rosenberg, H. M., Lopez, E., & Weiss, H. (2009). Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement. Issue Brief  "Trust between home and school creates a context that supports student achievement" Goddard, Tschannen-Moran, & Hoy. (2001). A multilevel examination of the distribution and effects of teacher trust in students and parents in urban elementary schools. Elementary School Journal, Elementary School Journal	Number of parents with Parent Vue accounts Number of students with Student Vue accounts and the number utilizing other online communication tools. Student credit recovery rates Sign in sheets at parent training meetings

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Family & Community Engagement (7415/0000)	\$500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$3160	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.2.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
improve school/home communications using	Fox, Brian D. <i>The principal as an effective</i>	Parent participation at school events

<p>School Messenger, school website, Facebook and other social Media. Update Virtual Academy website.</p> <p>Provide parent training on ParentVue</p>	<p><i>communicator: Increasing parental and community engagement through the use of digital communication and social media.</i> Diss. NORTHWEST NAZARENE UNIVERSITY, 2016. Educational leaders have effective and efficient tools available to them in digital communications and social media. Using these technologies, principals have the ability to develop relationships and build trust among parents and community and tell their school's story in a way the traditional media cannot.</p>	<p>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>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$400	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 4.3**

Increase the number of students who are actively engaged in classes (school Climate)  
Decrease the chronic absenteeism rate from 40% to 35%  
Increase the number of students who feel emotionally supported by teachers at Las Flores

**Metric:** Chronic Absentee Rate

**Actions/Services 4.3.1**

**Principally Targeted Student Group**

- All

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

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Actions/Services 4.3.2**

**Principally Targeted Student Group**

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Target services to decrease absenteeism and use interventions and support services to address barriers to regular school attendance, and academic achievement.</p> <ul style="list-style-type: none"> <li>• Weekly attendance team meetings to monitor attendance and determine</li> </ul>	<p>Achievement, especially in math, is very sensitive to attendance, and absence of even two weeks during one school year matters. Attendance also strongly affects standardized test scores and graduation and dropout rates.</p> <p>Balfanz, R., &amp; Byrnes, V. (2012). Chronic</p>	<ul style="list-style-type: none"> <li>• Attendance rate-Truancy &amp; Chronic absence rates</li> <li>• Credits earned/quarter</li> <li>• Graduation rate</li> <li>• Healthy Kids Survey</li> <li>• Parent Survey</li> </ul>

interventions <ul style="list-style-type: none"> <li>• Ongoing communication with parent/students</li> <li>• Home Visits</li> <li>• Celebrate students with perfect and near perfect attendance</li> <li>• Honor students earning 20 credits or more</li> </ul>	Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.	
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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### Justification of School-Wide Use of Funds

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

N/A



**Local Control Accountability Plan (LCAP)  
Year 2021 - 2022**

**V. Funding**

**Las Flores High School - 538**

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$3,400	\$0	\$1,600	\$0	\$0
<b>2540</b> Independent Study Program (ISP) <b>0000</b> Unrestricted	21.3437	\$0	\$1,933,527	\$1,933,527	\$1,933,527	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	0.5	\$0	\$34,726	\$34,726	\$0	\$0	\$34,726	\$0	\$0
<b>7105</b> Gifted and Talented Education (GATE) TK-6 <b>0000</b> Unrestricted	0	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0	\$0	\$53,460	\$53,460	\$21,850	\$5,500	\$6,750	\$19,360	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0	\$0	\$2,298	\$2,298	\$2,298	\$0	\$0	\$0	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.2	\$0	\$16,277	\$16,277	\$0	\$0	\$16,277	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7450</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0	\$0	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$413	\$0	\$413	\$413	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	22.0437	\$413	\$2,052,685	\$2,053,098	\$1,967,885	\$5,500	\$60,353	\$19,360	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$2,053,098

Principal **Alan Williams** \_\_\_\_\_

School Site Council Chairperson **Angela Ramirez** \_\_\_\_\_

EL Advisory Chairperson **Maria Hernandez Reyes** \_\_\_\_\_