Las Flores High School

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Alan Williams

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, Actions and Services

Las Flores High School | Focused Work: 2022-2023

Goal Setting

State Priorities

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

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

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

Strategic Goals

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

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

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

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

The following opportunities for stakeholder involvement were provided:

Gathering of input began in November of 2021 and has been on-going throughout the school year.

Parents were involved in the revision of the LCAP through discussions and completion of the LCAP Needs Assessments at the following meetings:

- School Site Council - February 9, 2022, February 23, 2022, March 9, 2022, April 6, 2022, April 20, 2022
- Staff /Leadership Meetings - March 23, 2022, March 28, 2022, April 13, 2022,
- Back To School Night
- English Learner Advisory Council Meeting - April 5, 2022
- Parent and Student Surveys - March 28, 2022

Teachers, parents, students and administration were engaged in the LCAP survey on November 20th. The LCAP was discussed at department meetings and at staff meetings as well. The Leadership team took part in a revision of the LCAP on April 19, 2022

Impact of LCAP and Annual Update

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

The School Site Council, parent groups, and staff reviewed input from all stakeholders. Some of the needs changed due to a three-fold increase in attendance. They synthesized the input to include the following site priorities in the LCAP:
1.   Provide multiple learning opportunities for all students including schoolwide AVID lessons, remediation and acceleration opportunities.
2.   Increase Family and Community involvement with a focus on increasing attendance, engagement, communcation, and access.
3.   Increase opportunities for academic support to enable all student to engage in rigorous instruction to prepare them for college and career options.
4.   Improve our college/career focus and provide opportunities for students to develop plans and personal goals for life after High School
5.   Create opportunities in the classroom and beyond to make learning relevant and engaging.
6.   Provide academic and non-academic support for students to help them be successful.

Resource Inequities

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

n/a

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	**Students need high quality classroom instruction and curriculum as measured by:** - **A-G Completion** - **Access to Courses (Honors, AP/IB, CTE)** - **AP/IB Exams** - **CAASPP** - **Content Standards Implementation** - **CTE Sequence Completion** - **EAP** - **Other (Site-based/local assessment)** - **Progress toward English Proficiency**

- **Redesignation**
- **Teacher Assignment**

Site Goal 1.1

Increase A-G completion rates by 10%
Decrease number of students not passing classes/receiving D/F grades
Increase Graduation Rates by 15% from 75.4% to 86.7%
Improve Dashboard college ready/approaching by 10%
Increase the number of FAFSA Applications
Increase the number of students achiving standards met in CAASPP (currently ELA 45% and Math 28%) and on grade level common assessments.

Metric: A-G Completion	

Actions/Services 1.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Timesheets to provide release time for staff to develop site policy on pathway and course offerings to ensure proper adherence to graduation requirements and increase A-G completion, to look at standards aligned curriculum and supplemental options for virtual learning, and release time to analyze data and collaborate around research based best practice that leads to improved student achievement with a focus on identified subgroups.

Provide training, professional development, conference opportunities for staff to improve instructional practices 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. | Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Curriculum Mapping in Higher Education: A Vehicle for Collaboration
Uchiyama, K.P. & Radin, J.L. Innov High Educ (2009) 33: 271. Through the use of curriculum mapping, eleven faculty members in a western state university Teacher Licensure program aligned and revised the teacher education curriculum across a sequence of courses. An increase in collaboration and collegiality among faculty emerged as an unintended outcome as a result of participation in the project.

John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning. | Complete implementation of sitewide assessments

Increase in course completion within expected timelines

Increase in GPA and completion of A-G requirements

10% improvement on CAASPP test results

20% improvement Site Based assessment results

Updated course catalog

Improved student achievement according to district and school-wide assessment data. |

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$1000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$10000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$3000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	$3000	Contracts/Services /Subscriptions	

Site Goal 1.2

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 and increase ELA and Math proficiency across all content areas

Improve number of students achieving Standards Met on CAASPP ELA by 10% from 45% to 50%
Improve number of students achieving Standards Met on CAASPP Math by 20% from 28% to 33.6%

Improve A-G completion rates by 10%
Increase GPA averages for students / reduce number of students not passing classes and/or receiving D/F grades
Improve access to ELA curriculum for English Language Learners

Metric: CAASPP	

Actions/Services 1.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Timesheets to provide release time for ELA /Math team to align curriculum for all English and Math Courses. 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. *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	Jacobs, H. H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development. Curriculum Mapping in Higher Education: A Vehicle for Collaboration Uchiyama, K.P. & Radin, J.L. Innov High Educ (2009) 33: 271. Through the use of curriculum mapping, eleven faculty members in a western state university Teacher Licensure program aligned and revised the teacher education	Improved CAASPP results Increase in Grade Level common assessment results Increased use of supplemental materials as seen through classroom walk throughs. Creation of Curriculum maps and common pacing guides.

	purchased without Board adoption.	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.	
	Purchase and provide supplementary reading and math curriculum, technology, resources (such as SIPPS, Scholastic Reading Inventory Reading Counts, MyOn, SumDog) and supplies.	Research supports providing high interest, grade leveled reading materials for student instruction and home practice to re-enforce taught skills.	

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$10000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$5000	Contracts/Services/Subscriptions	
Supplemental/Concentration (7201/0000)	$6000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	

Actions/Services 1.2.2

Principally Targeted Student Group

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide funds for EL Coordinator to monitor EL student performance Provide supplemental professional development for teachers to identify and implement research based instructioanl strategies that are particularly effective with English Leaners, including the development of Academic Language in order to support he site redegignation goals and to support overall increased academic achievment and a higher graduation rate for EL students. Timesheets to provide training, supplemental professional development opportunities (including conferences and work with EGUSD instructional coaches), and release time on how to utilize the	Zoch, M., Myers, J. & 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) "effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes." Linda Darling Hammond Research supports building student reading and math fluency using high interest, interactive programs that provide feedback and adjust to student performance levels.	Number of teachers utilizing Embedded EL online tools based on walkthroughs and teacher/admin conferences Student assessment results EL CAASPP results EL Walkthrough Observations Lexile level increase by 10% 10% increase on students Meeting Standards on schoolwide common assessments Individual ELPAC scores to increase by one performance band and redesignation rate to increase by 5% Student placement in appropriate classes

Embedded EL Core Curriculum and support lessons in Edgenuity Online Platform as well as supplement the lessons with district approved ELD. Edgenuity EL Suports 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.

Purchase supplementary resources to provide additional reading, language and math practice for EL students

Timesheets to provide additional certificated EL small group and individual support 1-2 times per week outside of the school day for EL to implement/reinforce ELD instruction, for certificated and/or classified personnel to coordinate with EL services and commuincate with parents of English Learners, for ELPAC testing in order to provide timely administration of ELPAC initial and summative assessments

Timesheets for translation services as needed.

Supplies and materials for ELAC meetings including, but not limited to: paper, pens, ink/toner, light snack for meetings.

Materials needed to fully administer state and local assessments as needed including ELPAC.
Purchase technology for EL teachers to complete ELPAC testing, run reports, provide supplemental materials (technology to include but not limited to color printers and associated supplies, maintenance agreements, etc.)

Research supports building student reading and math fluency using high interest interactive methods that provide feedback and adjust to student performance levels.Positive effect of technology on student achievement - Tamin, R., Bernard, R,. Borokhovski, E., Abrami, P., & Schmid, R (2011) report on positive effects of technology on student achievement from 25 metat-analyses of 1,055 primary studies, See "What forty years of research says about the impact of technology on learning: A second-order meta-analysis and validation study" *Review of Educational Research*, 15 (3) 250-281

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 2004

John Hattie: Visible Learning Effect Size:
Small Group Learning Effect Size .49
Reading Phonic Instruction Effect Size .60
Reading Comprehension Programs Effect Size .58
Reading Second Chance Programs Effect Size 50

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	$3000	Contracts/Services/Subscriptions	
EL Supplemental (7250/0000)	$6000	Certificated- Timesheets	
EL Supplemental (7250/0000)	$4736	Materials/Supplies/Equipment	

Actions/Services 1.2.3

Principally Targeted Student Group

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. Provide release time for teachers to receive training in embedded mathmatics applications for remediation and support within the online instructional platform (edgenuity) Purchase manipulatives to send home with students. Manipulatives to include, but not limited to: linkercubes, red/yellow counters, base10, fraction tiles. Timesheets to add study hall periods to provide student opportunities for content support. Purchase software and technology to provide remediation and extension in mathematics.	One learning strategy that can be implemented throughout the curriculum that can help students succeed in mathematics is the use of technology in the pedagogy of the classroom. *A Literature Review: The Effect of Implementing Technology in a High School Mathematics Classroom Daniel Murphy*	Number of teachers utilizing IXL Math online tools as based on classroom walkthroughs and monitoring students in Math Lab study hall Measure teacher use of supplemental materials through regular walk throughs. Improvement on student assessment results Improvement in CAASPP math scores across the board and especially among targeted sub groups

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$5000	Contracts/Services/Subscriptions	

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Purchase additional resources (ie. color printers, toner, ink, and paper) to allow staff to utilze supplemental materials. Provide maintenance agreements, repairs parts, services, supplies, copying and replacement of supplemental resources.	Research supports that working equipment provides students higher levels of access to supplemental technology and instructional supports than non-functional equipment. https://www.oecd.org/education/school/50293148.pdf	Site equipment matrix work orders supply inventory records proficiency on program assessments

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$10000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$5000	Contracts/Services/Subscriptions	

Actions/Services 1.2.5

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Purchase new books for enrichment for students. Books purchased with represent the demographics of the site and will represent student cultures and languages and cover a variety of reading levels.	7 Reasons Libraries are Essential, Now More Than Ever, by Sadie Trombetta, 2017. www.bustle.com	Increased interest in reading and book selection Increased GPA/school attendance/reading level improvement/ engagement in school

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$10000	Materials/Supplies/Equipment	

Site Goal 1.3

Increase staff knowledge and use of AVID strategies and GATE outreach based on staff and parent survey needs
Increase A-G completion rates by 10%
Improve number of students achieving Standards Met on CAASPP ELA by 10% from 45% to 50%
Improve number of students achieving Standards Met on CAASPP Math by 20% from 28% to 33.6%
Increase ELA/Math proficiency across all content areas
Increase Graduation Rates by 15% from 76% to 87.4%

Metric: Access to Courses (Honors, AP/IB, CTE, AVID)	

Actions/Services 1.3.1

Principally Targeted Student Group

• Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide release days/timesheetsfor teachers to attend professional development opportunities to improve instruction, student achievement, and course completion rates including, but not limited to: • Core content workshops/seminars • Technology implementation workshops/seminars • Professional organization workshops/seminars • Materials for Book Studies • EL instruction workshops Timesheets/release days to examine data and determine best practices to implement in PLCs/grade level teams with a focus on specific subgroups. Provide opportunies for staff to attend conferences / professional development in the areas of AVID, GATE, PLC, and other research based strategies. Funding to include associated costs of conferences including registration, travel costs and perdiem	"effective professional development as structured professional learning that results in changes in teacher practices and improvements in student learning outcomes." Linda Darling Hammond	Examine the following metrics and analyze changes student performance, teacher practices and student engagement. Schedule regular meetings to examine data (PLC/data days).Determine the cause of the changes and ways to improve. • Grades & credits • Classroom observations focused on instructional practices • Graduation numbers and rate • Grades and Credit accumulation • CAASPP scores • District and site assessments • PLC minutes

Funding Source	Amount	Description of Use	

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$30000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$10000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	

Actions/Services 1.3.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Purchase instructional materials and tools to provide enhanced student experience in a virtual setting Examples include but are not limited to: • Additional science and physics supplies • Technology and hardware such as LED projectors, document projectors, noise canceling headphones and microphones etc.. • Graphing Calculators 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. Provide timesheets for professional development and associated training to facilitate effective use of technology to ensure ALL students academic needs are being met.	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. *Effects of Teachers Perceptions and Technology Training on the Implementation of Technology in the Classroom, Kimberley Harris*	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. • Graduation numbers and rate • Grades and Credit accumulation • CAASPP • District and site assessment

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	$3000	Contracts/Services /Subscriptions	

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide a stipend for a staff member to monitor/identify students who qualify for GATE Timesheets for staff to provide enrichment opportunities for students who show the potential to achieve at a level substantially beyond the rest of their peer group. Opportunities to include but not limited to: field trips, college outreach/visits, guest speakers, memberships, competitions, etc. Purchase supplemental materials and/or provide a means to participate in enrichment activities and/or academic competitions. Funding to include, but not limited to fees for competitions and memberships such as National Honors Society. Provide training, resouces, technology and materials to meet and extend GATE identified students' SEL and Academic needs.	"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	Improved student achievement among GATE students increase in the mumber of students tested / qualifying for GATE

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	$1000	Contracts/Services /Subscriptions	
GATE (7105/0000)	$500	Certificated-Stipends	
GATE (7105/0000)	$2500	Certificated- Timesheets	
GATE (7105/0000)	$2397	Materials/Supplies/Equipment	

Principally Targeted Student Group

• Foster Youth

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide a stipend to a staff member to 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. Timesheet staff for work outside of the contract day to provide tutoring and enrichment activities. Associated fees for opportunities outside of the school day including, but not limited to field trips, memberships, and other educational opportunities.	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 Chlidren 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: http://www.stuartfoundation.org/docs/default-documentlibrary/at-greater-risk-california-foster-youth-and-the-path-from-high-school-tocollege.pdf?sfvrsn=6 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 Increase in foster youth engagement in school (attendance, grades, etc)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$500	Certificated-Stipends	
Title I – Basic (4900/3010)	$2000	Contracts/Services /Subscriptions	
Student Fees (2312/0000)	$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Purchase VAPA instructional supplies and materials. Examples include but are not limited to: • Sheet music • Visual Arts supplies • Purchase, repair and maintain needed or damaged musical instruments • pens, pencils, erasers, • acrylic and oil based paints • encaustic wax • tape • Assorted Glue • paint brushes • X-acto knives • water color paper • epoxy resin • paints • Ceramic Glazes Glaze • ceramics accessories (wheels tools shapers, etc.…)	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. • Grades & credits • Site assessments • Classroom observations • Graduation rate • CAASPP

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	$2000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will attend the AVID Summer Institute and local	Black, Little, McCoach, Purcell, & Siegle, (2008). *Advancement Via*	• Conference registration • Attendance records

trainings to learn strategies for teaching AVID students, improve AVID knowledge and skills and deepen their understanding of AVID strategies and techniques.	*Individual Determination: Method selection in conclusions about program effectiveness.* The Journal of Educational Research Watt, Huerta, & Alkan, (2011). *Identifying predictors of college success through an examination of AVID graduates' college preparatory achievements.* Journal of Hispanics in Higher Education.	• Lesson plans reflecting strategies learned at institute.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$12000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	

Actions/Services 1.3.7

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Teachers will collaborate regarding AVID techniques across the curriculum, reflect and analyze data of current practice, determine future practice and implantation and develop lessons containing AVID strategies	Louis, K. S., & Marks, H. M. (1998). *Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools*. American Journal of Education	Meeting Agendas/Minutes Lesson Plans

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	$2000	Materials/Supplies/Equipment	

Site Goal 1.4

Increase opportunities for students to connect to college and career options based on student and parent survey data
Increase graduation rates by 15% from 76% to 87.4%

Increase A-G completion rates by 10%
Increase GPA and decrease number of students not passing courses.
Increase the number of students completing FAFSA applications
Increase the number of scholarships awarded to Las Flores students

Metric: A-G Completion

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Create an effective program to maximize FAFSA submission and completion among 12th grade students Timesheets, transportation costs, associated fees to provide field trips and college visit experiences	College application assistance significantly increases college enrollment and placement *Keeping College Options Open: A Field Experiment to Help All High School Seniors Through the College Application Process* 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	
Student Fees (2312/0000)	$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$5000	Contracts/Services /Subscriptions	

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
Improve number of students achieving Standards Met on CAASPP ELA by 10% from 45% to 50%
Improve number of students achieving Standards Met on CAASPP Math by 20% from 28% to 33.6%

Increase ELA/Math proficiency across all content areas
Increase Graduation Rates by 15% from 76% to 87.4%

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Timesheets and materials needed to provide professional development, training and release days for teachers to utilize Illuminate as data collection and disaggregation tools (software helps to aggregate and disaggregate data at the question, student and class level) specifically with a focus on identified subgroups. Teachers will utilize technologies to support and enhance learning in the classroom.Students will benefit from instruction utilizing interactive technologies. Provide access to supplemental data analysis tools such as including but not limited to: NoRedInk, PearDeck Pro, NearPod, Kahoot Premium, Turnitin, Quizzizz Super Account GradeCam, etc for additional data analysis in PLCs and grade level teams to provide intervention/acceleration as a result of the data digs.	Kerri A. Kerr , Julie A. Marsh , Gina Schuyler Ikemoto , Hilary Darilek , and Heather Barney , "Strategies to Promote Data Use for Instructional Improvement: Actions, Outcomes, and Lessons from Three Urban Districts," *American Journal of Education* 112, no. 4 (August 2006): 496-520. Darling-Hammond, L (2014) *Using Technology to Support At-Risk Students' Learning* Stanford Center for Opportunity Policy in Education.	Utilize the following information to monitor teacher use of assessment and how that assessment changes their practice and supports student achievement • Classroom walkthroughs to observe teachers use of assessments and interactive technologies. • Number of teachers utilizing technology to analyze student performance • Observe changes in teacher use of formative assessment • Teacher data days to examine assessment data and discuss instructional practices, interventions, etc. • Improvement of student achievement on CAASPP and site based interim assessments

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$35000	Contracts/Services /Subscriptions	

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
Increase partipation in PLCs based on site data and survey needs
Improve number of students achieving Standards Met on CAASPP ELA by 10% from 45% to 50%
Improve number of students achieving Standards Met on CAASPP Math by 20% from 28% to 33.6%

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Teachers will engage in Professional Development in effective PLC practice to improve current instructional strategies and continue to develop effective, culturally responsive teaching strategies to attend trainings in effective PLC meetings, and to read and discuss books with effective PLC strategies

Timesheets and release time for PLC's and grade level/content teams will conduct common data analysis of a formative assessment cycle (including idendified subgroup data) minimally twice in a cycle and plan instruction/modifications accordingly.

Timesheets to provide release time for teachers to develop common formative, interim, and summative assessments utilizing data collected on site and to align Edgenuity coursework to identified student needs.

Timesheets to provide training and release time for teachers to collect and review performance data from targeted sub-groups to determine best practices. Professional development and training on how to utilize assessments and data specifically to increase acheivement by identifed subgroups. | "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

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.

Phillips, J. (2003). *Powerful learning: Creating learning communities in urban school reform.* Journal of Curriculum and Supervision

Louis, K. S., & Marks, H. M. (1998). *Does professional learning community affect the classroom? Teachers' work and student experiences in restructuring schools*. American Journal of Education | Number of teachers utilizing site based common assessments

Lesson plans

Agendas/Sign in Sheets/Minutes from PLC meetings

Walkthrough observation data and admin/teacher conference data

CAASPP Data

PLC progress monitoring |

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$10000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$10000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	

Actions/Services 2.2.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Timesheets and release time to incorporate CAASPP components and interim assessments into content area courses and common assessments Staff will be provided opportunities to attend professional development/conferences on assessment, grading, content area support, PLC, etc. Funding to cover registration fees and associated travel costs.	Kerri A. Kerr , Julie A. Marsh , Gina Schuyler Ikemoto , Hilary Darilek , and Heather Barney , "Strategies to Promote Data Use for Instructional Improvement: Actions, Outcomes, and Lessons from Three Urban Districts," *American Journal of Education* 112, no. 4 (August 2006): 496-520.	Student Surveys Classroom observations Disaggregated student results Student grades and credits earned PLC / Grade level team minutes Products from conference attendance presented to staff (TOT style)

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$30000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$3000	Materials/Supplies/Equipment	

Actions/Services 2.2.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Timesheets and release time to attend conferences and professional development on how to utilize and analyze common assessments data (PLC conference, Equity conference, etc) specifically for indentified subgroups.	Kerri A. Kerr , Julie A. Marsh , Gina Schuyler Ikemoto , Hilary Darilek , and Heather Barney , "Strategies to Promote Data Use for Instructional Improvement: Actions, Outcomes, and Lessons from Three Urban Districts," *American Journal of Education* 112, no. 4 (August 2006): 496-520.	PLC meeting minutes GPA/A-G/Grad rates Standardized test results

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$15000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	$3000	Materials/Supplies/Equipment	

Actions/Services 2.2.4

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Timesheet team leads for K-5, 6-8 and content leads at 9-12 to analyze student progress and to assist teachers with instruction with the goal of helping students to attain grade level mastery. Responsibilities to include but not limited to: implementation of school-wide instructional and FHQI strategies, alignment of lessons and curriculum maps with common core standards and creation of differentiated lesson plans. Staff will be provided opportunities to attend professional development/conferences on content area support, PLC, FHQI, Lesson planning, differentiation, etc. Funding to cover registration fees and associated travel costs.	From Leading to Succeeding: The Seven Elements of Effective Leadership in Education - D. Reeves (2016) What Works in Schools: Translating Research Into Action Marzano (2003) Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning R. Elmore (2009) Professional Learning Communities at Work DuFour (2012)	• Content standards implementation • Site developed common assessment results • Agendas & Minutes from trainings/ meetings • District benchmarks • Content standards implementation/pacing guides/Synchronized Curriculum Maps • testing data • grades/graduation data/A-G completion data

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$10000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$3000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$2000	Contracts/Services /Subscriptions	

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

- **Cohort Graduation**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**

Site Goal 3.1

PBIS Tier 1 and II implementation (two sites) based on site survey data
Decrease the chronic absenteeism rate by 15%
Increase graduation rates by 15% from 76% to 87.4%

Metric: Cohort Graduation	

Actions/Services 3.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide a stipend for a staff member to coordinate PBIS implementation Timesheets for PBIS committee members to analyze data and develop implementation plan, to provide opportunities for professional development to enhance PBIS Implementation at Las Flores High School Provide materials and other supplies such as signage, activities, planning needs, etc to enhance student and staff participation in PBIS at Las Flores as well as to improve overall student attendance rates and support the full implementation of Tier I and II PBIS programs at Las Flores K-12 sites. • Assemblies/Guest Speakers • Field Trips • Attendance Incentive Program • Student Engagement and SEL needs • Signage • Associated materials and supplies (including but not limited to poster maker, laminator and film, color printer, ink, paper, and	Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. *Multi-tiered systems of support* (MTSS), such as *School-Wide Positive Behavior Interventions and Supports* (SWPBIS), have emerged as potentially effective frameworks for addressing student needs and improving student outcomes. Jennifer Freeman, PhD, J*ournal of Positive Behavior Interventions* Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015	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 minutes Attendance rates (including Chronic absenteeism rates) PBIS Data School Climate Survey Data Curriculum implementation TFI surveys PIC data Student, staff and parent surveys CHKS data Disaggregated behavior/discipline data Referrals to other resources Agendas and rosters from Professional Development sessions Classroom observations Student results: grades, credits earned, progress toward academic goals Professional Development agendas and minutes

supplies associated with rewards, acknowledgements, and incentives as identified by the PBIS team).

Contract PBIS consulting services for in depth Professional Development program

Purchase curriculum for PBIS support

Work with site, district and community resources to increase attendance and engagement. 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.

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

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$1000	Certificated-Stipends	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	$3000	Contracts/Services /Subscriptions	

Actions/Services 3.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Timesheets and release time so teachers can identify and provide supports in coordination with program implementors to support the academic and SEL needs of students identified by the MTSS program with a focus on attendance and engagment. Associated materials and supplies (including but not limited to color printer, ink, paper, and supplies associated with rewards, acknowledgements, and incentives as identified by the MTSS team). Funding and associated costs to provide student engagement activities for students identified by the MTSS team including, but not limited to: mentors, porch visits, supplies, incentives, guest speakers, assemblies for identified students.	Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. *Multi-tiered systems of support* (MTSS), such as *School-Wide Positive Behavior Interventions and Supports* (SWPBIS), have emerged as potentially effective frameworks for addressing student needs and improving student outcomes. Jennifer Freeman, PhD, J*ournal of Positive Behavior Interventions*	Grades & credits MTSS Team minutes and data Attendance rates (including Chronic absenteeism rates) School Climate Survey Data Curriculum implementation PBIS TFI surveys PIC data Student, staff and parent surveys CHKS data Disaggregated behavior/discipline data Referrals to other resources Classroom observations Student results: grades, credits earned, progress toward academic goals

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$3000	Contracts/Services /Subscriptions	

Actions/Services 3.1.3

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide funding and materials to beautify the campus including, but not limited to: upgrading resources, classroom furniture, plants, providing murals, outdoor furniture, to provide a culturally responsive, phycially and emotional healthy and safe learning environment.	We find that a substantial increase in arts educational experiences has remarkable impacts on students' academic, social, and emotional outcomes. *New Evidence of the Benefit of Arts Education. Brian Kisida. https://www.brookings.edu /blog/brown-center-chalkboard /2019/02/12/new-evidence-of-the-*	Student, staff and parent surveys CHKS data PBIS TFI data School Climate Survey Data

benefits-of-arts-education/

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$10000	Materials/Supplies/Equipment	

Actions/Services 3.1.4

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide funding for an attendance clerk 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.	The harmful impact of chronic absenteeism threatens all students, but the risks are not borne equally. Students of color, students who live in poverty, and students with chronic health conditions or disabilities all experience disproportionately high absence rates. Examining the causes of absenteeism and the effects it has on school performance, and ultimately life outcomes, provides a deeper understanding of why school attendance is so important. *Why Is School Attendance Important? The Effects of Chronic Absenteeism.* https://soeonline.american.edu/blog/importance-of-school-attendance	Attendance Data Referrals to other resources Classroom observations Student results: grades, credits earned, progress toward academic goals Student, staff and parent surveys CHKS data PBIS TFI data School Climate Survey Data

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$2000	Classified- Timesheets	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$2000	Contracts/Services /Subscriptions	

Site Goal 3.2

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

surveys
Las Flores will increase the number of students completing CCGI lessons
Increase graduation rates by 15% from 76% to 87.4%
Increase GPA/decrease number of classes not passed and/or D/F received.

Metric: Cohort Graduation	

Actions/Services 3.2.1

Principally Targeted Student Group

• Foster Youth • Low Income • School-wide

What Specific Actions/Services will you Provide to this Student Group?	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of each Action/Service?**
Create a College/Career center on campus and provide funding for appropriate materials to set up including, but not limited to color printer and ink, college resources. Timesheets for staff to create a pathway to college plan for each student to encourage high school graduation and enrollment into college, and to explore the development of a college/career education elective class to support students' academic and SEL needs.	Post- and follow-up testing suggest that participation in a career exploration program/class resulted in increased career decision-making self-efficacy, vocational skills self-efficacy, and short-term gains in outcome expectations. Participants enrolled in the career education class in the first quarter were more likely to change career plans than were those in the control condition. Ellen McWhirter Stuart Foundation. (2013). At greater risk: California foster youth and the path from high school to college. Retrieved from: http://www.stuartfoundation.org/docs/default-documentlibrary/at-greater-risk-california-foster-youth-and-the-path-from-high-school-tocollege.pdf?sfvrsn=6 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.	a-g Completion Increased CTE participation College enrollment rate College application rates Improved Graduation Rates

Funding Source	**Amount**	**Description of Use**	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	

Title I – Basic (4900/3010)	$5000	Contracts/Services /Subscriptions	

Actions/Services 3.2.2

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide funding and opportunities for students to attend college and/or career workshops, career fairs, field trips, or other activities. Provide funds for students to participate in school activities such as field trips, college and career days, and community outreach efforts. Timesheets for staff to desaggregate data to identify needs and provide information and training/support on college entrance requirements outside of the school day to students.	Center for Poverty and Research, U.C. Davis *Increasing College Access and Success for Low Income Students* 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.	a-g Completion Increased CTE participation College enrollment rate College application rates Improved graduation rates

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$1000	Classified- Timesheets	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$10000	Contracts/Services /Subscriptions	

Site Goal 3.3

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

Metric: Cohort Graduation

Actions/Services 3.3.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Timesheets and release time to provide training and professional development on MTSS and teacher intervention/engagement strategies (including but not limited to conference attendance, and guest speakers). Provide training and purchase materials necessary to implement student peer support efforts. Provide funds for assemblies/guest speakers focused on engagment, culture/climate and acheivement.	"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,	Teacher MTSS referrals Student, family and site culture surveys Student participation in peer groups and committees

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	

Site Goal 3.4

Provide after school activities

Metric: School Climate

Actions/Services 3.4.1

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

Provide timesheet for staff to create and provide after school enrichment programs and activies for K-12 students including, but not limited to: science, technology, spoken word, writing, robotics, computer programing, etc..

Provide funding for outside providers to provide after school enrichment programs and activies for K-12 students including, but not limited to: science, technology, spoken word, writing, robotics, computer programing, etc.

Funding for materials and supplies necessary to run these programs including but not limited to: paper, ink, postage, equipment, maintenance fees, etc.

Attending afterschool programs can improve students' academic performance. A national evaluation found that more than 40 percent of students attending 21st Century Community Learning Center programs improved their reading and math grades, and that those who attended more regularly were more likely to make gains.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	

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
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: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide funding for opportunities to encourage parent engagement including, but not limited to: Provide light snack/refreshments at monthly parent engagement functions Provide parent university/classes, coffee chats, Pathways to Success programs Timesheets for 7 Family Nights (Science Night, We Both Read Night, Family Writing Night, Math Games Night, etc) Back to School Night Open House College Career planning workshops FAFSA Workshops Homework/tutoring workshops Edgenuity training for parents/students Guest Speakers for parent meetings Provide funding for supplies and materials for these opportunities including, but not limited to: poster maker, laminator and film, paper, ink/toner, decorations, popcorn maker, sno cone machine, barrel drink cooler, microphone and speaker system, helium and balloons, etc. Provide funding for daycare, refreshments and materials for 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, Tschnanen-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 College application assistance significantly increases college enrollment and placement *Keeping College Options Open: A Field Experiment to Help All High School Seniors Through the College Application Process* Philip Oreopoulos Farr, Virginia, (2003). *"The Role of Celebration in Building Classroom-Learning Communities."* Electronic Theses and Dissertations. Paper 771. http://dc.etsu.edu/etd/771 Marzano Research Parent Involvement has an effect size of .46 Parent Involvement Research http://www.pthvp.org/what-we-do/results/i-research/	Parent, student, staff surveys School Climate surveys Meeting sign in sheets Number of community partners CHKS Data PBIS TFI data 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

Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

National Coalition for Parent Involvement in education. 2006. *Research Review and Resources.* Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening /researchJanuary2006.cfm.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$2000	Classified- Timesheets	
Supplemental/Concentration (7201/0000)	$15000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$5131	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$5425	Certificated- Timesheets	

Actions/Services 4.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide funding for materials to improve communication with families, enhance parent contact and involvement through the following means: • Newsletters and flyers - including funding for subscription to newsletter creation software and postage • Autodialers/emails • School Webpage • District approved Social	An independent evaluation by SRI International of the initiative's fourth year shows that students participating in Linked Learning are earning more credits, are more likely to be on track with the a–g credits required for graduation, and are reporting greater confidence in their life and career skills than similar peers in traditional high school. http://irvine.org/images/stories /pdf/grantmaking /year4linkedlearningevaluationrepo	Parent participation as measured by sign in sheets for attendance at events parent, student, staff surveys PBIS TFI data CHKS data Number of parents with Parent Vue accounts Number of students with Student Vue accounts Number of students and families utilizing other online communication tools. Student credit recovery rates,

Media acccounts • surveys Provide stipend for staff members to coordinate social media presence and diseminate information via social media to families and update the Las Flores and Virtual Academy website. Improve school/home communications using School Messenger, school website, Facebook and other social Media. Provide timesheets for training for staff to learn to utilize these tools. Provide timesheets for staff to develop and conduct training seminars for parents and students to learn how to use online communication tools	rtfeb2014.pdf "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, Tschnanen-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 Fox, Brian D. *The principal as an effective communicator: Increasing parental and community engagement through the use of digital communication and social media*. Diss. NORTHWEST NAZARENE UNIVERSITY, 2016. Educational leaders have effective and efficient tools available to them in digital communications and social media. Using these technologies, principals have the ability to develop relationships and build trust among parents and community and tell their school's story in a way the traditional media cannot.	grades, graduation rates Parent participation in school activities such as school site council, ELAC, student awards assemblies. Increased traffic on school website and facebook page parent usage of Parent Vue

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$1000	Certificated-Stipends	
Title I – Basic (4900/3010)	$4000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$3000	Contracts/Services /Subscriptions	

Actions/Services 4.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Provide a stipend for a Family Liasion classified or credentialed staff member to reach out to families to engage in school activiteis, determine and meet identified needs, provide resources with a focus on previously underrepresented subgroups. 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 including, but not limited to: light snack/refreshments for meetings, ink and paper.	"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, Tschnanen-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 Fox, Brian D. *The principal as an effective communicator: Increasing parental and community engagement through the use of digital communication and social media*. Diss. NORTHWEST NAZARENE UNIVERSITY, 2016. Educational leaders have effective and efficient tools available to them in digital communications and social media. Using these technologies, principals have the ability to develop relationships and build trust among parents and community and tell their school's story in a way the traditional media cannot. Farr, Virginia, (2003). *"The Role of Celebration in Building Classroom-Learning Communities."* Electronic Theses and Dissertations. Paper 771. http://dc.etsu.edu/etd/771	Show improved participation as measured in parent surveys and Parent sign in sheets. Parent, student, staff surveys School Climate surveys Number of community partners CHKS Data PBIS TFI data Attendance Data Grades, A-G completion rates, college acceptance rates Parent participation in school activities such as school site council, ELAC, student awards assemblies. Increased traffic on school website and facebook page parent usage of Parent Vue

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$2000	Certificated-Stipends	

Supplemental/Concentration (7201/0000)	$3000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$8000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$1000	Materials/Supplies/Equipment	

Site Goal 4.2

Increase the number of students who are actively engaged in classes (school climate)
Decrease the chronic absenteeism rate by 15%
Increase the number of students who feel emotionally supported by teachers at Las Flores based on student surveys

Metric: Chronic Absentee Rate

Actions/Services 4.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Develop intervention and support programs to address attendance, credit earning rate, and academic achievement. Provide supplies and materials necessary to improve student engagement. Provide timesheet to for staff to participate in site activities with families and students to build a positive school climate. Provide timesheets and materials for staff training in Mindset, Restorative Practives, Equity, Trauma informed instruction, teambuilding and cooperative learning strategies.	"Student engagement and its relationship with early high school dropout" *Isabelle Archambault* Farr, Virginia, (2003). *"The Role of Celebration in Building Classroom-Learning Communities."* Electronic Theses and Dissertations. Paper 771. http://dc.etsu.edu/etd/771	Attendance rate ADA Apportionment Credit recovery rates School Climate

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$5000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$2000	Contracts/Services /Subscriptions	

Actions/Services 4.2.2

Principally Targeted Student Group

• All

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

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	$2000	Certificated- Timesheets	
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	$1000	Contracts/Services /Subscriptions	

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) | 2022 - 2023

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	
2312 Education Fees **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$5,397	$5,397	$5,397	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$181,425	$181,425	$92,000	$13,000	$40,000	$36,425	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0.0000	$0	$0	$0	$0	$0	$0	$0	$0
7233 AVID Support **0000** Unrestricted	0.0000	$0	$0	$0	$0	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$13,736	$13,736	$13,736	$0	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$356,631	$356,631	$105,500	$130,000	$76,000	$45,131	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$563,189	$563,189	$221,633	$143,000	$117,000	$81,556	

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	$356,631
Subtotal of state or local funds included for this school	$206,558

Signatures: (Must sign in blue ink)   **Date**

Principal | Alan Williams

School Site Council Chairperson | Robyn Rodriquez

EL Advisory Chairperson | Maria Garcia