



Las Flores High School

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673143430352

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <ul style="list-style-type: none"> • School Site Council - 9/19/2019, 12/05/2019, 2/19/2020, 4/25/2020 • Staff Meetings - 9/18/2019, 12/4/2019, 2/19/2020, 4/25/2020 • Back To School Night - 9/25/2019 • ELAC Meeting 12/05/2019, 4/25/2020 <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"> • Progress Toward English Proficiency • Attendance and Absences • Dropouts and Graduation • Discipline data including suspensions and expulsions • School Connectedness and Climate • Family and Community Engagement • CAASPP • California Healthy Kids Survey
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</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"> 1. Provide multiple learning opportunities for all students. 2. Increase Family and Community involvement. 3. Increase opportunities for academic support to enable all student to engage in rigorous instruction to prepare them for college and career options. 4. Improve our college/career focus and provide opportunities for students to develop plans and personal goals for life after High School 5. Create opportunities in the classroom and beyond to make learning relevant and engaging. 6. Provide academic and non-academic support for students, to help them be successful.

Resource Inequities

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

Please provide a description.

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</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>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • 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
--	---

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

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

Metric: CAASPP

Actions/Services 1.1.1

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 Release days for math team to update curriculum for all math courses Provide release time for Math Team to create support materials for ISP teacher use in math instruction. Develop site policy on pathway and course offerings to ensure proper adherence to graduation requirements	Jacobs, H. H. (1997). <i>Mapping the big picture: Integrating curriculum and assessment K-12</i> . Alexandria, VA: Association for Supervision and Curriculum Development. Curriculum Mapping in Higher Education: A Vehicle for Collaboration Uchiyama, K.P. & 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.	Completion and implementation of Math I and Math II curriculum by Fall 2019 Completion and site wide implementation of Math I, Math II and applied math common assessments. Measure teacher use of supplemental materials through regular walk throughs. 10 % improvement on CAASPP math test results 20 % improvement Site Based assessment results Updated course catalog

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

Actions/Services 1.1.2

Principally Targeted Student Group

- 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?

Provide training time for staff to become familiar with IXL Math to enhance student performance in targeted strands at all levels of math. Provide materials for staff use to improve Math delivery and instructional practices to decrease the number of D's and F's	One learning strategy that can be implemented throughout the curriculum that can help students succeed in mathematics is the use of technology in the pedagogy of the classroom. <i>A Literature Review: The Effect of Implementing Technology in a High School Mathematics Classroom</i> Daniel Murphy	Number of teachers utilizing IXL Math online tools as based on classroom walkthroughs and monitoring students in Math Lab study hall Improvement on Student assessment results Improvement in CAASPP scores across the board and especially among targeted sub groups
--	---	---

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?
Provide release time for ELA team to update Curriculum maps for all English 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 and Study Sync lessons 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.	Jacobs, H. H. (1997). <i>Mapping the big picture: Integrating curriculum and assessment K-12</i> . Alexandria, VA: Association for Supervision and Curriculum Development. Curriculum Mapping in Higher Education: A Vehicle for Collaboration Uchiyama, K.P. & 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.	Improved CAASPP results Site Based assessment results Increased use of supplemental materials Completion and implementation of a minimum of 2 grade levels of Curriculum maps by Fall 2019 Completion and implementation of 2 additional grade levels of curriculum maps by spring of 2020

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1800	Classified Salaries	<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?
Support teachers in use of Study Sync through Release days and in house training on Embedded EL support lessons in Study	Zoch, M., Myers, J. & Myers, J. (2017). <i>Teachers' Engagement with New Literacies as Support for Implementing Technology in the</i>	Number of teachers utilizing Embedded EL Study Sync online tools

<p>Sync.</p> <p>Training and release time for Study Sync would ultimately benefit EL students by providing Professional Learning to teachers in the areas of scaffolding and differentiating CCSS aligned lessons to meet the needs of all Learners. Teachers would benefit from time allotted to explore and modify suggested lessons in the Access Pathway of Study Sync. These lesson plans were created with EL students in mind and offer suggestions for both Designated and Integrated ELD instruction.</p>	<p>English/Language Arts Classroom. Contemporary Issues in Technology and Teacher Education, 17(1)</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)	\$2000	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

<p>Principally Targeted Student Group</p>
<p>• All • Asian • EL • Hispanic or Latino • R-FEP</p>

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"> • Core content workshops/seminars • Technology implementation workshops/seminars • Professional organization workshops/seminars • Materials for Book Study • ELL instruction workshops <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"> • Grades & credits • Classroom observations will focus on instructional practices • Graduation numbers and rate • Grades and Credit accumulation • CAASPP scores • District and site assessments

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

Actions/Services 1.3.2

<p>Principally Targeted Student Group</p>
<p>• All</p>

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the
---	--	---

	Effective Practice?	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"> • Additional science and physics supplies • Technology hardware such as LED projectors, document projectors, etc.. • Software &/or online programs for enrichment and support in ELA and/or Math • Graphing Calculators <p>Purchase VAPA instructional supplies(for example)</p> <ul style="list-style-type: none"> • Sheet music • Visual Arts supplies • Performing arts sound recording and mixing equipment • replace or repair damaged musical instruments <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"> • Graduation numbers and rate • Grades and Credit accumulation • CAASPP • District and site assessment

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	Edit	Delete
Student Fees (2312/0000)	\$2400	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.3.3

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • 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		
GATE (7105/0000)	\$2350	Materials/Supplies/Equipment	Edit	Delete
Student Fees (2312/0000)	\$1000	Certificated Salaries	Edit	Delete

Actions/Services 1.3.4

Principally Targeted Student Group			
<ul style="list-style-type: none"> 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, 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: http://www.stuartfoundation.org/docs/default-documentlibrary/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6 Berkeley's Center for Social Services Research and Institute for Evidence-Based Change study results point to the overarching 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		
<ul style="list-style-type: none"> 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 - \$1200 <ul style="list-style-type: none"> pens, pencils, erasers, acrylic and oil based paints encaustic wax tape Assorted Glue paint brushes X-acto knives water color paper epoxy resin Ceramics supplies - \$400 <ul style="list-style-type: none"> Ceramic Glazes Glaze ceramics accessories (wheels tools shapers, etc....) Instruments - \$400 <ul style="list-style-type: none"> Kalimba Repairs and Maintenance of 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"> Grades & credits Site assessments Classroom observations Graduation rate CAASPP

Electronic equipment - \$ 600

- Guitar pedal
- Audio engineering equipment

Funding Source	Amount	Description of Use		
Visual & Performing Arts (VAPA)(7450/0000)	\$2600	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 professional development opportunities to maximize use of Ebedded EL Core Curriculum within study sync 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)	\$750	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$1000	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 56% to 65%

Metric: Other (Site-based/local assessment)

Actions/Services 1.5.1

Principally Targeted Student Group

- All

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

Provide Filed trips and college visit experiences	<i>Experiment to Help All High School Seniors Through the College Application Process</i> Philip Oreopoulos	Number of students completing FAFSA applications Number of scholarships awarded to Las Flores Students
---	--	---

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

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Other (Site-based/local assessment)
--	---

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

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

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All

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>1. Teachers will utilize Illuminate as a data 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...</p> <p>2. Professional Development for Illuminate will be incorporated into the PD plan.</p>	<p>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.</p>	<p>Utilize the following information to monitor teacher use of assessment and how that assessment changes their practice and supports student achievement</p> <ul style="list-style-type: none"> Classroom walkthroughs to observe teachers use of assessments Number of teachers utilizing technology to analyze student performance Observe changes in teacher use of formative assessment Teacher data days to examine assessment data and discuss instructional practices, interventions, etc...

Wouldn't there also be a measure of what they do with that analysis?

- Improvement of student achievement on site based assessments

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	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)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.2.2

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?
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				
<ul style="list-style-type: none"> 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. PLC's and content teams will conduct common data analysis of a formative assessment cycle (including Target Group - African American/black and Hispanic data) minimally twice in a cycle and plan instruction/modifications accordingly. 2. CAASPP components and interim assessments will be incorporated into content area classes	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)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

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

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> 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 opportunities for professional development to enhance PBIS Implementation at Las Flores High School</p> <p>Full implementation of Tier II PBIS</p> <ul style="list-style-type: none"> Attendance MTSS <p>Contract PBIS consulting services for in depth Professional Development program</p> <p>Provide curriculum for PBIS support</p>	<p>Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. <i>Multi-tiered systems of support</i> (MTSS), such as <i>School-Wide Positive Behavior Interventions and Supports</i> (SWPBIS), have emerged as potentially effective frameworks for addressing student needs and improving student outcomes.</p> <p>Jennifer Freeman, PhD, <i>Journal of Positive Behavior Interventions</i></p>	<p>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.</p> <p>Grades & credits PBIS Team Membership Attendance rates PBIS Data School Climate Survey Data Curriculum implementation TFI surveys PIC data</p>
--	--	--

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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 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.</p>	<p>Attendance, behavior, and academic outcomes are important indicators of school effectiveness and long-term student outcomes. <i>Multi-tiered systems of support</i> (MTSS), such as <i>School-Wide Positive Behavior Interventions and Supports</i> (SWPBIS), have emerged as potentially effective frameworks for addressing student needs and improving student outcomes.</p> <p>Jennifer Freeman, PhD, <i>Journal of Positive Behavior Interventions</i></p>	<p>Student survey information CHKS survey information School Climate Survey Information Decrease in Chronically truant students</p>		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2200	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.3

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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>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.</p>	<p>Is School-Wide Positive Behavior Support An Evidence-Based Practice? Robert H. Horner, George Sugai and Timothy Lewis; April, 2015</p>	<ul style="list-style-type: none"> Attendance data Chronic absenteeism rates Student, staff and parent surveys CHKS data 		
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"> • Student, staff and parent surveys • CHKS data • PBIS data • Disaggregated behavior/discipline data • Referrals to other resources • Agendas and rosters from Professional Development sessions • Classroom observations • Student results: grades, credits earned, progress toward academic goals 		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1480	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 63.5% to 70%

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

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.</p> <p>Ellen McWhirter</p> <p>Stuart Foundation. (2013). At greater risk: California foster youth and the path from high school to college. Retrieved from: http://www.stuartfoundation.org/docs/default-documentlibrary/at-greater-risk-california-foster-youth-and-the-path-from-high-school-to-college.pdf?sfvrsn=6</p> <p>Berkeley's Center for Social Services Research and Institute for Evidence-Based Change study results point to the overarching</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>		

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.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1500	Contracts/Services	<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?
Provide opportunities for students to attend college and/or career workshops, career fairs, field trips, or other activities. Provide information on college entrance requirements	Center for Poverty and Research, U.C. Davis <i>Increasing College Access and Success for Low Income Students</i> 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		
Supplemental/Concentration (7201/0000)	\$700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$1600	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	"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	Quantity of Teacher MTSS referrals Student and site culture surveys Student participation in peer groups and committees

support efforts.	Simonsen & Susannah Everett (2017) MTSS Coaching: Bridging Knowing to Doing, Theory Into Practice, 56:1, 29-37,		
Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$800	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • 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
--	---

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

<p>Site Goal 4.1</p> <p>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</p>

Metric: Family and Community Engagement

Actions/Services 4.1.1

<p>Principally Targeted Student Group</p> <ul style="list-style-type: none"> • 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	
Family & Community Engagement (7415/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$548	Materials/Supplies/Equipment	<input type="button" value="Edit"/> <input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$5000	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. http://irvine.org/images/stories/pdf/grantmaking/year4linkedlearningevaluationreportfeb2014.pdf 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)	\$2200	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.	
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1200	Certificated Salaries	<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	"Schools would have to spend \$1,000 more	Number of parents with Parent Vue accounts

<p>students to learn how to use online communication tools</p> <p>Implement "Pathways to Success" program for parents and students.</p> <p>Improve communication with families through the following means</p> <ul style="list-style-type: none"> • Newsletters • Webpage • instagram • surveys • google apps • etc.. 	<p>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</p> <p>"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</p>	<p>Number of students with Student Vue accounts and the number utilizing other online communication tools.</p> <p>Student credit recovery rates</p> <p>Sign in sheets at parent training meetings</p>
---	---	---

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)	\$2000	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?
<p>improve school/home communications using School Messenger, school website, Facebook and other social Media.</p> <p>Provide parent training on ParentVue</p>	<p>Fox, Brian D. <i>The principal as an effective 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 at school events</p> <p>Parent participation in school activities such as school site council, ELAC, student awards assemblies.</p> <p>Increased traffic on school website and facebook page</p> <p>parent usage of Parent Vue</p>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$380	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<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 by 10% (from 41% to 37%)
 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)	\$800	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services	<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"> 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 	<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., & Byrnes, V. (2012). Chronic Absenteeism: Summarizing What We Know From Nationally Available Data. Baltimore: Johns Hopkins University Center for Social Organization of Schools.</p>	<ul style="list-style-type: none"> Attendance rate-Truancy & Chronic absence rates Credits earned/quarter Graduation rate Healthy Kids Survey Parent Survey

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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 2020 - 2021**

IV. 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	
2312 Education Fees 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$3,400	\$0	\$1,600	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$53,460	\$53,460	\$20,800	\$6,000	\$9,180	\$17,480	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$2,298	\$2,298	\$1,750	\$0	\$0	\$548	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$61,758	\$61,758	\$25,950	\$6,000	\$11,780	\$18,028	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$61,758

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

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Alan Williams**

School Site Council Chairperson **Kristian Haro**

EL Advisory Chairperson **Sheetal Kaur**

_____	_____
_____	_____
_____	_____