



Florin High School

Local Control Accountability Plan (LCAP) 2021-2022

Principal: RUDY ORTEGA JR

County-District-School (CDS) Code: 34673143430477

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<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/> <p>The Florin High School Site Council met on September 14, October 19, February 22, and May 3. At the October meeting, the School Site Council established they would like our school to focus on improving our school's a-g rate with a focus specifically on African American students. As a result, the school's Leadership Team conducted empathy interviews with African American students around their experience and exposure to a-g requirements and what they needed to be successful. The data was shared with staff during the February staff meeting and department meetings. It revealed students wanted to be connected to classrooms and develop skills to be successful after high school. As a result, each department created a plan to improve connectedness and focus on an academic skill for the 2021-2022 school year. What they need to do that is included in this plan, which was developed during the May 3 School Site Council meeting and will receive final approval in August of 2021.</p> <p>The FHS ELAC committee met and took a survey of how they would like to see funds spent to support the English acquisition of our EL students. Their ideas were approved and contained in this plan as well.</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>The School Site Council set a target for our school to focus on improving our school's a-g completion percentage. This led to our Leadership Team directly communicating with students about what they need to be more supported. Student responses led to department's creating plans, which included measurement tools, around connecting students to classrooms and focusing on a skill to prepare students for life after high school. It is our theory of action, that when we do a better job of connecting students to our campus and develop skills in our students, we will increase our a-g completion percentage.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

<p>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
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- 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

5% increase in students completing a-g requirements from 45% to 50%

Increase the percentage of African American students meeting a-g requirements by 10% from 30% to 40%.
 Increase the percentage of Latino students meeting a-g requirements by 9% from 31% to 40%
 Increase the percentage of EL Students meeting a-g requirements by 5% from 26% to 31%.

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

- Black or African American • EL • 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?
1. .5 College Career Counselor for outreach and education, specifically to Black, EL and Hispanic students. 2. .375 College Career Tech to support students in preparing for college/career and pursuing financial aid options.	1. Quantitative analyses of research (meta-analyses) substantiate the beneficial effects of school counseling programs. Baker, S.B., Swisher, J.D., Nadenichek, P.E. & Popowicz, C.L. (1984). Measured effects of primary prevention strategies. <i>The Personnel and Guidance Journal</i> , 62, 459-464.	1. Increase the number of Senior students completing the FAFSA application from 192 students to 210. 2. All freshmen and sophomore students identifying a career that gives their education more relevance by increasing the use of CCGI. 3. Conduct one workshop per month focusing on career awareness as it relates to career opportunity. 4. Increase the number of senior students earning an Elk Grove Regional Scholarship from 16 students to 25 students.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$54609	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$15357	Classified 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 • EL • Hispanic or Latino • SWD

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. Provide opportunities for EL students, both newcomer and LTEL, Black students and Hispanic students to explore college and career options with presentations, speakers, instructional materials and field trips. This will allow targeted groups of students to visualize a path to college, while practicing real-life language skills. 2. Provide support for Sac State for All student applications	Center for Poverty and Research, U.C. Davis <i>Increasing College Access and Success for Low Income Students</i>	1. Demographics of students attending field trip is proportionate with overall school demographics. 2. 100% of students meeting a-g eligibility requirements apply for Sac State for All.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$8000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$25000	Contracts/Services	Edit	Delete
EL Supplemental (7250/0000)	\$14009	Contracts/Services	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

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

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?
1.266 FTE to provide additional sections of AVID	2. AVID System's Impact on Diversity and Poverty Issues in Education CITATION: Peabody Jr., P.T. (2012). Advancement Via Individual Determination (AVID) System's Impact on Diversity and Poverty Issues in Education. <i>National Teacher Education Journal</i> , 5(4), 21-24.	1. 100% of AVID student enrollment is based on under represented students (based on college admissions) and/or the first family member to attend college. 2. 100% of AVID graduating Seniors get accepted into a 4 year college. 3. Students are enrolled in and passing AP exams their Junior and Senior year of high school

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$133412	Certificated Salaries	Edit	Delete

Site Goal 1.2

Increase percentage of students attaining proficiency on Science, Math and ELA CAASPP assessments by providing high quality, research-based instruction.
 Percentage of students meeting or exceeding standards in ELA to increase from 43% to 50%
 Percentage of students meeting or exceeding standards in Math to increase from 19% to 24%
 Percentage of students meeting or exceeding standards in Science to increase by 5%

Increase the percentage of African American students passing the Math CAASPP by 4% from 6% to 10%
 Increase the percentage of Latino students passing the Math CAASPP by 5% from 15% to 20%
 Increase the percentage of EL students passing the Math CAASPP by 5% from 4% to 9%

Increase the percentage of African American students passing the English CAASPP by 5% from 43% to 48%
 Increase the percentage of Latino students passing the English CAASPP by 5% from 41% to 46%
 Increase the percentage of EL students passing the English CAASPP by 5% from 6% to 11%

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

- All • Black or African American • EL • 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 funding for two .5 Title I Program Administrators to provide targeted instructional support (.5 of two Vice Principals) to support literacy instruction, math instruction, science instruction, and teacher leadership development	<i>Visible Learning</i> - Hattie: Effects of Principals and school leaders, .36 effect size	1. 10% increase of the number of walk-through observations and time-spent as measured by the EL Walk-through form. 2. PD offered in department meetings and site leads to improved teacher instructional strategies as see on the EL Walkthrough Form.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$133604	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

- All • Black or African American • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Library Support:</p> <p>Support literacy and increase student interest in recreational outside reading by providing library resources and technology that support reading literacy and appeal to our diverse student population, which varies from a newcomer EL student to advanced reader.</p> <p>Support professional development for teachers by providing library resources that specifically target our unique student populations. Including but not limited to:</p> <ul style="list-style-type: none"> • Books to allow access for every type of reader. • Signage for different languages within the library. • Software Subscriptions, etc 	<p><i>Visible Learning</i> - Hattie: Reading: Exposure to Reading; .36 effect size</p>	<ol style="list-style-type: none"> 1. 10% increase in number of students checking out a book from the library. 2. Formative assessment results from book talks held in English classes, which includes EL English classes.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

Principally Targeted Student Group

- All • Black or African American • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1.0 FTE to support intervention and in Math</p>	<p><i>Visible Learning</i> - John Hattie: Time on Task .38 effect size; Early Intervention .47 effect size</p>	<ol style="list-style-type: none"> 1. 10% improvement in the number of students earning a C- or better at the Quarter/Semester grades.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$126055	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.4

Principally Targeted Student Group

• All • Black or African American • EL • 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?
Staff participation in on-site and off-site professional development on research-based instructional strategies (e.g. culturally responsive strategies, FHQI strategies, English Learner strategies, and critical thinking), to include stipends, timesheet hours, substitutes, conference registration, lodging, transportation, books, materials, and meals.	<i>Visible Learning</i> – John Hattie Professional Development, .62 effect size	1. Tracking effectiveness of instructional practices as seen on the EL Walk-through form performed by administrators, which focus on the Framework for High-Quality Instruction. 2. Increased number of performance based tasks given in English and Math and improvement in student results from more effective instructional strategies.

Funding Source	Amount	Description of Use		
AVID (7233/0000)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PreAP Training (7218/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PreAP Training (7218/0000)	\$4000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$7500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$40000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$35000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$8593	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$4934	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.5

Principally Targeted Student Group

• All • Black or African American • EL • 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 support using Title I funds for student participation in Academic enrichment opportunities (ex, AP Test Prep) and Supplemental Concentration for Athletic Competitions including but not limited to: <ul style="list-style-type: none"> • Materials • Supplies • Registrations • Transportation • Supervision • Timesheets and stipends 	<i>The Quest for Deeper Learning and Engagement in Advanced High School Courses</i> - Boss, S., Johanson, C., Arnold, S. D., Parker, W. C., Nguyen, D., Mosborg, S., Nolen, S., Valencia, S., Vye, N., & Bransford, J. (2011). <i>Visible Learning</i> - John Hattie Competitive Learning, .24 effect size	1. The student demographics is proportional with the demographic make-up of our school.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$8000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3			
Increase percentage of students making progress towards English language proficiency by 7% from 48% to 55%.			
Metric: Progress toward English Proficiency			
Actions/Services 1.3.1			
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 support for increased reclassification of EL students to include, but not limited to the following: identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings. 1. .667 FTE EL Coordinator	McCarthy, S.J., Garcia, G.E., Lopez-Velasquez, A.M., & Guo, S.H. (2004). Understanding contexts for English language learners. Research in the Teaching of English 38 (4): 351-394.	1. Monitoring of EL Students completed by appropriate deadlines. 2. Professional Development opportunities are expanded to the rest of the EL Department and school. 3. 100% of EL Students will complete all sections of the ELPAC test by the required deadline.	
Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$50000	Certificated Salaries	<input type="button" value="Edit"/> <input type="button" value="Delete"/>

Site Goal 1.4			
Increase access to technology and instructional materials, such as student planners, interactive notebooks, and writing style guides, to improve cohort graduation rate by 2% from 91% to 93%.			
Metric: Other (Site-based/local assessment)			

Actions/Services 1.4.1			
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?	
Provide supplemental instructional materials/supplies and services to support academic, social and emotional needs of students and programs. Including but not limited to: College Career Counseling: <ul style="list-style-type: none">• student planners• interactive notebooks• writing style guides• Color printer Math & Science <ul style="list-style-type: none">• Microscopes• Graphing Calculators• Scientific Calculators Technology, Software and online subscriptions to support learning and increase engagement and participation. Including but not limited to: <ul style="list-style-type: none">• Certification programs	<i>Using Technology to Support At-Risk Students' Learning</i> (2004) – Linda Darling-Hammond, Molly B. Zieleszinski, and Shelley Goldman	1. 100% of the teachers continue to use Google Classroom from their time in Distance Learning. 2. ELPI scores increase 5% from two years ago from 44% to 49%.	

<ul style="list-style-type: none"> • Research materials • Learning monitoring & assessment • Increase college readiness, etc • Language acquisition/comprehension programs for EL students <p>Examples include:</p> <ul style="list-style-type: none"> • Turnitin • NewsELA • Adobe Creative Cloud • SIPPS 		
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Funding Source	Amount	Description of Use		
EL Supplemental (7250/0000)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$6508	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$40000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$40000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AVID (7233/0000)	\$1300	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.4.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • SWD

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 Instructional Materials to support project-based learning Visual and Performing Arts: <ul style="list-style-type: none"> • Art - Supplies including: canvases, brushes, paint, paper, etc • Ceramics - Clay & supplies • Kiln Repair • Printing supplies • Scripts • Royalties • Building supplies & Material • Transportation • Performance &/or Competition Entrance Fees 	<i>Project-Based Learning Research Review (2012) – Vanessa Vega</i> <i>Visible Learning - John Hattie, Problem-based learning, .61 effect size</i>	1. Presentation of student projects at annual Open House event. 2. Increase student participation in District annual Art Showcase. 3. Increase the number of students submitting portfolios the AP 2D and 3D Art class.

Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Student Fees (2312/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$5000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Visual & Performing Arts (VAPA)(7450/0000)	\$10000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.4.3

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide CTE & Pathways instructional materials/supplies and services to support needs of students and programs. <ul style="list-style-type: none"> • Agriculture & Natural Resources • Arts, Media & Entertainment • Engineering and Architecture • Hospitality, Tourism & Recreation • Information Technology • Transportation • Public Service 	<i>Visible Learning</i> – John Hattie – Career Education Programs .38 effect size These actions support achievement of elements 2 (high quality instruction) and 9 (skilled instructors) of the 11 Elements of High Quality CTE Pathways: https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf	1. 100% of students in CTE classes have access to supplies needed.

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$20000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
CTE (7235/0000)	\$5500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.5

Increase percentage of students completing CTE sequences and Pathways rate from 16% to 25%.
 Increase the percentage of students with disabilities CTE completion rate by 6% from 4% to 10%.
 Increase the percentage of EL students CTE Completion rate by 6% from 8% to 14%.

Metric: CTE Sequence Completion

Actions/Services 1.5.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide release time and/or stipends for CTE and Pathways teachers to work with counselors, mentors, sector coaches and industry partners to increase program completion Pathways supported are in the following sectors: <ul style="list-style-type: none"> • Agriculture and Natural Resources • Engineering and Architecture 	<i>Visible Learning</i> – John Hattie – Career Education Programs .38 effect size These actions support achievement of elements 2 (high quality instruction) and 9 (skilled instructors) of the 11 Elements of High Quality CTE Pathways: https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf	1. Academies and pathway enrollment numbers will reach capacity for all beginner and concentrator courses.

- Hospitality, Tourism and Recreation
- Transportation
- Public Service
- Information Technology
- Arts, Media and Entertainment

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1

Increase the effectiveness of PLCs analyzing student work/assessment from three departments to every department on campus two times a month.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide stipends to teachers: <ul style="list-style-type: none"> • To train PLC leaders about facilitation skills and time to create agendas for upcoming PLC meetings. • To develop and analyze common assessments aligned with curriculum. • For participation in PLC professional development. 	<i>The Impact of Formative Assessment and Learning Intentions on Student Achievement (2014) Hanover Research Visible Learning, John Hattie, Formative evaluation, .90 effect size</i>	1. Agendas from PLC meetings. 2. Teacher attendance at PLC meetings

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$20000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

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?
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Train teachers on the use of Illuminate Software to assist in PLC data gathering and pay for GradeCam Subscription if not covered with Illuminate	Article: Impact of Formative Assessment and Learning Intentions on Student Achievement - https://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf	100% Attendance rates at Illuminate trainings
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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<p>Site Goal 3.1</p> <p>Decrease percentage of students who are suspended at least once by 3% from 7.3% to 4.3%</p> <p>Decrease percent of African-American students who were suspended once by 5% from 17.7% to 12.7%</p> <p>Decrease percent of Latino students who were suspended once by 3% from 7.5% to 4.5%</p> <p>Decrease percent of Students with Disabilities who were suspended once by 5% from 15.9% to 10.9%</p> <p>Decrease percent of EL students who were suspended once by 1% from 4.9% to 3.9%</p> <p>Metric: School Climate</p>
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Actions/Services 3.1.1

<p>Principally Targeted Student Group</p> <p>• All • Black or African American • EL • Foster Youth • SWD</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>Link Crew and PBIS support with materials and services Including but not limited to:</p> <ul style="list-style-type: none"> • Training • Staffing • Instructional Materials • Signage • Promotional Materials <p>Provide recognition to students who demonstrate PBIS behaviors.</p>	<p><i>Horner, R., & Sugai, G. (2008). Is school-wide positive behavior support an evidence-based practice? OSEP Technical Assistance Center on Positive Behavioral Interventions and Support.</i></p>	<ol style="list-style-type: none"> 1. Decrease the number of discipline behavioral referrals by 10% from 1158 to under 1000 per semester. 2. Create a baseline of data for classrooms using community building practices based on walk-throughs of classrooms. 3. Increase percentage of students indicating they feel connected to our school community on the SEL/Climate Culture student surveys by 5%.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$3000	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?		
Create PBIS inspired murals around campus.	Uline, Cynthia & Tschannen-Moran, Megan. (2008). The walls speak: The interplay of quality facilities, school climate, and student achievement. <i>Journal of Educational Administration</i> . 46. 55-73. 10.1108/09578230810849817.	1. Increase of school connectedness as demonstrated through the SEL Survey by 10% from 51% to 61%.		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$20000	Contracts/Services	<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"> Black or African American 				
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 stipends and or release time for two opportunities: 1. Have our Racial Literacy Committee analyze and redefine discipline policy that has led to disproportionate suspension outcomes in our suspension rates. 2. Provide opportunities to reduce the number of suspension days by allowing targeted students participate in restorative practices, mentoring or counseling sessions.	Gregory, Anne, Dewey Cornell, and Xitao Fan. "The relationship of school structure and support to suspension rates for Black and White high school students." <i>American Educational Research Journal</i> 48.4 (2011): 904-934.	Decrease in suspension rates for Black students from 14% of students to 9%.		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

<p>Increase percentage of students, staff and families who express that they feel connected to Florin High and who express that Florin High is a safe school 4% increase in percentage of parents/guardians, students and staff who report that they feel safe at Florin High School from 80% to 84% 5% increase in percentage of students who report that they feel connected to staff at Florin High School from 59% to 64%</p>	
Metric: School Climate	

Actions/Services 3.2.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> Black or African American • Hispanic or Latino • SWD 				
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 professional development to Counselors to establish a common approach	Reducing anxiety - .4 effect size <i>Visible Learning</i> - Hattie	1. Counselors will equally meet with students for social/emotional issues and academic		

to supporting our students.

issues.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$1500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$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 • Hispanic or Latino • SWD

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 support for students transitioning to high school by supporting programs like CTE Days, Panther Kick-Off Days and Link Crew by providing students and families with information about programs, Academies, and pathways through outreach and campus visitations.	<i>Visible Learning</i> - Hattie, Peer Influences, Effect Size .53	1. The number of students enrolled in each CTE program is proportionate with our overall school's demographics.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AP Recruitment (7225/0000)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
AP Recruitment (7225/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.2.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide release time/stipends for Student Equity Council advisors to recruit students to participate and plan meetings to allow students to voice their social-emotional and academic experience on our site. 2. Provide financial resources to club for project students would like to implement.	Cook-Sather, Alison. "Sound, presence, and power:"Student voice" in educational research and reform." <i>Curriculum inquiry</i> 36.4 (2006): 359-390.	1. Student Equity Council increases membership from 12 students to 20. 2. Student Equity Council presents two times at Staff Meetings to provide update on progress.

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

Site Goal 3.3

Improve cohort graduation rate by 3% from 91.2 to 94.2.

Improve cohort graduation rate of African American students by 6% from 84.6% to 90.6%.

Improve cohort graduation rate of Students with Disabilities by 6% from 67.9% to 72.9%

Metric: Cohort Graduation

Actions/Services 3.3.1

Principally Targeted Student Group

- All • Black or African American • SWD

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. Provide .5 Academic Program Coordinator to develop and supervise academic and enrichment opportunities for students outside the school day and support improved student attendance during the school day. 2. Provide students with tutoring, academic support, credit recovery opportunities, enrichment and access to technology outside of the school day and school calendar year. 3. Provide equipment, materials and supplies to support instruction and enrichment outside of the school day and the school calendar year.	<i>The Case for Improving and Expanding Time in School: A Review of Key Research and Practice</i> Updated and Revised February 2015 By David A. Farbman, Ph.D.	1. Increase student participation by 25% as told by the student interest survey and daily attendance. 2. Increase the number of students attending tutoring by 10%. 3. Increase the number of college preparation (SAT prep) classes from 0 classes to two classes. 4. Increase the number of students taking Edgenuity classes to make up credits.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$13000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$66337	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

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

Site Goal 4.1

Increase family input and opportunities for parent involvement by 5% from 72% to 77%.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Personnel, materials and equipment to	1. <i>Visible Learning</i> - John Hattie: Parent	1. Increase of 10% in student and parent

<p>support communication with families and the community, including maintenance of existing audio visual equipment in gym and commons, duplication costs, signage costs, childcare and translators.</p> <p>2. Participation in Parent, Teacher Home Visit project</p> <p>3. Development and delivery of parent information sessions focused on a-g completion, post-secondary options and financial aid opportunities for students</p>	<p>Involvement in Learning, .51 effect size</p> <p>2. http://www.pthvp.org/what-we-do/results/i-research/</p>	<p>attendance at Freshman Orientation from 40% to 50% of students and from 20% to 30% of parents/guardians.</p> <p>2. Increase of 7% in parent attendance at Title I parent meeting from 13% to 20%.</p> <p>3. 10% increase in PTHV visitations</p>
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$30000	Contracts/Services	<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?		
1. 5-Star Program to track parent/guardian/student participation in school events	Visible Learning - John Hattie: Parent Involvement in Learning, .51 effect size	1. 5 Star Program is being used at every event, academic, informational or athletic our school has.		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

Principally Targeted Student Group				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Increase the attendance of parent and community meetings (ELAC and SSC) by providing refreshments, materials and resources as needed.	Janet Chrispeels (1996) Effective Schools and Home?School?Community Partnership Roles: A Framework for Parent Involvement, School Effectiveness and School Improvement, 7:4, 297-323, DOI: 10.1080/0924345960070402	1. Have at least 4 parent/community member participants at every SSC and ELAC meeting.		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.2

Increase attendance rates by 2% from 95% to 97%.
 Increase Latino attendance rates by 2% from 94% to 96%
 Increase African American attendance rates by 2% from 91% to 93%.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- EL • 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 bilingual assistance in Spanish, Farsi, and Hmong for increased communication with parents, particularly around attendance and chronic absenteeism. 1. Hire three paraeducators or teaching associates on a timesheet for an average of 8 hours per week for 36 weeks at 18.00 per hour.	Communicating with Parents: Strategies for Teachers. http://www.adi.org/journal/ss05/Graham-Clay.pdf	1. Reduction of Chronically absent students 2. Reduction in SARB letters.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$16000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.2.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Subscription to VOLT student wellness program which supports student wellness and nutrition	<i>Visible Learning</i> , John Hattie, Exercise, .28 effect size; Diet, .12 effect size.	Improved student attendance: Increase of 1.3% in student attendance Decrease of 1% in chronic absenteeism

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services	<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 2021 - 2022**

V. Funding

Florin High School - 466

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	
2200 Regular Education (9-12) 0000 Unrestricted	0	\$0	\$114,425	\$114,425	\$114,425	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 0000 Unrestricted	85.6177	\$0	\$8,811,738	\$8,811,738	\$8,811,738	\$0	\$0	\$0	\$0
2222 Results Staffing EGEA (9-12) 0000 Unrestricted	2	\$0	\$257,770	\$257,770	\$257,770	\$0	\$0	\$0	\$0
2230 Non-Instructional FTE (9-12) 0000 Unrestricted	1.5	\$0	\$173,964	\$173,964	\$173,964	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$22,890	\$22,890	\$22,890	\$0	\$0	\$0	\$0
2301 A/B Block Schedule 0000 Unrestricted	3	\$0	\$344,844	\$344,844	\$344,844	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	3.5	\$0	\$284,491	\$284,491	\$284,491	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	1.9	\$0	\$406,472	\$406,472	\$406,472	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$40,939	\$40,939	\$40,939	\$0	\$0	\$0	\$0
4380 Health Services 0000 Unrestricted	1	\$0	\$64,484	\$64,484	\$0	\$0	\$64,484	\$0	\$0
4700 Summer School/Extended Learning Administration 0000 Unrestricted	0	\$0	\$3,657	\$3,657	\$3,657	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$117,778	\$117,778	\$117,778	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	10	\$0	\$719,135	\$719,135	\$0	\$0	\$719,135	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.047	\$0	\$50,508	\$50,508	\$25,508	\$0	\$21,500	\$3,500	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0

7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0	\$0	\$4,855	\$4,855	\$4,855	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7233 AVID Support 0000 Unrestricted	0	\$0	\$8,234	\$8,234	\$8,234	\$0	\$0	\$0	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$25,500	\$25,500	\$25,500	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.62	\$0	\$77,009	\$77,009	\$77,009	\$0	\$0	\$0	\$0
7265 Secondary Support Staffing 0000 Unrestricted	1	\$0	\$82,405	\$82,405	\$82,405	\$0	\$0	\$0	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$46,968	\$46,968	\$46,968	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	4.64	\$0	\$863,967	\$863,967	\$674,130	\$25,000	\$105,837	\$59,000	\$0
2200 Regular Education (9-12) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$15,352	\$15,352	\$15,352	\$0	\$0	\$0	\$0
2200 Regular Education (9-12) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$15,352	\$15,352	\$15,352	\$0	\$0	\$0	\$0
4720 Office of Expanded Learning 4124 ESSA: Title IV, Part B, 21st Century Community Learning Centers Program	0.5	\$59,015	\$283,836	\$342,851	\$342,851	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	9.9692	\$0	\$437,358	\$437,358	\$0	\$0	\$437,358	\$0	\$0
4900 Director of School Improvement	0.25	\$0	\$10,327	\$10,327	\$10,327	\$0	\$0	\$0	\$0

Support 5860 Title I - Afterschool - District (rolls to 3010)									
4720 Office of Expanded Learning 5862 Equitable Access (rolls to 4124)	0	\$23,809	\$47,722	\$71,531	\$71,531	\$0	\$0	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	5.5	\$0	\$414,197	\$414,197	\$414,197	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	13.125	\$0	\$953,757	\$953,757	\$953,757	\$0	\$0	\$0	\$0
3660 Inclusive Education in Lieu of NPA 6500 Special Education	0.8438	\$0	\$32,864	\$32,864	\$32,864	\$0	\$0	\$0	\$0
3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	4.75	\$0	\$353,915	\$353,915	\$353,915	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	3.4688	\$0	\$234,737	\$234,737	\$234,737	\$0	\$0	\$0	\$0
3650 Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier II 6512 Special Education: Mental Health Services	3.416	\$0	\$299,348	\$299,348	\$299,348	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$15,531	\$0	\$15,531	\$15,531	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	157.3805	\$98,355	\$15,658,298	\$15,756,653	\$14,318,839	\$25,000	\$1,350,314	\$62,500	

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	\$1,756,738
Subtotal of state or local funds included for this school	\$13,999,915

Title I Centralized Services			
Title I Foster Youth	\$25,207	Title I Homeless	\$7,930
Title I Centralized Services	\$208,946	Title I Preschool	\$0

Principal **Rudy Ortega** _____

School Site Council Chairperson **Essence Pogue** _____

EL Advisory Chairperson **Veronica Fierros** _____