



Florin Elementary

Local Control Accountability Plan (LCAP) 2017 - 2018

Principal: _

(Signature): _

**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.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

April-June 2017 Staff input surveys conducted
 May 2017 Parents/Staff provided input at Spring ELAC and School Site Council Meetings
 May 2017 Leadership meeting discussed preliminary budget
 August 2017 School data presented to ELAC and input provided on four Strategic Goals
 August-September 2017 School Site Council reviewed LCAP evaluation, funding plan, and provided input on spending and programs
 August 2017 Leadership team reviewed school data, budget, funding page and provided input on school plan
 September 2017 Performance Data, LCAP evaluation, budget, funding page and input on four Strategic Goals

Impact of LCAP and Annual Update

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

Based on priorities from stakeholder surveys the following expenditures were cut for 2017-18:

- All conference travel and attendance
- Planned PD in PLC and EDI
- Computer software:
 - iReady
 - First in Math
 - MyOn
- One para-educator from regular day instruction
- One enrichment teacher position from the after-school program

The following budget items were reduced:

- Replacement projectors and document cams
- Replacement printers/toner
- Supplies
- Field Trips/Assemblies
- Teacher time-sheeting for after-school enrichment and tutoring

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1: All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	District Needs and Metrics 1: Students need high quality classroom instruction and curriculum as measured by: <ul style="list-style-type: none"> • Access to Courses (Honors, AP/IB, CTE) • A-G Completion • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Instructional Materials • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Increase the number of students reading on grade level by the end of third grade, and continue focused intervention at all grade levels using the following measures: SBAC Data, fluency assessments, Beginning of the year assessments, program assessments, SMART Goals and PLC common assessments.

Metric: Other (Site-based/local assessment)

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?
Academic Intervention Teachers	Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size 50	Site-based assessments, SBAC, SMART goals, formative assessments and Program Assessments
What funding source will you use?		
Title I, \$273,900		

Actions/Services 1.1.2

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?
Extend Library Support Technician - Title I FTE .25	Exposure to reading, Effect size .42 Research supports that school libraries are most appropriate for reading and reinforcing the reading process (Roscello, 2003-2004) Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation (Roscello, 2003-2004)	Site-based assessments, SBAC, formative assessments, SMART Goals.
What funding source will you use?		
Title I, 12,000		

Actions/Services 1.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Time-sheeted paras and teacher support in classrooms as well as in pull-out intervention.	Small-group learning, Effect size .49 Reading Phonic Instruction. Effect size .60 Reading Comprehension Programs Effect Size .58 Reading Second chance Programs Effect Size .50	Site-based evaluation, SBAC, SMART Goals, and Program assessments

What funding source will you use?

Title I, \$46,000
Sup/Con: \$10,000

Actions/Services 1.1.4

Principally Targeted Student Group

- American Indian or Alaska Native • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Time-sheet teachers to teach Extended Day small group instruction and supplies.	Small group learning, Effect size .49 Reading Phonic Instruction Effect size .60 Reading Comprehension Programs, Effect Size .58 Reading Second Chance Programs, Effect Size .50 Micro-teaching effect size, .88	Site-based assessments, SBAC, SMART goals, program assessments, formative assessments

What funding source will you use?

Title I After School, \$12,899

Actions/Services 1.1.5

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?
Time-sheet teachers to teach GATE enrichment classes before/after school.	<ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Small Group Learning Effect Size .49 • Creativity programs effect size of .65 	<ul style="list-style-type: none"> • Increase in number of students participating in GATE and NEHS • Increase in parent involvement/participation in school events • SBAC

What funding source will you use?

GATE, \$2000

Actions/Services 1.1.6

Principally Targeted Student Group

• All • Asian • EL • Foster Youth • 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?
Pay part of Academic Program Coordinator Salary in order to run ASES and after school intervention and enrichment programs	Response to Intervention, 1.07 Second/Third-chance programs, .5 Small group learning, .5 Enrichment, .39	<ul style="list-style-type: none"> • Site-based assessments • SBAC • Attendance

What funding source will you use?

Title I After School, \$32,101

Site Goal 1.2

Provide supplementary curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level and target supplemental student instructional needs.

Metric: Instructional Materials

Actions/Services 1.2.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
Purchase subscriptions and computer programs to supplement instruction in regular day and after-school programs.	<ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Integrated Curricular programs effect size of .39 	<ul style="list-style-type: none"> • online assessments • SMART Goal assessments • SBAC

What funding source will you use?

Title I, \$2000

Actions/Services 1.2.2

Principally Targeted Student Group

• All • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • 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?
Purchase thematic and/or culturally sensitive supplemental books for students to use in leveled libraries, literature circles, book series, and research projects.	<ul style="list-style-type: none"> • Reading Is Fundamental, Access to Print Materials Improves Children's Reading: A Meta-Analysis of 108 Most Relevant Studies Shows Positive Impacts, 2010) • Reach Out and Read, Reading Aloud to Children: The Evidence, 2008) • National Endowment for the Arts, To Read or Not to Read: A Question of National Consequence, 2007) 	<ul style="list-style-type: none"> • SMART Goal formative and summative assessments • Site-based trimester assessments • SBAC

What funding source will you use?

Title I, \$12,000

Actions/Services 1.2.3

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?
Purchase service contract for Riso duplicators used for copying of supplemental reading, writing, and math programs in addition to parent communication.	<ul style="list-style-type: none"> • Research supports building student reading, writing and math fluency • Reading Comprehension Programs, Effect Size .58 • Reading Second Chance Programs, Effect Size .50 • Micro-teaching effect size, .88 	<ul style="list-style-type: none"> • SMART Goal formative and summative assessments • Site-based trimester assessments • SBAC • Increased parent participation in events, conferences, and committees

What funding source will you use?

Title I, \$2000

Actions/Services 1.2.4

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?
Purchase ink/masters for Riso duplicators used for copying of supplemental reading, writing, and math programs in addition to parent communication.	Small group learning, Effect size .49 Reading Phonic Instruction Effect size .60 Reading Comprehension Programs, Effect Size .58 Reading Second Chance Programs, Effect Size .50 Micro-teaching effect size, .88	<ul style="list-style-type: none"> • SMART Goal formative and summative assessments • Site-based trimester assessments • SBAC • Increased parent participation in events, conferences, and committees

What funding source will you use?

Title I, \$5000

Actions/Services 1.2.5

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase Accelerated Reader online reading/assessment program as supplemental incentive/practice/evaluation/tracking tool.	Reading Comprehension Programs Effect Size .58	<ul style="list-style-type: none"> • SMART Goal formative and summative assessments • Site-based trimester assessments • SBAC • Accelerated Reader reports

What funding source will you use?

Title I, \$4000

Actions/Services 1.2.6

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?
Paper for copying of supplemental materials such as fluency, math facts, organizers, note-taking aids, etc.	Study Skills effect size .63 Concept Mapping effect size .60 Repeated reading programs effect size .67	<ul style="list-style-type: none"> • SMART Goal formative and summative assessments • Site-based trimester assessments • SBAC

What funding source will you use?

Title I, \$3000

Actions/Services 1.2.7

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?
Supplies for supplemental projects, study aides and extra practice in reading, math, social studies, and science.	Reading Comprehension Programs, Effect Size .58 Reading Second Chance Programs, Effect Size .50 Micro-teaching effect size, .88 Creativity programs effect size of .65	<ul style="list-style-type: none"> • SMART Goal formative and summative assessments • Site-based trimester assessments • SBAC

What funding source will you use?

Title I, \$4,161

Actions/Services 1.2.8

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?
Purchase supplemental organizers/planners and folders.	Study skills effect size .63	<ul style="list-style-type: none"> • Increased organization • Increased time on task • Improved parent communication

What funding source will you use?

Title I, \$4000

Actions/Services 1.2.9

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?
Purchase supplemental technology such as document cameras, projectors, Chromebooks, etc.	Quality of teaching effect size .48 Interactive Video Methods effect size .52 Teaching Strategies effect size .62	<ul style="list-style-type: none"> • Site-based assessments • Increased student engagement/time on task • SMART Goal formative and summative assessments

What funding source will you use?

Title I, \$5000

Actions/Services 1.2.10

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?
Purchase supplemental technology to create a technology studio for web-based broadcasting, student projects, inter-school collaboration, podcasting and school news reports. This ties into Speaking and Listening Standards as well as EL standards.	Quality of teaching effect size .48 Interactive Video Methods effect size .52 Teaching Strategies effect size .62	<ul style="list-style-type: none"> • Increased student engagement, use of academic language • Increased participation in student clubs during and after school • Increased parent connections

What funding source will you use?

Title I, \$5000

Actions/Services 1.2.11

Principally Targeted Student Group

• All • Black or African American • EL • Hispanic or Latino • Native Hawaiian or Pacific Islander • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase materials and maintenance contract for laminator and poster maker which serve to create supplemental displays of SMART goals, organizers, student and parent displays of data, vocabulary and student discourse strategies, etc.	<ul style="list-style-type: none"> • Student Expectations effect size 1.44 • Classroom Discussion effect size .82 • Teacher Clarity effect size .75 • Meta-cognitive strategies effect size .69 • Vocabulary programs effect size .67 	<ul style="list-style-type: none"> • ELD Walkthrough forms • Admin-collected data monitoring consistency of school-wide academic goals/practices • SMART Goal formative and summative data • Increased parent knowledge

What funding source will you use?

Title I, \$3000

Actions/Services 1.2.12

Principally Targeted Student Group

• Asian • Black or African American • EL • 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?
Purchase registration, supplies,paper, and light snacks for NEHS program. Materials will be used in supplementary STEM lessons and ceremony.	Creativity programs on achievement effect size .65 Quality of teaching effect size .48	<ul style="list-style-type: none"> • Increase in number of students participating in NEHS • Increase in parent involvement/participation in school events

What funding source will you use?

GATE, \$1000

Actions/Services 1.2.13

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplies, materials, and paper to instruct ELD students in small-group BTA	<ul style="list-style-type: none"> • Response to Intervention effect size 1.07 	<ul style="list-style-type: none"> • Increased scores by EL students on site-based assessments

setting, integrated and focused ELD instruction. Purchase supplies to communicate with EL Parents regarding parent meetings such as Morning Math, English Language Advisory Council, Literacy mornings/nights.	<ul style="list-style-type: none"> • Micro-teaching effect size .88 • Vocabulary programs effect size .67 	<ul style="list-style-type: none"> • Improved performance on AMAOs 1 & 2 • Improved CELDT & ELPAC scores
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What funding source will you use?
EL Supplemental, \$3000

Site Goal 1.3

Provide professional learning opportunities for staff to further their understanding of best instructional practices, CCSS, new curriculum, ELD, PBIS, and cultural awareness.

Metric: Other (Site-based/local assessment)

Actions/Services 1.3.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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?
Purchase ASCD subscription to provide supplemental training for administrators in ELD, beginning reading, and PLC strategies. Articles will serve as a base for weekly admin "book club" discussions and furthering of site goals to improve student achievement.	Professional Development Effect Size is .51 Teaching Strategies effect size .62	<ul style="list-style-type: none"> • Improved admin cohesion, implementation of mission, school goals • Site-based assessment data

What funding source will you use?
Title I, \$213

Actions/Services 1.3.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Send 5 teachers to Google EdTech Conference to improve teacher efficacy with new Chromebooks that are being purchased this year.	Professional Development Effect Size is .62	<ul style="list-style-type: none"> • Higher quality usage of Chromebooks • Increased teacher use of data: formative assessments, online assessments • Site-based assessments • SMART Goal data • SBAC

What funding source will you use?
Title I, \$5000

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: <ul style="list-style-type: none"> Assessment System Data and Program Evaluation Student Information System
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Working within the PLC model, administer, collect and analyze student data within grade-level teams in order to guide instruction.

Metric: Data and Program Evaluation	
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Actions/Services 2.1.1

Principally Targeted Student Group
• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • 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 release times for teachers to analyze student data in co-ops.	<ul style="list-style-type: none"> Instructional quality effect size 1.0 Teacher Clarity effect Size .75 	<ul style="list-style-type: none"> SMART Goal formative and summative assessments Site-based trimester assessments SBAC

What funding source will you use?
\$2000, Supplemental Concentration \$3000, Title I

Site Goal 2.2

Administer, collect and analyze student data from CEDLT, ELPAC in order to guide ELD instruction.

Metric: Assessment System	
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Actions/Services 2.2.1

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?
Time-sheet teacher to administer ELPAC & CELDT	Research supports that knowing students' academic/language levels and then placing them in targeted learning groups supports learning.	EL Students will be assessed within the appropriate time frame.

What funding source will you use?

- EL Supplemental, \$17,800

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:

- Attendance
- Chronic Absenteeism
- Cohort Graduation
- Expulsion
- Facilities
- HS Dropout
- MS Dropout
- School Climate
- Suspension

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

Site Goal 3.1

Full implementation of PBIS Tier 1 & 2. Develop Major/Minor Behaviors, Teacher/Admin Behaviors. Increase the amount of time in class learning by decreasing time spent in office and/or suspensions.

Metric: Other (Site-based/local assessment)

Actions/Services 3.1.1

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?
<ul style="list-style-type: none"> • Purchase posters, signage and paper for "Florin University" handbook and small-group Second Step instruction 	<ul style="list-style-type: none"> • Classroom management effect size .52 • Teacher expectations effect size .44 • Behavioral organizers effect size .41 • Social Skills programs effect size .39 	<ul style="list-style-type: none"> • Increased visibility of PBIS expectations • Decrease in yard citations, referrals and classroom office referrals

What funding source will you use?

\$500, PBIS

Actions/Services 3.1.2

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?
<p>Purchase incentives and supplies for "Paw Print" program.</p>	<ul style="list-style-type: none"> • Classroom management effect size .52 • Teacher expectations effect size .44 • Behavioral organizers effect size .41 • Social Skills programs effect size .39 	<ul style="list-style-type: none"> • Increased adoption of PBIS expectations • Decrease in yard citations, referrals and classroom office referrals

What funding source will you use?

\$500, PBIS

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:

- Family and Community Engagement

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

Site Goal 4.1

Provide opportunities for parents and community members to participate in school activities, learn about CCSS, and increase parents' capacity to help students learn at home.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide Parent University nights including literacy, math, and science nights. <ul style="list-style-type: none"> • supplies for take-home projects • light snacks 	Parental involvement in learning effect size .51	<ul style="list-style-type: none"> • Increase in number of parent-involvement events • Increase in parent participation in school activities

What funding source will you use?

Title I Parent Involvement, \$6,068

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 release time for teachers to plan/put on Math Mornings at each grade level to support parents' understanding of CCSS math concepts and increase their capacity to help students at home.	Parental involvement in learning effect size .51	<ul style="list-style-type: none"> • Increase in parent participation in school activities • Parent feedback forms

What funding source will you use?

FACE, \$2000

Actions/Services 4.1.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase supplies for Math mornings with parents including papers, math manipulatives, and light snacks.	Parental involvement in learning effect size .51	<ul style="list-style-type: none"> • Monthly math assessments (math facts, unit tests) • SBAC • SMART Goal Assessments

What funding source will you use?

FACE, \$500

Actions/Services 4.1.4

Principally Targeted Student Group

• Asian • 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?
Pay Parent Liaison to meet/conference with parents in the mornings as well as to make contact with parents to increase parent participation at events.	Parental involvement in learning effect size .51	<ul style="list-style-type: none"> • Increased parent participation at events • Increased attendance at parent conference • Increased school attendance for target groups

What funding source will you use?

Title I Parent Involvement, \$1000

Local Control Accountability Plan (LCAP)
Year 2017 - 2018**IV. Funding**

Florin Elementary - 261

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	
0010 Board of Education 0000 Unrestricted	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
0010 Board of Education 0000 Unrestricted	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$17,836	\$17,836	\$17,836	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	27.8752	\$0	\$2,793,445	\$2,793,445	\$2,793,445	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	0.6	\$0	\$101,465	\$101,465	\$101,465	\$0	\$0	\$0	\$0
1580 Summer School/Extended Learning (TK-6) 0000 Unrestricted	0	\$23,778	\$0	\$23,778	\$23,778	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0.0001	\$0	\$37,772	\$37,772	\$37,772	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$187,636	\$187,636	\$0	\$0	\$187,636	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$16,213	\$16,213	\$14,213	\$2,000	\$0	\$0	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$3,000	\$3,000	\$3,000	\$0	\$0	\$0	\$0
7111 Administrative Support - Title I 0000 Unrestricted	0.5	\$0	\$69,041	\$69,041	\$69,041	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK- 6 0000 Unrestricted	0	\$0	\$20,800	\$20,800	\$3,000	\$17,800	\$0	\$0	\$0
7415 Family and Community Engagement 0000 Unrestricted	0	\$0	\$2,500	\$2,500	\$0	\$0	\$0	\$2,500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7534 Site Custodial Services 0000 Unrestricted	0.2	\$0	\$12,021	\$12,021	\$0	\$0	\$12,021	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and	2.45	\$0	\$382,815	\$382,815	\$372,061	\$3,000	\$0	\$7,754	\$0

Neglected									
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	2.0938	\$0	\$88,728	\$88,728	\$0	\$0	\$88,728	\$0	\$0
5610 Food and Nutrition Services Center 5320 CACFP Claims - Centers and Family Day Care	0.1563	\$0	\$9,361	\$9,361	\$0	\$0	\$9,361	\$0	\$0
4900 Director of Learning Support Services 5858 Title I - Afterschool (rolls to 3010)	0.25	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 6010 After School Education and Safety (ASES)	0.45	\$0	\$108,000	\$108,000	\$108,000	\$0	\$0	\$0	\$0
3140 Dual Diagnosis (DD) 6500 Special Education	7.5	\$0	\$460,797	\$460,797	\$460,797	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.8074	\$0	\$78,681	\$78,681	\$78,681	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	2.5625	\$0	\$165,343	\$165,343	\$165,343	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	2.25	\$0	\$102,686	\$102,686	\$102,686	\$0	\$0	\$0	\$0
Totals	50.6953	\$23,778	\$4,704,140	\$4,727,918	\$4,396,118	\$22,800	\$298,746	\$10,254	

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

Principal **Paul Cordero**

School Site Council Chairperson **Tricia Campos**

EL Advisory Chairperson **Jazmin Guevara**

Benefits Calculator	
Certificated	Staff Amount \$
	Benefits Amount \$
Classified	Total \$

