



## Florin High School

# 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
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>The school provided multiple and varied opportunities to get input from staff, students and parents/guardians related to the review and analysis of the site LCAP, including the venues and dates listed below. School Site Council, parent and student meetings were announced via School Messenger and the school website. Student/parent meetings were held both after school and before school to accommodate families' schedules. These meetings provided stakeholders with opportunities to review the school's current and past performance (including CAASP ELA, math and science; EAP ELA and math; CELDT and reclassification data; A-G completion; AP pass rate; attendance and chronic absence data; dropout and cohort graduation data; suspension and expulsion data; and school connectedness data) in relation to the LCAP and to make recommendations for the 2017-2018 LCAP.</p> <p>School Site Council Meetings: 12/5/16, 2/27/17, 9/19/17, 9/26/17            Parent and Student Meetings: 12/14/16, 8/4/17, 8/17/17, 8/23/17            Staff Meetings: 11/2/16, 12/7/16, 1/3/17, 8/8/17            ELAC Meetings: 12/7/16, 2/16/17</p>
Impact of LCAP and Annual Update
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Parents expressed concern related to the academic performance of students in math and in advanced classes. Parents and students both expressed a desire for increased access to technology for students. Staff members expressed concern about the social and emotional support necessary for our students to improve their academic performance. They also expressed a desire for increased access to technology for students and the need for students to have a balanced high school experience, specifically in relation to the Arts. ELAC members expressed the need for increased academic support for students in order to improve reclassification rates. These concerns and recommendations are addressed and reflected in the Site Plan.</p>

### B. Goals, Actions, and Progress Indicators

<p><b>District Strategic Goal 1:</b></p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• A-G Completion</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> </ul>
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- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Instructional Materials
- 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**

Increase in percentage of students prepared for post-secondary study

**Metric:** A-G Completion

**Actions/Services 1.1.1**

**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?
1. .5 College Career Counselor 2. .375 College Career Tech to support students in college/career pursuits. 3. Support counselors with training, additional time and personnel for transcript review, meetings with students, and planning of and participation in college/career events.	1. Quantitative analyses of research (meta-analyses) substantiate the beneficial effects of school counseling programs. Baker, S.B., Swisher, J.D., Nadenicheck, P.E. & Popowicz, C.L. (1984). Measured effects of primary prevention strategies. <i>The Personnel and Guidance Journal</i> , 62, 459-464.	A-G completion rates PSAT Scores SAT Scores Post-Secondary Enrollment Data College Persistence Data

<p><b>What funding source will you use?</b></p> 1. \$42,300 - Title I 2. \$23,995 - Title I 3. \$5,000 - Title I
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**Actions/Services 1.1.2**

**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?
College Career Field Trips	Center for Poverty and Research, U.C. Davis <i>Increasing College Access and Success for Low Income Students</i>	College Acceptance Rates College Persistence Rates A-G Completion

<p><b>What funding source will you use?</b></p> \$32,528 - Title I
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**Actions/Services 1.1.3**

**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?
.833 to provide additional sections of AVID	2. AVID System's Impact on Diversity and Poverty Issues in Education <b>CITATION:</b> 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.	A-G completion rates PSAT Scores SAT Scores Post-Secondary Enrollment Data College Persistence Data

<b>What funding source will you use?</b>
\$83,000 - Title I

**Actions/Services 1.1.4**

<b>Principally Targeted Student Group</b>
• All • 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?
Ensure access for all students to AP Exams, PSAT, ACT and SAT tests, and college application costs by paying costs not covered by fee waivers	<i>Addressing the Economic Barriers to Higher Education</i> (2014) Brookings Institute	PSAT Participation Rates SAT Participation Rates SAT Scores Post-Secondary Enrollment Data College Persistence Data

<b>What funding source will you use?</b>
\$3000 – Title I

**Site Goal 1.2**

Improve academic performance for all students at all levels

**Metric:** CAASPP

**Actions/Services 1.2.1**

<b>Principally Targeted Student Group</b>
• 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 funding for two .5 Title I Program Administrators to provide targeted instructional support	<i>Visible Learning</i> - Hattie: Effects of Principals and school leaders	AP Scores CAASPP Scores

<b>What funding source will you use?</b>
\$142,483 - Title I

**Actions/Services 1.2.2**

**Principally Targeted Student Group**

• All • 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?
Purchase books for library to support student reading	<i>Visible Learning</i> - Hattie: Reading: Exposure to Reading	AP Scores CAASPP ELA Scores Library Circulation Data EL Reclassification Data

**What funding source will you use?**

\$7,000 - Supplemental Concentration Funds

**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?
.833 FTE to support intervention and in math and ELA and to support increased sections of AP and Honors classes	<i>Visible Learning</i> - John Hattie: Time on Task .38 effect size; Early Intervention .47 effect size; Acceleration .88 effect size	<ul style="list-style-type: none"> <li>• Student Grades</li> <li>• A-G Completion</li> <li>• CAASPP Scores</li> <li>• AP Scores</li> </ul>

**What funding source will you use?**

\$70,891- Title I

**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?
<ol style="list-style-type: none"> <li>1. Contract with AP teacher coach to work with AP and Honors teachers to increase AP pass rate and increase AP grade to test pass rate correlation. Dollars not to exceed \$7,000 for hourly and daily consultations and trainings with Honors and AP teachers</li> <li>2. Staff participation in AP/Honors workshops and institutes</li> </ol>	<i>Instructional Coaching : Professional Development Strategies That Improve Instruction</i> – Annenberg Institute for School Reform	AP Scores AP-Grade Correlation

**What funding source will you use?**

1. \$7,000 – Supplemental Concentration Funds
2. \$3,000 – Supplemental Concentration Funds

**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?
Staff participation in professional development on research-based instructional strategies, to include stipends, substitutes, conference registration, lodging, travel, meals	<i>Visible Learning</i> – John Hattie Professional Development, .62 effect size	CAASPP Scores A-G Completion

**What funding source will you use?**

\$25,000 – Title I (conferences)  
\$6,000 – Supplemental Concentration Funds (release days)

**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?
Support student participation in Academic Competition to include registrations, transportation, supervision and coaching	<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).	A-G Completion AP Scores CAASPP Scores

**What funding source will you use?**

\$3000 - Title I

**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?
Provide Software, Online Subscriptions and Instructional Materials to support project-based learning	<i>Project-Based Learning Research Review</i> (2012) – Vanessa Vega	CAASPP Scores AP Scores

**What funding source will you use?**

\$5000 (Software and Subscriptions) – Supplemental Concentrations Funds  
 \$6,000 (Instructional Materials) - Supplemental Concentration Funds

**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?
Provide Databases, Software and Hardware to support student research, reading and writing	<i>Using Technology to Support At-Risk Students' Learning</i> (2004) – Linda Darling-Hammond, Molly B. Zieleszinski, and Shelley Goldman	CAASPP Scores Student Grades

**What funding source will you use?**

\$7,000 Supplemental Concentration Funds

**Actions/Services 1.2.9**

**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?
<ol style="list-style-type: none"> <li>1. Academic Program Coordinator to develop and supervise academic and enrichment opportunities for students outside the school day.</li> <li>2. Provide students with tutoring, academic support, credit recovery opportunities, enrichment and access to technology outside of the school day and school calendar year.</li> <li>3. Equipment, materials and supplies to support instruction and enrichment outside of the school day and the school calendar year.</li> </ol>	<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.	CAASPP Scores AP Scores Student Grades

**What funding source will you use?**

1. \$56,903 - Title I
2. \$35,000 - Title I After School
3. \$10,000 - Title I After School

**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?
Provide supplemental instructional materials and supplies to support improved academic performance, including student planners, and materials and supplies to support improved	<i>Classrooms as Contexts for Motivating Learning</i> (2006) - Perry, Turner and Meyer	CAASPP Scores AP Scores Student Grades Graduation Rates

student reading, writing, critical thinking and problem-solving skills		
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<b>What funding source will you use?</b>
\$15,000- Title I

**Actions/Services 1.2.11**

<b>Principally Targeted Student Group</b>
• 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 support for students transitioning from middle to high school by supporting programs like Link Crew and by providing students and families with information about programs, Academies, and pathways through outreach and campus visitations	Peer Influences, Effect Size .53 <i>Visible Learning</i> - Hattie	Student Grades Student Attendance

<b>What funding source will you use?</b>
\$5,000 - Title I

**Site Goal 1.3**

Increase rate of reclassification for EL students

**Metric:** Redesignation

**Actions/Services 1.3.1**

<b>Principally Targeted Student Group</b>
• 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?
1. .334 EL Coordinators 2. Staffing for CELDT and ELPAC administration	McCarthy, S.J., Garcia, G.E., Lopez-Velasquez, A.M., & Guo, S.H. (2004). Understanding contexts for English language learners. <i>Research in the Teaching of English</i> 38 (4): 351-394.	EGMAP Scores CELDT Scores ELPAC Scores Re-designation Data Progress Towards Proficiency

<b>What funding source will you use?</b>
1. \$36,044 - EL Supplemental 2. 9,956 - EL Supplemental

**Actions/Services 1.3.2**



Principally Targeted Student Group		
<ul style="list-style-type: none"> <li>• EL</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> <li>1. Provide supplies, instructional materials and curriculum materials to support implementation of EL and SDAIE strategies, including supplemental texts, materials to support project-based learning, and materials to support emerging literacy</li> <li>2. Provide money for substitutes, registration, transportation, lodging and meals for teachers to attend state and national conferences related to best practices in EL.</li> </ol>	English Language Learners: Developing Literacy in Second-Language Learners— Report of the National Literacy Panel on Language-Minority Children and Youth - Diane August, Timothy Shanahan, Kathy Escamilla (2009)	EGMAP Scores CELDT Scores ELPAC Scores Re-designation Data Progress Towards Proficiency
What funding source will you use?		
<ol style="list-style-type: none"> <li>1. \$15,000 - EL Supplemental Funds</li> <li>2. \$3,440 - EL Supplemental Funds</li> </ol>		

**Site Goal 1.4**

Increase access to technology to support student learning

**Metric:** Instructional Materials

**Actions/Services 1.4.1**

Principally Targeted Student Group		
<ul style="list-style-type: none"> <li>• All • Low Income</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<ol style="list-style-type: none"> <li>1. Sustain 1X1 Chromebook access in all classes, including providing replacement Chromebooks for existing carts as needed</li> <li>2. Provide Scientific and Graphing calculators for math and science classes</li> </ol>	<i>Using Technology to Support At-Risk Students' Learning</i> (2004) – Linda Darling-Hammond, Molly B. Zieleszinski, and Shelley Goldman	Student Grades CAASPP Scores Graduation Rate
What funding source will you use?		
\$20,000 – Title I		

**Actions/Services 1.4.2**

Principally Targeted Student Group		
<ul style="list-style-type: none"> <li>• All</li> </ul>		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Staff participation in professional development on use of technology to support student learning, including stipends,	<i>Using Technology to Support At-Risk Students' Learning</i> (2004) – Linda Darling-Hammond, Molly B. Zieleszinski, and Shelley	Student Grades CAASPP Scores Graduation Rate

substitutes, conference registration, lodging, travel, meals	Goldman	
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<b>What funding source will you use?</b>
\$3,000 – Title I

**Site Goal 1.5**

Increase percentage of students completing CTE sequences and Pathways

<b>Metric:</b> CTE Sequence Completion	
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**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?
Release time and/or stipends for CTE and Pathways teachers to work with counselors to increase program completion	<i>Visible Learning</i> – John Hattie – Career Education Programs .38 effect size	CTE Sequence Completion Data

<b>What funding source will you use?</b>
\$2,000 – Supplemental Concentration Funds

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></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"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Student Information System</li> </ul>
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**Site Goal 2.1**

Increase number of CCSS-aligned common formative and summative assessments

<b>Metric:</b> Other (Site-based/local assessment)	
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**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. Release days and stipends for teachers to develop and analyze common assessments and to determine revised instructional needs	<i>The Impact of Formative Assessment and Learning Intentions on Student Achievement</i> (2014) Hanover Research	CAASPP Scores AP Scores Student Grades

for students.  
 2. Stipends for teacher participation in PLC professional development

**What funding source will you use?**

- 1. \$8,000 – Title I
- 2. \$3,500 – Title I

**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?
Grade Cam subscription which allows teachers to give immediate, real-time feedback to students on formative assessments.	<i>The Impact of Formative Assessment and Learning Intentions on Student Achievement</i> (2014) Hanover Research	CAASPP Scores Student Grades

**What funding source will you use?**

- 1. \$4500 – Supplemental Concentration Funds

**Site Goal 2.2**

Teachers provide frequent, timely and meaningful feedback on student academic progress

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

**Actions/Services 2.2.1**

**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?
1. Turnitin.com subscription	<i>Visible Learning</i> – John Hattie: Feedback .73 effect size	CAASPP Scores Student Grades Number of student writing assignments

**What funding source will you use?**

- 1. \$5000 – Supplemental Concentration Funds

**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 teachers with laptops to facilitate timely feedback on student projects and writing via Google classroom and Turnitin.com. Laptops will enable teachers to give feedback on digital platform writing and projects at school and at home and can be connected to projectors for instructional purposes.	<i>Visible Learning</i> – John Hattie: Feedback .73 effect size	CAASPP Scores Student Grades

What funding source will you use?
\$31,673- Title I

<b>District Strategic Goal 3:</b>  All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.	<b>District Needs and Metrics 3:</b>  Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Chronic Absenteeism</li> <li>• Cohort Graduation</li> <li>• Expulsion</li> <li>• Facilities</li> <li>• HS Dropout</li> <li>• MS Dropout</li> <li>• School Climate</li> <li>• Suspension</li> </ul>
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**Site Goal 3.1**

Reduce academic and disciplinary disproportionality

**Metric:** Suspension

**Actions/Services 3.1.1**

**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. Support Link Crew and PBIS with supervision, staffing, incentives, signage and promotional materials  2. .167 Teacher released to provide academic and behavior monitoring and support for at-risk students	<i>Horner, R., &amp; Sugai, G. (2008). Is school-wide positive behavior support an evidence-based practice? OSEP Technical Assistance Center on Positive Behavioral Interventions and Support.</i>  <a href="http://www.pbis.org/files/101007evidencebase4pbs.pdf">http://www.pbis.org/files/101007evidencebase4pbs.pdf</a> .	Suspension rates Expulsion rates

What funding source will you use?
1. \$1,000 - PBIS \$1,005 - Supplemental Concentration Funds  2. \$9,200 - Title I

**Site Goal 3.2**

Increase percentage of students, staff and families who express that they feel that Florin High is a safe school

**Metric:** School Climate

**Actions/Services 3.2.1**

**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 additional radios for staff use during after school and evening programs	<i>The Effects of School Safety on Student Performance</i> (2015) - Christopher Duszka	District Surveys

**What funding source will you use?**  
 \$6,000 - Supplemental Concentration Funds

<p><b>District Strategic Goal 4:</b>                  All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p><b>District Needs and Metrics 4:</b>                  Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> <li>• Family and Community Engagement</li> </ul>
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**Site Goal 4.1**

Increase family and student participation at school events.

**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. 5-Star Program to track participation 2. Survey Monkey subscription 3. One cell phone for administrators to use to contact families via text and/or non-school phone number	<i>Visible Learning</i> - John Hattie: Parent Involvement in Learning, .51 effect size	School event attendance data Parent and student survey results

**What funding source will you use?**  
 1. \$1700 - Title I  
 2. \$500 - Title I  
 3. \$550 - Title I

**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. Personnel, materials and equipment to 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.  2. Participation in Parent, Teacher Home Visit project	1. <i>Visible Learning</i> - John Hattie: Parent Involvement in Learning, .51 effect size  2. <a href="http://www.pthvp.org/what-we-do/results/i-research/">http://www.pthvp.org/what-we-do/results/i-research/</a> .	School event attendance data Parent and student survey results Parent, Teacher Home Visit data

What funding source will you use?
1. \$8,000 - Title I  2. Title I Funded

Local Control Accountability Plan (LCAP)  
Year 2017 - 2018**IV. 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	
<b>2200</b> Regular Education (9-12) <b>0000</b> Unrestricted	0	\$0	\$101,042	\$101,042	\$101,042	\$0	\$0	\$0	\$0
<b>2201</b> Regular Education (9-12) - Allocated FTE <b>0000</b> Unrestricted	75.2498	\$0	\$7,480,250	\$7,480,250	\$7,480,250	\$0	\$0	\$0	\$0
<b>2222</b> Results Staffing EGEA (9-12) <b>0000</b> Unrestricted	2	\$0	\$179,537	\$179,537	\$179,537	\$0	\$0	\$0	\$0
<b>2230</b> Non-Instructional FTE (9-12) <b>0000</b> Unrestricted	1.5	\$0	\$175,030	\$175,030	\$175,030	\$0	\$0	\$0	\$0
<b>2240</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0	\$15,375	\$0	\$15,375	\$15,375	\$0	\$0	\$0	\$0
<b>2270</b> Extended Day (9-12) <b>0000</b> Unrestricted	0	\$0	\$22,890	\$22,890	\$22,890	\$0	\$0	\$0	\$0
<b>2280</b> Summer School/Extended Learning (9-12) <b>0000</b> Unrestricted	0	\$52,543	\$0	\$52,543	\$52,543	\$0	\$0	\$0	\$0
<b>2301</b> A/B Block Schedule <b>0000</b> Unrestricted	3	\$0	\$282,049	\$282,049	\$282,049	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
<b>2340</b> Secondary Counselors <b>0000</b> Unrestricted	3.5	\$0	\$446,888	\$446,888	\$446,888	\$0	\$0	\$0	\$0
<b>2380</b> Saturday School Allocation (TK-12) <b>0000</b> Unrestricted	0	\$1,529	\$0	\$1,529	\$1,529	\$0	\$0	\$0	\$0
<b>4255</b> Regional Occupational Program <b>0000</b> Unrestricted	3.398	\$0	\$362,487	\$362,487	\$362,487	\$0	\$0	\$0	\$0
<b>4275</b> AVID Support <b>0000</b> Unrestricted	0.4	\$0	\$38,006	\$38,006	\$38,006	\$0	\$0	\$0	\$0
<b>4380</b> Health Services <b>0000</b> Unrestricted	1	\$0	\$50,131	\$50,131	\$0	\$0	\$50,131	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0.0001	\$0	\$96,695	\$96,695	\$96,695	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	8	\$0	\$523,797	\$523,797	\$0	\$0	\$523,797	\$0	\$0
<b>7201</b> LCFF Supple/Conc 7 - 12 <b>0000</b> Unrestricted	0	\$0	\$59,505	\$59,505	\$43,000	\$9,500	\$7,005	\$0	\$0

<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
<b>7220</b> Honors/Advanced Placement Coordination <b>0000</b> Unrestricted	0	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach (OCR) <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0.0001	\$0	\$8,127	\$8,127	\$8,127	\$0	\$0	\$0	\$0
<b>7250</b> EL Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0.334	\$0	\$64,440	\$64,440	\$64,440	\$0	\$0	\$0	\$0
<b>7265</b> Secondary Support Staffing <b>0000</b> Unrestricted	1	\$0	\$106,239	\$106,239	\$106,239	\$0	\$0	\$0	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.333	\$0	\$18,298	\$18,298	\$0	\$0	\$18,298	\$0	\$0
<b>7405</b> English Learner Augmentation <b>0000</b> Unrestricted	0.143	\$0	\$16,580	\$16,580	\$16,580	\$0	\$0	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>3010</b> NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$595,905	\$595,905	\$531,100	\$43,173	\$9,200	\$12,432	\$0
<b>4250</b> Director of Career and Technical Education and College Readiness <b>3550</b> Vocational Programs: Voc and Applied Tech Secondary II C, Sec 131 (Carl Perkins Act)	0	\$0	\$58,768	\$58,768	\$58,768	\$0	\$0	\$0	\$0
<b>2201</b> Regular Education (9-12) - Allocated FTE <b>4035</b> NCLB: Title II, Part A, Teacher Quality	1	\$0	\$79,022	\$79,022	\$79,022	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs	9.6255	\$0	\$382,092	\$382,092	\$0	\$0	\$382,092	\$0	\$0
<b>4900</b> Director of Learning Support									



Services <b>5858</b> Title I - Afterschool (rolls to 3010)	0	\$0	\$45,000	\$45,000	\$45,000	\$0	\$0	\$0	\$0
<b>3150</b> Independent Living Skills (ILS) <b>6500</b> Special Education	5.5	\$0	\$351,420	\$351,420	\$351,420	\$0	\$0	\$0	\$0
<b>3200</b> Language Speech and Hearing (LSH) <b>6500</b> Special Education	0.95	\$0	\$77,222	\$77,222	\$77,222	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	8.375	\$0	\$705,040	\$705,040	\$705,040	\$0	\$0	\$0	\$0
<b>3680</b> Emotionally Disturbed (ED) - Tier I <b>6500</b> Special Education	1.125	\$0	\$54,481	\$54,481	\$54,481	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	2.5938	\$0	\$128,484	\$128,484	\$128,484	\$0	\$0	\$0	\$0
<b>3650</b> Emotionally Disturbed (ED) - Tier II <b>6512</b> Special Education: Mental Health Services Prop 98	3.483	\$0	\$229,946	\$229,946	\$229,946	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$17,902	\$0	\$17,902	\$17,902	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9305</b> Miscellaneous Site Donations (<\$1000)	0	\$2,954	\$0	\$2,954	\$2,954	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9308</b> Manufacturing, Production and Technology Academy Donation	0	\$2,152	\$0	\$2,152	\$2,152	\$0	\$0	\$0	\$0
<b>4350</b> Student Support and Health Services <b>9313</b> Healthy Start Donations	0	\$476	\$0	\$476	\$476	\$0	\$0	\$0	\$0
<b>4900</b> Director of Learning Support Services <b>9321</b> ASSETS Family Literacy Donations	0	\$25	\$0	\$25	\$25	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9419</b> United Health Heros - Florin High School	0	\$160	\$0	\$160	\$160	\$0	\$0	\$0	\$0
<b>4250</b> Director of Career and Technical Education and College Readiness	0	\$4,293	\$0	\$4,293	\$4,293	\$0	\$0	\$0	\$0

<b>9529</b> STEPS Academy/Project Lead The Way (PLTW)-Rio Linda									
<b>4020</b> Secondary Education <b>9539</b> Target Donations	0	\$198	\$0	\$198	\$198	\$0	\$0	\$0	\$0
<b>4250</b> Director of Career and Technical Education and College Readiness <b>9547</b> NextEd Grant - PLTW (Valley/Florin High Schools)	0	\$19,728	\$0	\$19,728	\$19,728	\$0	\$0	\$0	\$0
<b>4020</b> Secondary Education <b>9552</b> CAPP Demonstration Grant - Florin High School	0	\$15,104	\$0	\$15,104	\$15,104	\$0	\$0	\$0	\$0
<b>Totals</b>	132.5103	\$132,439	\$12,765,871	\$12,898,310	\$11,841,682	\$52,673	\$991,523	\$12,432	

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

**Date**

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

Principal **Denise Escobar, Principal** \_\_\_\_\_

School Site Council Chairperson **Celeon Williams** \_\_\_\_\_

EL Advisory Chairperson **Mufidun Nisa** \_\_\_\_\_

