



Florin Elementary

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673146033054

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

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

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

Goal Setting

State Priorities

Conditions of Learning:

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

Pupil Outcomes:

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

Engagement:

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

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

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

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>Feb 3, 2020; Staff input surveys conducted at Staff Meeting March 2020, Staff online survey conducted April 27, 2020 Online Staff Meeting - gathered input, though main message was that there will be budget cuts. Parents/Staff reviewed LCAP metrics and provided input at School Site Council Meetings (Feb 6, 2020; April 29, 2020) EL Parents completed EL Survey, reviewed LCAP metrics and provided LCAP input at ELAC meetings (Oct. 17, 2019, May 20, 2020) April 29, 2020 School Site Council reviewed LCAP evaluation, funding plan, and provided input on spending and programs</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Based on COVID-19 funding uncertainties, the 20-21 LCAP is mostly unchanged from the previous year.</p> <p>The following budget items were reduced:</p> <ul style="list-style-type: none"> • Input from SSC and COVID realities led to spending on conferences being reduced <p>The following budget items were added:</p> <ul style="list-style-type: none"> • Teacher survey data, service data and SSC input led to additional funds for a Riso machine

Resource Inequities

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

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

Site Goal 1.1

Increase the efficacy of initial teaching, small group/differentiated instruction for students assessed below grade level and the work of grade level teams (PLCs) to close the achievement gap in ELA and Math. This will be accomplished by providing professional development in research-based best practices and collaborative planning time. The following measures will be utilized to identify and progress-monitor students' performance:

- ELA CAASPP increase from 31% to at least 33%
- Math CAASPP increase from 28% to at least 30%
- Students will increase a determined amount of guided reading levels, according to grade level and proficiency level. Students below grade level will increase an additional 2 guided reading levels.
- iReady growth of at least 100%, 120% for students below grade level.
- CA Dashboard will remain yellow or increase in both ELA and Math. African-American, Asian and SWD will increase from orange to yellow in ELA. African-American (orange) and SWD (red) will increase at least one color in Math.

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 Teacher Provide supplemental focused small-group reading intervention based on current student performance data in Gr. 1-3 ELA.	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size 50	1. Monitoring student and class progress through the use of iReady Assessment Data to predict what percentage of students will be on grade level or above according to the CAASPP Assessment. 2. Intervention instruction will focus on assistance to underperforming students focusing on the use of SIPPS, Read Naturally and Language for Learning. 3. AIT will provide intervention services for students in Gr. 1-3

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$135000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
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<p>Extend Library Support Technician - Title I FTE .25</p> <p>Librarian will provide supplemental read-alouds modeling key reading comprehension strategies to increase students' access to high-quality literature or information selections and increase student understanding of key comprehension strategies.</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <p>Exposure to reading, Effect size .42</p> <p>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)</p>	<p>Librarian will provide supplementary support in:</p> <ul style="list-style-type: none"> Cataloguing distributing and managing supplementary intervention program materials such as the Leveled Library Book Room. Teachers utilizing the Leveled Library will increase from 74% to above 95%. Ordering, processing and displaying multicultural books. Multicultural displays will increase from 3 cultures to 5. Preparing and providing books for parent programs such as ELAC, Parent Nights and other parent events. Reading materials will be available at a minimum of 5 events.
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Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$12500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- All • American Indian or Alaska Native • Asian • 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?
<p>Time-sheeted para support in grades 1-3, working in conjunction with AIT to run small intervention groups.</p>	<p>Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010</p> <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <p>Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size 50</p>	<p>1. Under the guidance of the AIT, Intervention instruction will focus on assistance to underperforming students focusing on the use of SIPPS, Read Naturally and Language for Learning.</p> <p>2. Paras will provide intervention services for a minimum of 50 students in Gr. K-3.</p>

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$15000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
<p>1. Time-sheet Para-educator, under the supervision of AIT, to work with defined EL groups needing additional support in early reading skills utilizing:</p> <p>2. Provide release time for teachers to be trained in, and administer, both initial and summative ELPAC administration.</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <p>Small group learning, Effect size .49 Reading Phonic Instruction Effect size .60 Reading Comprehension Programs, Effect</p>	<p>1. Under the guidance of the AIT, Intervention instruction will focus on assistance to underperforming EL students focusing on the use of SIPPS, Read Naturally and Language for Learning. EL levels in reading and writing will increase by at least 1. On</p>

	Size .58 Reading Second Chance Programs, Effect Size .50 Micro-teaching effect size, .88	CA Dashboard, EL students will maintain yellow or improve to green. 2. 100% of teachers will receive training in ELPAC administration.
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$15000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.5

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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?		
Time-sheet teachers to teach GATE enrichment classes before/after school. Time-sheet classified staff for supplemental support. GATE Stipend for Coordinator	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 <ul style="list-style-type: none"> Instructional quality effect size 1.0 Small Group Learning Effect Size .49 Creativity programs effect size of .65 	<ol style="list-style-type: none"> Increase in number of students participating in GATE. For the 2019-2020 school year we had 37 students qualify under the District's GATE criteria. SBAC scores of these students will be at the "Standard Exceeded" or "Standards Met" level in both Mathematics & English/Language Arts. Students will perform at the "Met" or "Exceeded" level on the I-Ready program in both Mathematics & ELA. 		
Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$0	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.6

Principally Targeted Student Group				
<ul style="list-style-type: none"> 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 Academic Program Coordinator Salary in order to run ASES and after school intervention and enrichment programs. Oversee the differentiated after school intervention programs in EL and regular ed.	Research Says After School Programs Can Pay Off, ASCD, J. David, 2017 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Effect Sizes: Response to Intervention, 1.07 Second/Third-chance programs, .5 Small group learning, .5 Enrichment, .39	<ul style="list-style-type: none"> APC informal and formal evaluation and feedback iReady groupings specifically for after school intervention programs in which students will all have at least 120% Typical Growth. 		
Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$35000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.7

Principally Targeted Student Group

• American Indian or Alaska Native • 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?
Pay teachers to teach intervention classes after school in reading and math. Groups will be based on iReady data and classroom data. <ul style="list-style-type: none"> Guided Reading/Writing Math intervention 	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size .50 Response to Intervention, 1.07 Small group learning .5 Enrichment .39	1. iReady ELA & Math Typical Growth for students participating in programs will be at least 125%. Students will grow between 2-4 Guided Reading Levels. 2. Intervention classes will be available in Grades 1-6.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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 programs such as iReady, SeeSaw, Starfall, WeVideo, and Accelerated Reader to supplement instruction in regular-day, Distance Learning, 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"> 70% of classrooms will use SeeSaw to have students share and collaborate on work. 100% of parents will be reached through SeeSaw's communication platform or videos created through WeVideo. Use of Accelerated Reader will increase from 55% of students in grades 4-6 to at least 60% of students.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$35000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

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?
Purchase service contract for one Riso duplicator used for copying of supplemental reading, writing, and math programs in addition to parent communication for onsite and Distance Learning.	<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 	Work orders, supply inventory records, site equipment matrix.

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 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 ink/masters for one Riso duplicator used for copying of supplemental reading, writing, and math programs in addition to parent communication for onsite or Distance Learning.	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	Work orders, supply inventory records, site equipment matrix.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$8700	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
Supplementary materials, books and technology needed to implement supplemental programs by Academic Intervention Teacher, AVID Program, regular classroom teachers, paras, extended day teaching, and to support Distance Learning. Materials may include: <ul style="list-style-type: none"> Supplemental Chromebooks for student use in classrooms Binders, dividers, whiteboards, felt pens, sticky notes, and related study materials for students Books may include: <ul style="list-style-type: none"> Leveled Readers to supplement collection in areas that need more resources 	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size .50 Response to Intervention, 1.07 Enrichment .39 Study Skills effect size .63 Concept Mapping effect size .60	<ul style="list-style-type: none"> End of year survey of teachers on availability of supplementary supplies, student access to technology. AVID Certification evaluation

<ul style="list-style-type: none"> Supplemental library books on the topic of equity, multiculturalism, and related topics Teacher resource books to support Guided Reading, AVID, math, equity and other areas of focus. Paper for copying of supplemental materials such as Guided Reading, assessments, fluency, math facts, organizers, note-taking aids, etc. 	Repeated reading programs effect size .67 https://www.avid.org/research	
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Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$10500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
Supplementary supplies, technology, and materials, from Office Depot, Staples, and identified vendors for supplemental projects, study aides and extra practice in reading, math, social studies, and science.	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size .50 Response to Intervention, 1.07 Enrichment .39 Study Skills effect size .63 Concept Mapping effect size .60 Repeated reading programs effect size .67 https://www.avid.org/research	<ul style="list-style-type: none"> End of year survey of teachers and students on availability of supplementary supplies, student access to technology. AVID Certification evaluation

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$12052	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
Purchase supplemental organizers/planners and folders.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Study skills effect size .63	End of year AVID Certification evaluation <ul style="list-style-type: none"> Increased organization <ul style="list-style-type: none"> 90% of AVID students will use organizers regularly to note classwork Increased time on task

- Transition time will be lowered by one minute from the beginning of the year to mid-year
- Improved parent communication
 - 80% of folders will be cleared by parents on communication day

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
Purchase supplemental technology such as printers, document cameras, projectors, Chromebooks, etc. to support on site and Distance Learning. <ul style="list-style-type: none"> • Allow teachers, AITs and paras to print materials for small-group instruction <ul style="list-style-type: none"> ◦ F&P Running Records sheets ◦ Print supplemental lessons from iReady to support small-group instruction ◦ Support supplemental programs such as SIPPS, Read Naturally, etc. • Technology for Distance Learning may include cameras, video cameras, green screen, editing equipment, tripod, etc. 	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size .50 Response to Intervention, 1.07 Enrichment .39 Study Skills effect size .63 Concept Mapping effect size .60 Repeated reading programs effect size .67 https://www.avid.org/research	1. Increase in number of classrooms with printers from 16 to 21. 2. Replace all Chromebooks taken out of circulation due to obsolescence and breakage 3. Release 2 videos per week to communicate with staff, students, and families. 4. Hold 2 virtual parent engagement events.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$57905	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.8

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.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 <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 	Work orders, supply inventory records, site equipment matrix.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.9

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 and ceremony. Materials will be used in supplementary STEM lessons. <ul style="list-style-type: none"> • Florin 3D Printing Club • Florin Media Club • Florin Robotics Club 	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Effect Sizes: 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 from 25 to 30 • Increase the number of students participating in 3D printing club from 6 to at least 12 • Increase in parent involvement/participation in school events from an average of 100 to 150-200

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$0	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.10

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?
<ol style="list-style-type: none"> 1. Provide supplementary supplies, materials, and paper to instruct ELD students in small-group BTA setting, integrated and focused ELD instruction that is supplemental and beyond designated and integrated ELD. 2. Purchase supplementary supplies to communicate with EL Parents regarding parent meetings such as Morning Math, English Language Advisory Council, Literacy mornings/nights. 3. Provide supplementary supplies, materials, books, and paper to instruct students in small-group ASES setting, that is supplemental and beyond general classroom instruction. 	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 <ul style="list-style-type: none"> • Response to Intervention effect size 1.07 • Micro-teaching effect size .88 • Vocabulary programs effect size .67 	<ol style="list-style-type: none"> 1. BTA will run at least eight groups with targeted EL students. ELPAC scores will increase at least 1 for these students. 2. ELAC surveys, LCAP parent surveys inquiring as to satisfaction with communication methods. 3. ASES will provide small group instruction for EL students and at risk groups during Distance Learning.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$0	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.11

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Provide curricular trips for students in grades K-6 to provide real-life experiences to support their curricular units of study and increase their ability to speak and write about the content they are learning, thereby enhancing their college and career readiness related to expressive tasks</p> <p>Purchase high-interest novels and picture books to distribute to students during Distance Learning for the purpose of increasing students' access to books and reducing learning loss.</p>	<p>Making the Case for Fieldtrips: What Research Tells Us and What Site Coordinators Have to Say, Martha L. Nabors, Ph.D.</p> <p>John Hattie, October 2015 Influences and Effect Size</p> <p>Exposure to reading, Effect size .42</p> <p>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)</p>	<ul style="list-style-type: none"> • In the anticipation of virtual field trips, teacher and student survey as to effectiveness and engagement of field trip • In anticipation of virtual field trips, 75% of students will be reached by field trips/enrichment. • Preparing and providing free books for students to take home on a weekly basis. Reading materials will be available a minimum of 3 days a week.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$0	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.3

Provide professional learning opportunities for staff to further their understanding of best instructional practices, CCSS, new curriculum, Guided Reading, ELD, PBIS, AVID, 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?
<p>Purchase Memberships/Subscriptions to professional organizations:</p> <ol style="list-style-type: none"> 1. Purchase AVID Membership to improve organization, planning, and college readiness for students. 2. 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. 	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <p>Professional Development Effect Size is .51 Teaching Strategies effect size .62</p> <p>https://www.avid.org/research</p>	<ol style="list-style-type: none"> 1. AVID teacher participation will increase from 3 to at least 12. Data from AVID end-of-year certification. 2. Staff meeting agendas/minutes: at least three PD opportunities related to material presented in ASCD publications.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$300	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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?
<p>Pay for professional development in the form of conferences or virtual conferences that will inform Tier I instruction, student engagement, Family and Community Engagement, equity practices, college and career readiness, and Distance Learning.</p> <ul style="list-style-type: none"> • AVID Institute training for all interested teachers grades K-6. • Conferences for select teachers for intervention, student wellness • Technology conferences such as Google or other professional development that will enhance teacher use of technology for Distance Learning. 	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <p>Professional Development Effect Size is .51 Teaching Strategies effect size .62 Collective Teacher Efficacy, 1.57</p> <p>https://www.avid.org/research</p>	<ul style="list-style-type: none"> • More common use of Google technologies such as Google Sheets to collect/analyze student achievement and inform PLCs <ul style="list-style-type: none"> ◦ All grade levels will use Google Classroom as a part of Distance Learning. • Implementation of common organization, discussion, note-taking, and study strategies across intermediate grade levels from 1 to 3 grade levels. • Increase in comprehension of Informational Text as measured by iReady <ul style="list-style-type: none"> ◦ All students will make 100% Typical Growth ◦ Students below grade level will achieve iReady stretch growth • Increase in the use of technology to enhance and support student collaboration.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$25000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.3.3

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?
<p>Provide Professional Development:</p> <ul style="list-style-type: none"> • Guided Reading PD in order to improve teacher capacity in meeting the needs of under-performing groups in reading small-group instruction. • Arbinger Training to improve collegiality and teacher team collaboration. Time-sheet teachers for non-contract hours attendance. • Teacher & student Mindfulness and wellness training to improve student coping skills, self-regulation, self-concept, stamina, mindset, etc. • AVID Training to provide training in supplemental strategies and materials. 	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <p>Professional Development Effect Size is .51 Teaching Strategies effect size .62 Collective Teacher Efficacy, 1.57</p>	<ol style="list-style-type: none"> 1. Site level observational data on implementation of Guided Reading during workshop in each classroom. 2. Increase in Arbinger trainings from 43% to 75% 3. Site-level observational data on mindfulness and wellness techniques including signage, language, and behaviors. Participation of classes in Wellness Center lessons. 4. AVID-certified teachers increase from 3 to 12.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$10000	Contracts/Services	<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)

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 in ELA and Math within grade-level teams in order to guide instruction.

Metric: Data and Program Evaluation

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 and plan accordingly in co-ops, Distance Learning or in-person. <ul style="list-style-type: none"> • iReady Diagnostic and Online Instruction data, small-group focus • F&P, Guided Reading data analysis and planning 	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 <ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Teacher Clarity effect Size .75 	1. All grade-level teachers will participate in two data release days. Students will be referred to appropriate services. 2. End-of-year survey data on teacher efficacy and clarity on student performance levels.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

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

Metric: Assessment System

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?
Provide one day of release time for teachers to be trained in ELPAC administration and/or administer test to students. Provide stipend to EL Coordinator to monitor ELPAC initials and summative, attend trainings, monitor EL levels including RFEPs, compile and analyze data.	Research supports that knowing students' academic/language levels and then placing them in targeted learning groups supports learning.	<ul style="list-style-type: none"> • 100% of classroom teachers will deliver components of the ELPAC assessment for at least 1 full day. • Survey data will gauge teacher efficacy and capacity to teach ELD.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$5991	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7150/0000)	\$1000	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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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 materials and supplies needed to run our PBIS program such as paper for Paw Prints, posters, signage and paper for "Florin University" handbook and small-group Second Step instruction 	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</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 visibility of PBIS expectations • Decrease in yard citations, referrals and classroom office referrals • Increase score on TFI Tier 2 from 40% to above 70%

Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

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?
<p>Time-sheet teacher to coordinate and provide Social Emotional Learning, Mindfulness, and Wellness support for grades TK-6, including Tier 1 whole class instruction as well as Tier 2/3 support for individual students based on student and</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <p>Building Academic Success on Social and Emotional Learning, Teachers College,</p>	<ul style="list-style-type: none"> • At least 70% of classrooms will participate in Social Emotional Learning and Mindfulness lessons. • At least 70% of teachers will refer individual students to the wellness

teacher referrals. Second Step and other SEL curricula	Columbia University. 2004 Teacher/Student Relationships, Effect size .72	center for emotional support resulting in reduced office referrals. <ul style="list-style-type: none"> The Wellness Center will be available for self-referral to all students in Grades 1-6. Increase the number of students who feel connected to school and a caring adult based on SEL survey and CHK survey data.
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$3500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$1500	Materials/Supplies/Equipment	<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

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, in-person or virtual for Distance Learning. <ul style="list-style-type: none"> Contract with outside providers such as Sierra Nevada Journeys for academic nights supplies for take-home projects 	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Parental involvement in learning effect size .51	<ul style="list-style-type: none"> Increase in parent participation in school activities from an average of 100 to 125-150 <ul style="list-style-type: none"> build sense of connectedness build relationships between staff and families Survey will be conducted at the end of each academic night in order to gauge the effectiveness of information presented: <ul style="list-style-type: none"> quality of presentation usefulness of information to student learning input for decision making for next presentation

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$6398	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

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.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Parental involvement in learning effect size .51	<ul style="list-style-type: none"> • Increased parent participation at events from average of 100 to 125-150 • Increased attendance at parent conference to 85% of parents • Survey will be conducted at the end of each academic night in order to gauge the effectiveness of information presented: <ul style="list-style-type: none"> ◦ quality of presentation ◦ usefulness of information to student learning ◦ input for decision making for next presentation

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4781	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

Principally Targeted Student Group

- All • American Indian or Alaska Native • Black or African American • EL • Hispanic or Latino • Low Income • SWD • White

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"> • Bolster Tier I Attendance by tracking student attendance and monitoring progress • Establish Tier 2 Supports including individualized incentives, progress monitoring, parent communication <ul style="list-style-type: none"> ◦ Tier 2 supports will include groups specifically of Dashboard Red students: African-American and White. Incentives, parent partnerships, phone calls specific to these groups. • Check-in check-out for attendance-intensive students • Establish referral system for Tier 2/3 Attendance support • Make attendance a larger part of student culture at Florin by having visuals including bulletin boards, signage, slogans • Bolster reward programs for individuals, classes, etc. and recognize students at monthly assemblies <p>Distance Learning Goals</p> <ul style="list-style-type: none"> • Teachers will reach out to all students who have missed two days in a row • Admin/office will support teachers by making phone calls, auto-dialers and home visits for students who have missed 2+ consecutive days • Admin will focus on African-American, Whites and SWD (red subgroups) 	<p>www.attendanceworks.org <i>Absences Add UP: How School Attendance Influences Student Success</i>; Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014</p>	<ul style="list-style-type: none"> • Attendance: Increase from 94.7% to 95% and maintain positive growth • African American, Whites, and SWD will increase one color band on the CA Dashboard from red to orange • Hispanic, EL, and SED students will increase one color band on the CA Dashboard from orange to yellow. • Attendance data will be monitored on bi-monthly basis. Students who are at risk of becoming chronically absent will be discussed at Tier 2 meetings. 60% of these students will have an improved attendance rate as a result of interventions <ul style="list-style-type: none"> ◦ Check/in Check/out ◦ Phone calls/positive contact ◦ Attendance incentives <p>Distance Learning:</p> <ul style="list-style-type: none"> • 95% of students will check in on a daily basis

Funding Source	Amount	Description of Use
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Actions/Services 4.1.4

Principally Targeted Student Group

- All • Black or African American • EL • 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?
<p>Decrease Chronic Absenteeism by:</p> <ul style="list-style-type: none"> • Establish Tier 2 Supports including individualized incentives, progress monitoring, parent communication • Check-in check-out for attendance-intensive students • Establish referral system for Tier 2/3 Attendance support • Making attendance a larger part of student culture at Florin by having visuals including bulletin boards, signage. • Establish reward programs for individuals, classes, etc. and recognize students at monthly assemblies • Distance Learning Goals <ul style="list-style-type: none"> ◦ Teachers will reach out to all students who have missed two days in a row ◦ Admin/office will support teachers by making phone calls, auto-dialers and home visits for students who have missed 2+consecutive dayas ◦ Admin will focus on African-American, Whites and SWD (red subgroups) 	<ul style="list-style-type: none"> • www.attendanceworks.org • <i>Absences Add UP: How School Attendance Influences Student Success</i>; Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014 • <i>A National Portrait of Chronic Absenteeism in Early Grades</i>. Romero, Mariajose and Young-Sun Lee. National Center for Children in Porverty, Columbia University. October 2007 	<p>Decrease Chronic Absenteeism:</p> <ul style="list-style-type: none"> • Decrease Chronic Absenteeism from 15.9% to 14% (district goal is 8% by '22-'23). • Increase SART meetings from 4 to 10 • African American, Whites, and SWD will increase one color band on the CA Dashboard from red to orange • Hispanic, EL, and SED students will increase one color band on the CA Dashboard from orange to yellow. <p>Distance Learning:</p> <ul style="list-style-type: none"> • 100% of Chronically Absent students will be discussed at bimonthly Tier 2 meetings • 100% of teachers will receive online PD on the use of Distance Learning MTSS • 85% of teachers will report chronically absent students on MTSS

Funding Source	Amount	Description of Use
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Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

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	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$18,299	\$18,299	\$18,299	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	0	\$0	\$34,648	\$34,648	\$34,648	\$0	\$0	\$0	\$0
7101 LCFF Supple/Conc TK - 6 0000 Unrestricted	0	\$0	\$20,052	\$20,052	\$12,052	\$0	\$8,000	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$21,991	\$21,991	\$15,000	\$6,991	\$0	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$381,584	\$381,584	\$365,405	\$5,000	\$0	\$11,179	\$0
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$477,574	\$477,574	\$445,404	\$11,991	\$9,000	\$11,179	

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	\$381,584
Subtotal of state or local funds included for this school	\$95,990

<p>Benefits Calculator for Timesheets</p> <p><input checked="" type="radio"/> Certified</p> <p>Staff Amount \$ <input type="text"/></p> <p>Benefits Amount \$ <input type="text"/></p> <p><input type="radio"/> Classified</p> <p>Total \$ <input type="text"/></p>		<p>Signatures: (Must sign in blue ink) Date</p> <p>Principal Paul Cordero _____</p> <p>School Site Council Chairperson Joan Fedro _____</p> <p>EL Advisory Chairperson Rosa Montantes _____</p>
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