



Florin Elementary

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Wilbert Villalta

County-District-School (CDS) Code: 34673146033054

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

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

IV. Goals, Action Plans and Progress Monitoring

Florin Elementary | Focused Work: 2025-2026

Goal Setting (Icapid: 757) | goalsComplete: 0

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 Curriculum, Instruction & Assessment

- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions

- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness

- All students will learn in an equitable, 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 engage family and community partners.

Stakeholder Engagement

1. 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?

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching.

Staff was provided a survey to seek input for goal setting for 2025-2026 school year. Our PBIS Team Tier II met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

During Florin's Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Florin's data related to EGUSD's Strategic Goals and our progress toward these goals.

The School Site Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP.

The following are opportunities for stakeholders to be a part of the evaluation process for this LCAP/Annual Review and Analysis:

- Monthly Florin Grade Level Leadership Team Meetings 8/13/25, 09/16/25, 10/14/25, 12/09/25, 1/13/26, 2/24/26, 04/14/26, 05/12/26
- Monthly School Site Council 08/28/25, 09/25/25, 10/30/25, 1/29/26, 02/26/26, 04/30/26, 5/28/26
- ELAC Meetings 09/17/25, 05/20/26, 1/21/26, 04/15/26
- Monthly Staff meetings 08/12/25, 09/09/25, 10/07/25, 12/02/25, 01/06/26, 02/03/26, 03/03/26, 04/07/26, 05/05/26
- Back to School Night and Title One Meeting on 8/17/25
- Continual input sought through ongoing stakeholder and parent communication through Zoom meetings, coffee with the principal meetings, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were modified or added:

For the 25-26 school year, we had two full-time Academic Intervention Teachers and two Intervention Push-In Teachers paid on timesheets - However, for the coming 24-25 school year we will be focusing our Academic Interventions with students in Kindergarten through second grade before extending out to students in grades four through six.

We are adding whole-school professional development on Restorative Practices and will have our Vice Principals coordinate the efforts for this initiative in order to fully support our student and staff.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.

Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

n/a

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>High-Quality Curriculum, Instruction & Assessment</p> <p>All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none">• A-G Completion - Percent of Graduates Completing A-G Requirements• AP/IB Exams - Percent of Graduates Passing an AP/IB Exam• CAASPP (ELA, Math, Science) - Distance from Standard• CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded• CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence• Progress toward English Proficiency - Percent Increasing ELPI Level• Reclassified - Percent of English Learners Reclassified• Test Participation Rate on Districtwide Assessments
---	---

<p>Site Goal 1.1 (SiteGoalID: 8944) (DTS: 01/01/10)</p> <p>95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course</p> <p>Metric: Test Participation Rate on Districtwide Assessments</p>

<p>Action 1.1.1 (SiteGoalID: 8944) (DTS: 03/11/25)</p>
--

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Illuminate Assessments:</p>	<p>Progress Monitoring</p> <p>The Principal will pull Illuminate</p>	<p>Evaluation</p> <p>Illuminate Assessments:</p>

<p>Classroom teachers will administer Illuminate assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. Illuminate assessments will be administered at the beginning of the school year and at the end of each trimester, following the timeline provided by CPL.</p> <p>ELPAC Assessments: Under the direction of the Vice Principal, Initial ELPAC Assessments will be administered by time-sheeted teachers within 30 days of enrollment based on the Home Language Survey. Under the direction of the Vice Principal, time-sheeted teachers will administer the Summative ELPAC to EL students from February 1 to June 2026.</p> <p>CAASPP Assessments: Under the direction of the Vice Principal, classroom teachers and Learning Center teachers will administer the CAASPP to 3-6 grade students. Based on IEPs, students with disabilities will complete the CAASPP with accommodations or the CAA.</p> <p>EL Supplemental 7150/0000 Certificated Timesheets \$19,351/7150 ELPAC TESTING & EL Supports</p>	<p>reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. The results will be shared with each teacher (for individual completion rate) as well as with the whole staff (for grade level completion rates). The completion rate report: https://lookerstudio.google.com/u/0/reporting/5428b43e-3fda-432c-8179-784a1b953326/page/p_esm9zdo1xc</p> <p>The Vice Principal will run reports monthly to ensure all students in need of the Initial and Summative ELPAC Assessments have completed the assessments via the following report: https://app.powerbi.com/groups/me/reports/1cd6944e-32fa-4fc0-862f-0e41530ef8df/ReportSection?experience=power-bi This information will be shared with staff.</p> <p>The Vice Principal will run reports during testing windows to ensure at least 95% of 3-6 grade students have completed the CAASPP or CAA. This information will be shared with staff.</p>	<p>Diagnostic: ____% of our students have taken all of the Illuminate Benchmark Assessments. End of Trimester One: ____% of our students have taken all of the Illuminate Trimester One Assessments. End of Trimester Two: ____% of our students have taken all of the Illuminate Trimester Two Assessments.</p> <p>ELPAC Assessments: Initial: ____% of our student have taken the Initial ELPAC Assessments. Summative: ____% of our student have taken the Summative ELPAC Assessments.</p> <p>CAASPP Assessments: ____% of our Grade 3-6 students have taken the CAASPP Assessments in May/June 2026.</p> <p>Modifications Needed:</p>
---	---	--

Site Goal 1.2 (SiteGoalID: 8730) (DTS: 02/13/25)

1.2 Our goal is to have our MLE students become reclassified as Fluent English Proficient as well as to increase progress on their English language proficiency.

REDESIGNATION to FLUENT ENGLISH PROFICIENT:

The percentage of our English Learners that are re-designated as Fluent English Proficient will increase from 8% to 12%.

PROGRESS ON ENGLISH LANGUAGE PROFICIENCY:

The percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard will increase from 39% to 45%.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.2.1 (SiteGoalID: 8730) (DTS: 02/13/25)

Targeted Student Group(s)

- EL

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>MLE Intervention: Small group instruction will be utilized to assist our struggling English Learners (ELPAC 1's & 2's as well as our Long-Term EL students) by providing EL students with additional opportunities to develop fluency in English (speaking, reading and writing) through supplemental small group instruction.</p> <p>MLE coordination will be managed by the Vice Principal and will include such duties as: identification/placement of EL students, reclassification, EL/RFEP monitoring, parent communication, and support for ELAC meetings.</p> <p>Designated ELD Instruction: Grade 1-6 classroom teachers will provide designated ELD instruction to MLE students</p>	<p>Progress Monitoring</p> <p>The EL Coordinator will collect site based assessment data every 4 weeks to evaluate student progress.</p> <p>The Vice Principal will use state dashboard data in order to determine that at least 60% of our EL students become reclassified as English-proficient by June 2026. https://www.caschooldashboard.org/</p> <p>The Vice Principal will use state dashboard data in order to determine the percentage of our English Learners that are making adequate progress towards English language proficiency as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education Dashboard will increase from ____% to 59% by June</p>	<p>Evaluation</p> <p>EL Intervention: ____ English Learners increased their fluency accuracy by an average of ____% and by an average of ____ WCPM (Words Correct Per Minute) after receiving a 12 week EL Intervention for Reading, Writing, Listening and Speaking.</p> <p>ELD Instruction: ____% of classroom teachers submitted their schedule for designated ELD instruction to the Vice Principal and 100% of our teachers had the correct number of ELD instructional minutes incorporated into their daily schedules. Teachers regularly followed their ELD schedule as observed through walkthrough observations and recorded into FONT each trimester.</p> <p>Re-Classification:</p>

<p>40 minutes per day, 5 days per week (Kindergarten = 15 minutes), as required.</p> <p>Our EL instructional coach is available to work with our teachers to look at data and provide professional learning workshops for teachers. Our EL Instructional coach also collaborates with teams during PLCs.</p> <p>Coach also collaborates during CAST meetings, year long planning and team collaboration days.</p> <p>Title 1 4900/3010 \$12,000 Certificated Timesheets (Workshop Supports grades 3-6)</p> <p>Supplemental Concentration 7101/0000 \$ 7,000 Certificated Timesheets (Tutoring)</p> <p>Supplemental Concentration 7101/0000 Certificated Timesheets \$29,494 (Workshop Supports 1-6)</p> <p>Supplemental Concentration 7101/0000 \$ 5,000 Classified Timesheets (Tutoring)</p>	<p>2026. https://www.caschooldashbord.org/</p> <p>Teachers will submit their ELD schedule for designated ELD instruction via the following link: https://drive.google.com/drive/folders/1q84xun6qVHSoTdGvucxKilQpvhOVw_Bd?usp=drive_link</p> <p>Submissions will be acknowledged the Vice Principal by the second day of school. All administrators will monitor the adherence to these schedules by completing walkthrough observations on a regular basis and entering these into FONT each trimester.</p>	<p>To date (March 2026) ____% (____ out of ____) of our MLE students became reclassified as English-proficient; whereas ____% (____ out of ____) of our Long Term EL students became reclassified as English-proficient.</p> <p>Modifications Needed:</p>
---	--	---

Site Goal 1.3 (SiteGoalID: 9048) (DTS: 03/28/25)

Goal 1.3: Teachers will utilize High-Quality Instruction daily to increase student learning, as reflected in outcomes on Illuminate Assessments as well as FONT feedback.

Teachers will increase their effective use of learning targets from 68.6% to 78% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Learning Targets

Action 1.3.1 (SiteGoalID: 9048) (DTS: 03/28/25)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<p>Progress Monitoring Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<p>Data Collection & Evaluation</p> <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Classroom Observations: Teachers will participate in classroom observations once a trimester utilizing the description of practice to support the implementation of the instructional framework. Specifically around introducing Learning Targets and continuing to support student talk, active participation and formative assessments.</p> <p>PLC Collaboration: Teachers will use PLC time and/or release time to collectively discuss and develop success criteria for future lessons.</p> <p>Professional Development: Instructional Coaches will provide professional development to teachers to improve first instruction, increase teacher efficacy in utilizing success criteria to improve student outcomes and deepen the implementation of the Instructional Framework. Specifically around writing, and learning targets.</p> <p>Data Analysis Days and CAST days: Data Days will be scheduled for each grade level in order to allow time for teacher collaboration to determine next steps with instruction.</p> <p>The site will purchase allowable, reasonable, and necessary supplies to complete the action</p>	<p>Progress Monitoring</p> <p>Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented.</p> <p>Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate successes.</p>	<p>Evaluation</p> <p>FONT data showed a ____% increase in the use of success criteria.</p>

for this goal.

**Title 1 4900/3010 \$10,000
Certificated Timesheets
(PD release days)**

Site Goal 1.4 (SiteGoalID: 9119) (DTS: 04/08/25)

Goal 1.4:

Overall English Language Arts (ELA) scores will increase from 25% to 35% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

Performance Level: RED

- HISPANIC 80 Points Below Standard -Goal to decrease the gap by 10 points.

Performance Level: Orange

- ENGLISH LEARNERS: 57 Points Below Standard- Goal to decrease the gap by 5 points.
- STUDENTS WITH DISABILITES: 81 Below Standard - Goal to Maintain or decrease the gap by 10 points

Performance Level: Yellow

- ASIAN: 35 Points Below Standard-Goal to Decrease gap by 5 points
- SOCIOECONOMICALLY DISADANTAGED: 57 Points Below Standard- Goal to decrease the gap by 5 points

No Performance Color: Data Included from Dashboard

AFRICAN AMERICAN: 77 Points Below Standard: Goal to decrease gap by 10 Points

TWO OR MORE RACES: 60 Points Below Standard: Goal to decrease gap by 10 Points

WHITE: 50 Points Below Standard-Goal to decrease gap by 5 Points

The following subgroups had a small population of students, data not shown for privacy.

- American Indian
- Filipino
- Homeless
- Long Term English Learners
- Pacific Islander
- White

Overall Math scores will increase from 18% to 25% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

Performance Level: Orange

- STUDENTS WITH DISABILITES: 98 Points Below Standard - Goal to Maintain or decrease the gap by 10 points

Performance Level: Yellow

- ASIAN: 39 Points Below Standard-Goal to Decrease gap by 5 points
- ENGLISH LEARNERS: 66 Points Below Standard- Goal to decrease the gap by 10 points.
- HISPANIC 92 Points Below Standard -Goal to decrease the gap by 10 points.
- SOCIOECONOMICALLY DISADANTAGED: 74 Points Below Standard- Goal to decrease the gap by 10 points

No Performance Color: Data Included from Dashboard

- AFRICAN AMERICAN: 108 Points Below Standard: Goal to decrease gap by 10 Points
- TWO OR MORE RACES: 86 Points Below Standard: Goal to decrease gap by 10 Points
- WHITE: 85 Points Below Standard: Goal to decrease gap by 10 Points

The following subgroups had a small population of students, data not shown for privacy.

- American Indian
- Filipino
- Homeless
- Long Term English Learners
- Pacific Islander
- White

These subgroups will be targeted for academic intervention and tutoring services.

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

Action 1.4.1 (SiteGoalID: 9119) (DTS: 04/08/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> • Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> • Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>K-2 Academic Intervention: AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA.</p>	<p>K-2 Academic Intervention: AITs will collect site based assessment data every 4 weeks to re-evaluate student progress towards grade level standards.</p> <p>Writing Collaboration: Four staff meetings will be focused on the analysis and collaboration</p>	<p>K-2 Academic Intervention: Data collected from the benchmark assessments showed that ___% of students working with an AIT improved by 10% or more.</p> <p>Writing Collaboration Evidence: Students' writing will improve as</p>

Professional Development:
School-wide Implementation of AVID. Support through the purchasing of supplies and materials as well as through the opportunity of professional development through SCOE and AVID Summer Institutes. Utilizing instructional coaches to support the professional development of High Quality instructional practices including student talk, active participation and formative assessments, for the 2025-2026 school year, the site will also layer learning targets to the plan.

Educational Field Trips:
Pay for transportation for TK-6 educational field trips. In addition, pay for a portion of each students' fees for Grade 5 Science Camp.

Supplementary Resources:
Purchase supplementary resources to provide additional, targeted reading and math support that is accessible at home and in the school.

Library:
Our Library Technician will provide additional services to our students such as administering the Accelerated Reader program, reading to students, distributing "We Both Read" books to parents and students, and increasing the usage of the library.

Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources.

**Title 1 4900/3010 \$163,901
Certificated Salaries**

**Title 1 4900/3010 \$11,000
Certificated Timesheets
(Tier 2 Meetings and supports)**

**Title 1 4900/3010 7,000
Classified Salaries (Additional**

of writing prompts at each grade level as well as across all grade levels as indicated on the staff meeting schedule and agendas.

Writing Collaboration:
The CI Writing Team will analyze data based on common writing benchmarks at least twice per year. Results will be shared with staff during PLC's. Teachers will share results with students at the beginning of each trimester to set new goals. Families will be updated during school site council meetings and at Parent-Teacher Conferences twice a year.

Educational Field Trips:
All academic field trips will incorporate a structured writing component for all students.

Supplementary Resources:
Teachers will monitor student use and percentage of lessons passed each trimester. This data will be shared at a Grade Level Leadership Meeting each trimester. The information will also be shared with SSC.

The Principal will analyze all of the usage for each supplementary resource at the end of each trimester and share this with the staff at a staff meeting and with the SSC.

Library:
The number of books students have checked out of the library will increase from the prior year as measured by the library technician in March of each school year. This data will be shared with the staff as well as with the SSC yearly.

determined by a significant decrease in the number of 0's and 1's according to our WER Report.

Supplementary Resources:
The usage for each supplementary resource was the following:
Reflex Math: ____% overall usage.

Accelerated Reader: The number of Accelerated Reader Quizzes taken was _____ as of March 11, 2026 and the percentage passed was ____%.

IXL for Math/ELA: ____% overall usage.

Library:
The number of books checked out of the library will increase from ____ to ____.

Modifications Needed:

Library Support) Title 1 4900/3010 \$13,056 Materials/Supplies/Equipment (Library Books and Student Agendas) Title 1 4900/3010 \$26,646 Contract/Services/Subscriptions (Renaissance, Explore Learning, Nearpod, IXL, ACCO, Riso Contract, Starfall, Scholastic) Supplemental Concentration 7101/0000 \$ 28,864 Materials/Supplies/Equipment (Print Shop and Supplies) Supplemental Concentration 7101/0000 \$ 60,000 Contracts and Services (Field Trips)		
---	--	--

Funding Sources for District Goal 1 (DEV - LCAP ID: 757)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	163901	Certificated- Salaries
Title I – Basic (4900/3010)	23697	Certificated- Timesheets
Title I – Basic (4900/3010)	16303	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	13056	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	26646	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	36494	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	5000	Classified- Salaries

Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	28864	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	60000	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	19351	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- African American Disparity
- Homeless Student Disparity
- Native American Disparity
- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1 (SiteGoalID: 8731) (DTS: 02/13/25)

At Florin Elementary, we will implement targeted supports for students who identify as Black/African American, Native American, are in foster care or experiencing homelessness, or have disabilities. These efforts will focus on increasing academic achievement (LCAP Goal 1), improving attendance and reducing chronic absenteeism (LCAP Goal 4), and creating a safe, inclusive environment where student identity is affirmed and valued (LCAP Goal 3). Through asset-based programs and tiered interventions, we aim to close opportunity, achievement, and relationship gaps while ensuring equitable access to learning and school engagement.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8731) (DTS: 02/13/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Goal 2.1.1:</p> <p>Targeted subgroups in English Language Arts (ELA) scores will increase a % of students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.</p> <p>AMERICAN INDIAN 50% Goal 55% AFRICAN AMERICAN 5% Goal 7% FOSTER n/a HOMELESS 20% Goal 25% SWD 6% Goal 8%</p> <p>Targeted subgroups in Math scores will increase a % of students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.</p> <p>AMERICAN INDIAN n/a AFRICAN AMERICAN 14% Goal 17% FOSTER n/a HOMELESS 17% Goal 20% SWD 6% Goal 8%</p> <p>K-2 Academic Intervention: AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA. Priority for intervention services will be given to students</p>	<p>Progress Monitoring</p> <p>K-2 Academic Intervention: Student progress on our Illuminate Assessments will be used to determine progress for student receiving Intervention every 4 weeks.</p> <p>Disparity Data: https://drive.google.com/drive/folders/13CiFHBEJri5qBiL8iF-WkNarblPmXRjN</p>	<p>Evaluation</p> <p>K-2 AIT Disparity Data: ____ Struggling AA, FY, Homeless and SWD Kindergarten students were provided with 8 weeks ELA intervention. Prior to the intervention, the average number of Consonant Letter Sounds was _____. After the intervention, the average number of known sounds was _____.</p> <p>____ Struggling AA, FY, Homeless and SWD Grade 1 students were provided with ELA intervention. Prior to the interventions, the average real cvc words known was ____ out of 6. After the intervention, the average number of known real cvc words was ____ out of 6; resulting in ____% of the students now at grade level according to this measure.</p> <p>____ Struggling AA, FY, Homeless and SWD Grade 2 students were provided with ELA intervention. The percentage of students at grade level according to real blends and digraphs on the Illuminate Assessments went from ____% to ____%.</p> <p>Additional Intervention Data Analysis: ____ Struggling AA, FY, Homeless and SWD Grade One students were provided push-in ELA</p>

in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless and Students with Disabilities.		intervention. Students had an average increase of ____ HFW (High Frequency Words).
Funding has been noted in Goal 1		

Action 2.1.2 (SiteGoalID: 8731) (DTS: 04/07/25)

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Administration will meet with the MHT, counselor, and behaviorist to review data during Tier 2 meetings to review Tier 2 supports for students. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. The MHT, Counselor, and behaviorist to meet with students with repeated disciplinary incidents. Specifically look at students identify as African-American, Students with Disabilities, Foster Youth, Homeless and American Indian as attendance dictates.</p> <p>Our goal is to increase the positive culture and climate, as well eliminate disparity within our disciplinary practices at Florin Elementary.</p> <p>PBIS Tier II Implementation: Increase PBIS Tier II</p>	<p>Effectiveness will be measured through participation rates in Tier 2 small group interventions, MHT, Counselors will track discipline data to illustrate fluctuations of total and aggregated suspensions and incident rates overtime, with a focus on students identify as African-American, Students with Disabilities, Foster Youth, Homeless and American Indian as attendance dictates.</p> <p>Progress Monitoring</p> <p>Suspension Disparity Data:</p> <p>0% African American students</p> <p>0% Foster Youth</p> <p>0% Homeless</p> <p>0% American Indian</p> <p>0% Students with Disabilities</p> <p>Referral rates</p> <p>57.4 African American</p> <p>40.8 Students with Disabilities</p>	<p>Students participating in small groups are ____% of students, with a focus on students identify as African-American, Students with Disabilities, Foster Youth, Homeless and American Indian as attendance dictates.</p>

<p>implementation, and reduce the discipline incidents for our African American students.</p> <p>Administration will meet with the MHT, Counselor, and Behaviorist to review data during Tier 2 meetings and to ensure proper Tier 2 supports are in place for our African American, Foster Youth, Homeless, and Students with Disabilities.</p> <p>The MHT, Counselor, and Behaviorist to meet with African American, Foster Youth, Homeless, and Students with Disabilities with repeated disciplinary incidents.</p> <p>Assist Recess Mentors: ASSIST Recess Mentors will work with our African American, Foster Youth, Homeless, and Students with Disabilities daily during recess and lunch times - instilling character development, keeping students focused and interacting in a positive manner.</p> <p>Specifically for the following subgroups:</p> <ul style="list-style-type: none"> • American Indian • African American • Foster Youth • Homeless • SWD <p>Funding has been noted in Goal 3</p>	<p>For the 24-25 school year, our student discipline rate for African American students was 57.4 % and our exclusionary discipline rate for African American students was 0% as reported by Power BI. Our goal is to decrease the discipline rate to be under 40% by June 2026 and to maintain our suspension rate.</p>	
---	---	--

Action 2.1.3
(SiteGoalID: 8731) (DTS: 04/07/25)

Targeted Student Group(s)

- American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

Action Plan <ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	Progress Monitoring Plan <ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	Data Collection & Evaluation <ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Action Plan</p> <p>Attendance Improvement: Communicate to families of our African American, Foster Youth, Homeless, and Students with Disabilities in multiple ways regarding our absence policy and WHY it is important to attend school.</p> <p>Make personal phone calls home and text messages from our office staff for all absences. All contacts will be logged into Synergy.</p> <p>Follow district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.</p> <p>Establish a CICO for chronically absent African American, Foster Youth, Homeless, and Students with Disabilities.</p> <p>We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p>Funding has been noted in Goal 4</p>	<p>Progress Monitoring</p> <p>The administration and the District Attendance Support Team will biweekly review and monitor the Chronically Absent criteria (10% or more absence rate) for our African American, Foster Youth, Homeless, and Students with Disabilities. The PBIS Tier II Committee and the classroom teachers of Chronically Absent students will be notified of the steps that have been taken to improve student attendance bi-weekly.</p>	<p>Evaluation</p> <p>Attendance Subgroup Data:</p> <p>___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities</p> <p>Chronically Absent Subgroup Data:</p> <p>___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities</p>

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, culturally

District Needs and Metrics 3:

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

responsive, physically, and emotionally healthy and safe environment.

- Cohort Graduation Rate
- School Climate - Average Favorability Rating
- Social Emotional Learning - Average Favorability Rating
- Suspension Rate: Percent of Students Suspended

Site Goal 3.1 (SiteGoalID: 9258) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1 (SiteGoalID: 9258) (DTS: 04/16/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.</p> <p>ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).</p> <p>ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision.</p>	<p>July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.</p> <p>July-June PBIS Tier I to monitor incident data and share with staff monthly.</p> <p>July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.</p> <p>July-June Administration to schedule monthly</p>	

<p>ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.</p> <p>ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.</p>	<p>Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.</p>	
--	--	--

Site Goal 3.2 (SiteGoalID: 8732) (DTS: 02/13/25)

Increase the PBIS implementation, and reduce the discipline incidents and suspensions for all students. Our school will promote a safe, respectful, and inclusive environment that encourages student engagement. For the 2025-2026 school year, our goal is to reduce suspension and incidents rates. For the current school year, our student discipline rate is 24.6% and our exclusionary discipline rate is 0.15% as reported by Power BI.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1 (SiteGoalID: 8732) (DTS: 02/13/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>1. Increase PBIS implementation based on the TFI. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.</p> <p>Decrease the number of our suspension and incident rates by</p>	<p>1. The vice principal in conjunction with the Tier 1/Tier 2 teams will review and monitor all PBIS data. PBIS Tier 1, Tier 2 and Tier 3 implementation through the TFI.</p> <p>The team will review ratings from students, staff, and parents from</p>	<p>1. Annual TFI scores increased/decreased from 24-25</p> <p>Overall Climate = at least 80% for students, 95% for parents, and 85% for staff</p> <p>Connectedness = at least 75% for students, 95% for parents, and 85% for staff</p> <p>Social Emotional Learning (SEL) Climate</p>

having ASSIST work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other. We will purchase allowable, reasonable, and necessary supplies and services to complete the action plan for this goal.
Positive Reward Systems

2. Support the PBIS Program by providing positive signage, and hold Student of the Month/Character Ed assemblies.

3. Develop consistency in practice with PBIS in every classroom as well as in all parts of our school.

4. Increase implementation to Character Strong curriculum and school wide implementation.

5. Site led professional development for PBIS, SEL, or restorative practices.

We will purchase allowable, reasonable, and necessary supplies and services to complete the Action Plan for the goal.

Supplemental Concentration

7150/0000

15,898

Contracts/Services/Subscriptions

School Climate survey in the following areas Overall Climate, Connectedness, and Safety, and measure the social emotional learning (SEL) as measured by the EGUSD's SEL survey.

2. The vice principal and the PBIS Tier 1/Tier 2 teams will review and communicate PBIS data with staff monthly. Effectiveness will be measured through the following: Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the disproportionality in our suspension data. Student, staff and parent surveys Data will be collected monthly and shared with admin team, leadership team and SSC, Tier 1 and Tier 2 teams. Data includes incident breakdown by sub groups, grades and location.

3. The vice principal will provide PBIS data at Tier 1/Tier 2 meetings. Effectiveness will be measured through the following: Decrease in our suspension rate (to be less than 3%) and an increase in a positive school culture as indicated on our student surveys

4. Effectiveness will be measured through participation rates in Tier 2 small group interventions, MHT, Counselors will track discipline data to illustrate fluctuations of total and aggregated suspensions and incident rates overtime.

5. At staff meeting, school-wide data will be reviewed and a process for analyzing class data will be shared, during PLC time teachers will be given time to analyze their class data.

= 85% for students.

2. Increase the PBIS implementation, and reduce the discipline incidents and suspensions for all students. Our school will promote a safe, respectful, and inclusive environment that encourages student engagement. For the 2025-2026 school year, our goal is to reduce suspension and incidents rates.

3. Our Tier I Fidelity Score was 87% for 2022-2023. We aim to increase this to be above 95% for 2023-2024.

Our Tier II Fidelity Score was 100% for 2022-2023. We aim to stay at a 100% for 2023-2024. Continue to use Character strong lesson in the classroom, and align student awards to character strong traits.

4. Students participating in small groups are ____% of students.

5. Discipline incident rates are ____, that is %, Suspension rates for the year are at ____%.

--	--	--

Funding Sources for District Goal 3 (DEV - LCAP ID: 757)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	15898	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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
- Parents indicating a respectful and welcoming school environment
- Parents indicating opportunities for parent input in making decisions
- Parents indicating opportunities for parent involvement
- Percent Chronically Absent

Site Goal 4.1 (SiteGoalID: 8733) (DTS: 02/13/25)

4.1.1 Decrease Chronic Absenteeism rate by 10%.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 8733) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	<ul style="list-style-type: none">• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	<ul style="list-style-type: none">• Throughout the year, report the results of the formative data as you collect it.• In March, summarize your data collection results.• Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Chronic Absenteeism</p> <p>Under the direction of the principal, the team will work collaboratively with our staff and parent community to decrease chronic absenteeism.</p>	<p>Progress Monitoring</p> <p>Decrease Chronic Absenteeism:</p> <p>*Decrease Chronic Absenteeism from ____% to ____% (district goal is 10% by 25-26).</p>	

<p>Our current rate for the 2024-2025 school year is 34%, the goal is to bring that to 24%.</p> <ol style="list-style-type: none"> 1. The vice principal will meet with district RAIT representatives and our Attendance SOA bimonthly to monitor students with chronic attendance. Action plans will be created by the site attendance team to call/meet with parents who are not meeting 90% or more attendance. 2. Office staff will make daily phone calls home or use Talking Points to contact families. Responses will be collected and recorded in Synergy on a daily basis. 3. Our Tier 2 support team will provide families with additional resources as needed. 4. Attendance recognition will be given to classes on a monthly/weekly basis. 5. MTSS/referral will be placed for students who are not attending school regularly. FSTs/SSTs/SARTs/SARBs will be held as needed. 	<p>*Increase SART/SARB meetings as needed</p> <p>*Targeted Student Groups will (____, _____, _____) will increase one color band on the CA Dashboard from red to orange (____, _____, _____) students will increase one color band on the CA Dashboard from orange to yellow.</p> <p>*Data will be collected by our attendance team (RAIT, VP, and SOA II) and shared with staff and stakeholders monthly.</p>	
--	--	--

Site Goal 4.2 (SiteGoalID: 9120) (DTS: 04/08/25)

4.2.1 Increase Parent Engagement Opportunities as identified by a 10% increase on the Parent Survey.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.2.1 (SiteGoalID: 9120) (DTS: 04/08/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
-------------	--------------------------	------------------------------

<ul style="list-style-type: none"> Describe your step by step plan for intervention, for at-risk students, as related to your goal. 	<ul style="list-style-type: none"> Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often? 	<ul style="list-style-type: none"> Throughout the year, report the results of the formative data as you collect it. In March, summarize your data collection results. Based on your summary, what will you adapt/adopt/abandon?
Action Plan	Progress Monitoring	Evaluation
<p>Parent Engagement</p> <p>We will increase the number of parent engagement opportunities for students and families. We will provide additional supports to increase school-home communication.</p> <p>The 2023-2024 Parent Perspective Survey rating for school connectedness/Sense of Belonging is 86%, the goal is to reach 90%.</p> <p>1. We will implement the following programs/activities:</p> <ul style="list-style-type: none"> *Parent/Teacher conferences *Back to School Night *Open House *Parent-Vue Usage *Translate home/school communications/flyers *Provide personal invites/calls to families *Establish & communicate current events in print, website, social media *Utilize FACE personnel to host a Family Writing Night. *Utilize Sierra Nevada Journeys for a Family Science Night *Utilize AVID personnel to host AVID Education Night *Family Lunch Time in the Quad each month. *Each teacher will communicate with at least 2 families per week with a positive message. <p>2. Support home-to-school communication through Communication Folders and School-wide organization systems with grade-</p>	<p>Progress Monitoring</p> <p>1. Effectiveness will be measured though the following: Increase in participation of Parent Surveys and increase in participation of Family and Community Engagement activities via the sign-in sheets from these events. Increase in the parental attendance at scheduled parent meetings such as Student Study Meetings. Increased usage of our school website and Facebook posts. Teachers will log positive communications within a central location.</p> <p>2. Effectiveness will be measured though the following: Increased daily usage of teacher-student-parent communication through the use of student planners.</p> <p>3. Effectiveness will be measured though the following: Increased parent participation in our parent education opportunities.</p> <p>4. Effectiveness will be measured though the following: The number of home visits will be logged throughout the school year.</p>	

<p>level resources and supplies.</p> <p>3. Hold Parent Universities in the area of Science, AVID, Parent Vue and Reading.</p> <p>4. Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy</p> <p>The site will purchase allowable, reasonable, and necessary supplies to complete the action for this goal.</p> <p>Title 1 \$10,000 (4900/3010) Contracts and Services Title 1 \$700 Classified Timesheets</p>		
---	--	--

Funding Sources for District Goal 4 (DEV - LCAP ID: 757)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	7000	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	10000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets

Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$163901	\$0	\$0	\$0	\$163901
Certificated- Timesheets	\$23697	\$0	\$0	\$0	\$23697
Classified- Salaries	\$16303	\$0	\$0	\$7000	\$23303
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$13056	\$0	\$0	\$0	\$13056
Contracts/Services/Subscriptions	\$26646	\$0	\$0	\$10000	\$36646

Title I – Basic (4900/3010) Total: \$260,603

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$36494	\$0	\$0	\$0	\$36494
Classified- Salaries	\$5000	\$0	\$0	\$0	\$5000
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$28864	\$0	\$0	\$0	\$28864
Contracts/Services/Subscriptions	\$60000	\$0	\$15898	\$0	\$75898

Supplemental/Concentration (7101/0000) Total: \$146,256

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$0	\$0	\$0	\$0	\$0
Certificated- Timesheets	\$19351	\$0	\$0	\$0	\$19351
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$0	\$0	\$0

EL Supplemental (7150/0000) Total: \$19,351

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

V. Funding

Florin Elementary (261) | 2025-2026

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$260,603	\$243,603	\$0	\$0	\$17,000	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$146,256	\$130,358	\$0	\$15,898	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$19,351	\$19,351	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$426,210	\$393,312	\$0	\$15,898	\$17,000	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$260,603	Title I Foster Youth \$0	Title I Homeless \$0
Subtotal of state or local funds included for this school	\$165,607	Title I Centralized Services \$0	Title I Preschool \$0

