



Florin Elementary

Local Control Accountability Plan (LCAP) 2026-2027

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: 2026-2027

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 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 2026-2027 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 8/13/26, 09/16/26,10/14/26,12/09/26, 1/13/27, 2/24/27, 04/14/27, 05/12/27
- 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 08/12/26, 09/09/26, 10/07/26, 12/02/26, 01/06/27, 02/03/27, 03/03/27, 04/07/27, 05/05/27
- Back to School Night and Title One Meeting on 8/17/26
- 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.

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 26-27 school year we will be focusing our Academic Interventions with students in Kindergarten through second grade before extending out to students in grades three.

Florin Elementary has received an Early Literacy Grant (LRCSET) and we plan to use a portion of the money to fund a 1.0 AIT to support other grade levels.

We are adding whole-school professional development on foundational reading instruction and writing instruction.

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

District Strategic 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.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- 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

Site Goal 1.1

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Overall English Language Arts (ELA) scores will increase from 42% to 46% and overall Math scores will increase from 37% to 40% of our

students meeting or exceeding standards on CAASPP.

Very Low Category:
SWD (Students with Disabilities- ATSI subgroup) will increase from 5% to 7% in ELA and from 2% to 4% in Math

Low Category:
African Americans will increase from 25% to 27% in ELA and 15% to 17% in Math.
EL students will increase from 16% to 18 % in ELA and 18% to 20% in Math
Hispanic students will increase from 39% to 44 % in ELA and 26% to 28% in Math.

These sub groups will be targeted for academic intervention and tutoring services. Exit at least 25% of all students with AIT support each trimester.
Reading Difficulties Screener K-2 Classroom teachers K-2 will administer the Multitudes Screener during the 2nd Trimester assessment period. Push-in teachers, instructional coaches, and possibly substitutes, will help to teach the class so that the mandatory screening or alternative assessment for multilingual learners may be completed. Administrators will assist by completing a schedule of supporting staff ahead of the testing window so that teachers can plan accordingly. Progress Monitoring: The principal will check in with teachers and monitor the completion of assessments including make-up assessments for students that were absent. You might want to add the LCRSET Goal: Teachers administer Assessments- Every effort will be made to provide support to teachers so that they administer assessments to their own students.

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

Action 1.1.1

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Illuminate Assessments: 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. ELPAC Assessments: 95% of eligible MLE students will be administered all of the required assessments designed Multilingual Learners. Under the direction of the Vice Principal, Initial ELPAC Assessments will be administered by time-sheeted teachers within	Progress Monitoring • The Principal will pull Illuminate 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 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/m/e/reports/1cd6944e-32fa-4fc0-862f-	Evaluation Illuminate Assessments: Diagnostic: 100% of our students have taken all of the Illuminate Benchmark Assessments. End of Trimester One: 100% of our students have taken all of the Illuminate Trimester One Assessments. End of Trimester Two: 100% of our students have taken all of the Illuminate Trimester Two Assessments. ELPAC Assessments: Initial:100% of our student have taken the Initial ELPAC Assessments. Summative: 100% of our student are expected to take the Summative ELPAC Assessments by the end of April. CAASPP Assessments: 100% of our Grade 3-6 students are expected to take the CAASPP Assessments

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. 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. Reading Difficulties Screener: K-2 Classroom teachers K-2 will administer the Multitudes Screener during the 2nd Trimester assessment period. Push-in teachers, instructional coaches, and possibly substitutes, will help to teach the class so that the mandatory screening or alternative assessment for multilingual learners may be completed. Administrators will assist by completing a schedule of supporting staff ahead of the testing window so that teachers can plan accordingly. Progress Monitoring: The principal will check in with teachers and monitor the completion of assessments including make-up assessments for students that were absent. You might want to add the LCRSET Goal: Teachers administer Assessments- Every effort will be made to provide support to teachers so that they administer assessments to their own students. <i>Teachers will receive support to have guest teachers sub in the classroom to allow for teachers to administer all assessments.</i> EL Supplemental 7150/0000 Certificated Timesheets \$15,123/7150 ELPAC TESTING & EL Supports	0e41530ef8df/ReportSection?experience=power-bi This information will be shared with staff. 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.	in May/June 2027. Modifications Needed:
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Site Goal 1.2	
95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course	
Metric: Test Participation Rate on Districtwide Assessments	
Action 1.2.1	
Targeted Student Group(s)	

Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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. 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. Designated ELD Instruction: Grade 1-6 classroom teachers will provide designated ELD instruction to MLE students 40 minutes per day, 5 days per week (Kindergarten = 15 minutes), as required. 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. Coach also collaborates during CAST meetings, year long planning and team collaboration days. The funding for some of these activities are being funded from our LCRSET.	Progress Monitoring The EL Coordinator will collect site based assessment data every 4 weeks to evaluate student progress. 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 2027. https://www.caschooldashboard.org/ 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 2027. https://www.caschooldashboard.org/ Teachers will submit their ELD schedule for designated ELD instruction via the following link: https://drive.google.com/drive/folders/1q84xun6qVHSoTdGvucxKilQpyhOVw_Bd?usp=drive_link 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.	Evaluation EL Intervention: English Learners increased their fluency accuracy by an average of ___ WCPM (Words Correct Per Minute) after receiving a 12 week EL Intervention for Reading, Writing, Listening and Speaking. Comparison Summary for English Learners Tri 1 Average: ___ WPM Tri 2 Average: ___ WPM ELD Instruction: 100% of classroom teachers submitted their schedule for designated ELD instruction to the 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. Re-Classification: To date (March 2027) ___% of our MLE students became reclassified as English-proficient; whereas ___% of our Long Term EL students became reclassified as English-proficient. Modifications Needed:

Site Goal 1.3

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: Feedback

Action 1.3.1

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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. PLC Collaboration: Teachers will use PLC time and/or release time to collectively discuss and develop success criteria for future lessons. We will recalibrate PLC agendas so that grade level teams continue to progress monitor the LCRSET literacy goals which relate to instruction. 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. PD funding will be allocated for teachers to attend Learning How English Works CLRP funded by LCRSET. Specifically around, Teacher training in foundational literacy skills as writing into the LCRSET Literacy Plan. Additionally coaches and administrators will receive professional learning around how to support teachers in reading and writing instruction.	Progress Monitoring Administration will utilize PIC data and collect data through FONT walkthroughs to assess if instructional strategies have been implemented. Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate successes.	Evaluation FONT data showed a ____% increase in the use of success criteria.

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. School-wide weekly fluency routine Activities related to writing that include: Daily writing on paper and strategic use of Chromebooks ADD to Classroom observations: Classroom Observations will include content around foundational skills that were written into the LCRSET Literacy Plan. In addition to looking for elements in The Framework for High Quality Instruction, they will be observing each other implement strategies that are directly related to one or more of the three LCRSET Goals. The site will purchase allowable, reasonable, and necessary supplies to complete the action for this goal.		
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Action 1.3.2

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Fund .5 VP from Supplemental Concentration - Student support systems (MTSS, SST, COOP/CAST) - Monitoring and evaluating of EL programs, services, assessments - Supporting site LCAP interventions, family and community engagement, chronic absenteeism - Instructional support observations	Time accounting: Monthly monitoring of Sup.Con. responsibilities vs. Title I 1. Academic & Multilingual Learner (MLE) Supports Monitoring focus: <i>Are EL students moving toward proficiency and staying on track after reclassification?</i> ELPAC Growth: Monthly analysis of interim ELD assessments and annual ELPAC scores, targeting a specific	Suspension Reduction: Evaluate the decrease in suspension rates (Target: < 3%) and total incident counts. Connectedness Rating: Analyze Parent Perspective Survey data. (Goal: Increase "Sense of Belonging" from 86% to 90%)

I. Academic Supports & Multilingual Learner (MLE) Success

The VP will serve as the site lead for English Learner (EL) success, moving beyond compliance to high-quality instructional delivery.

- **Assessment & Monitoring:** Oversight of ELPAC testing and the rigorous monitoring of Reclassified Fluent English Proficient (RFEP) students to prevent academic regression.
- **Instructional Leadership:** Collaboration with Instructional Coaches to refine **Tier 1 instruction**, ensuring integrated and designated ELD (English Language Development) is evident in every classroom through regular instructional observations and feedback loops.
- **Intervention Coordination:** Direct management of MLE interventions to ensure students at risk of becoming Long-Term English Learners (LTEs) receive immediate, targeted support.

II. Holistic Student Support Systems (MTSS)

Utilizing the Multi-Tiered System of Supports (MTSS) framework, the VP will synchronize academic and social-emotional interventions.

- **SST & Coordination:** Leading Student Success Teams (SST) and COOP/CAST meetings to identify barriers to learning early and often.
- **Chronic Absenteeism:** Implementing LCAP-aligned interventions to reduce chronic absenteeism among high-needs populations, recognizing that "seat time" is the primary predictor of academic success.

III. Safety, Climate, and Restorative Practices

To move away from exclusionary discipline, which disproportionately affects unduplicated students, the VP will spearhead a proactive school climate strategy.

- **PBIS Leadership:** Directing Tier 1 and Tier 2 Positive Behavioral Interventions and Supports (PBIS) teams to reinforce a culture of belonging.
- **Restorative Justice:** Implementing Restorative Practices to resolve conflict, thereby reducing suspension rates and keeping students in the learning environment.
- **Data Literacy:** Regular analysis of **Power BI discipline reports** to identify trends and address systemic inequities in school climate.

percentage of students moving up at least one proficiency level.

- **RFEP Monitoring Logs:** Quarterly review of grades and local assessment data (e.g., i-Ready or CAASPP) for students reclassified within the last four years to ensure no academic "slide."
- **Instructional Rounds Data:** Percentage of classroom observations where Integrated/Designated ELD strategies (e.g., sentence frames, vocabulary scaffolds) are documented as "evident."

2. Holistic Student Support (MTSS/SST)

Monitoring focus: *Is the system identifying and supporting the right students at the right time?*

- **SST Completion Rate:** Tracking the time elapsed between an initial teacher referral and the finalized Student Success Team (SST) meeting and action plan.
- **Intervention Efficacy:** Pre- and post-test data for students receiving Tier 2 interventions to determine if the support is closing the specific skill gap.
- **Chronic Absenteeism Rates:** Bi-weekly monitoring of attendance data for unduplicated students, looking for a downward trend in the "Chronically Absent" (10% or more missed days) category.

3. Safety, Climate, and PBIS

Monitoring focus: *Is the school environment becoming more inclusive and less punitive?*

- **Power BI Discipline Dashboard:** Monthly review of Office Discipline Referrals (ODRs). Monitoring for a decrease in overall referrals and, specifically, a reduction in the "disproportionality gap" for high-needs subgroups.
- **Tiered Fidelity Inventory (TFI):** A bi-annual self-assessment tool used by the PBIS team (led by the VP) to measure how accurately and consistently the PBIS framework is being implemented.
- **Suspension Rates:** Tracking the number of days students are removed from the learning environment, with a goal of a year-over-year percentage decrease.

4. Family & Community Engagement

Monitoring focus: *Are we moving from "notification" to "authentic partnership"?*

- **Talking Points Analytics:** Monthly reporting on the volume of two-way messages and the percentage of families actively engaging with the platform.
- **Engagement Logs:** Participant counts at ELAC and Parent University sessions, specifically tracking the attendance of

IV. Family & Community Empowerment This position bridges the home-school gap by fostering authentic partnerships with families who have historically been marginalized. • Site Governance: Facilitating English Learner Advisory Committee (ELAC) meetings to ensure parents have a voice in site-based decision-making. • Capacity Building: Coordinating "Parent Universities" to provide families with tools to support student learning at home. • Enhanced Communication: Managing the Talking Points system to ensure two-way, linguistically accessible communication between staff and families. Supplemental Concentration 7101/0000 Certificated Salaries \$ 86,357	parents representing unduplicated student groups. • Linguistic Access: Periodic review to ensure all school-wide communications and meeting materials are provided in the primary languages of the home-school community.	
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Site Goal 1.4

Goal 1.4:
Overall English Language Arts (ELA) scores will increase from 25% to 27% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

Overall Math scores will increase from 18% to 20% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

Action 1.4.1

Targeted Student Group(s)

- EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
K-2 Academic Intervention: Improve student academic achievement in	AIT: • To ensure the intervention remains	K-2 Academic Intervention: Data collected from the benchmark assessments showed that ____% of students

English Language Arts (ELA) by providing targeted, small-group Tier II interventions. This will be achieved through the funding of one **Academic Intervention Teacher** (1.0 FTE) utilizing **Title 1 funds**, specifically focused on closing the achievement gap for unduplicated student groups.

Planned Actions and Services

- **Targeted Instruction:** The Academic Intervention Teacher will provide daily, supplemental small-group instruction to students identified as "at-risk" based on local and state assessment data.
- **Collaboration:** The teacher will meet bi-weekly with grade-level teams to analyze data, adjust student groupings, and align intervention strategies with core classroom instruction.

AITs will utilize small group instruction, LETRS Training and High Quality Teaching Strategies to teach targeted students not meeting grade level standards in ELA.

An additional intervention teacher will be funded out of LCRSET to support our 4-6 graders.

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 2026-2027 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 6 Science Camp.

Supplementary Resources:

Purchase supplementary resources to provide additional, targeted reading and math support that is accessible at home and in the school. Including district adopted curriculum.

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.

effective and responsive, the following monitoring schedule will be implemented:

- **Initial Screening:** Use diagnostic assessments within the first three weeks of the school year to identify students performing below grade level.
 - **Formative Tracking:** The Intervention Teacher will maintain progress monitoring logs for each student, recording performance on short-cycle assessments every 3-4 **weeks**.
 - **Data Summits:** Every eight weeks, the Principal and Vice Principal will meet with the Intervention Teacher to review growth data and determine if students have met the criteria to exit the program or if instructional shifts are required.
 - **100% Completion:** All identified English Learners will complete all domains of the Summative ELPAC by the close of the spring window.
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- **Initial Testing Timelines:** 100% of newly enrolled students with a home language other than English will be assessed with the Initial ELPAC within 30 calendar days of enrollment. K-2 Academic Intervention: AITs will collect site based assessment data every 4 weeks to re-evaluate student progress towards grade level standards.

Writing Collaboration:

Four staff meetings will be focused on the analysis and collaboration 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.

working with an AIT improved by 10% or more.

Writing Collaboration Evidence:

Students' writing will improve as 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:

Provide for allowable, reasonable, and necessary maintenance agreements, parts, services, supplies, copying, replacement of supplemental resources, technology, software, equipment, and instructional resources including student agendas. AIT Title 1 4900/3010 \$174,879 Certificated Salaries Title 1 4900/3010 20,783 Classified Salaries (Additional Library Support) Title 1 4900/3010 \$39,463 Materials/Supplies/Equipment Title 1 4900/3010 \$19,154 Contract/Services/Subscriptions (Renaissance, Explore Learning, Nearpod, IXL, ACCO, Step Up to Writing Digital Support, Starfall, Scholastic) Title I 4900/0000 \$ 13,171 Materials/Supplies/Equipment (Print Shop and Supplies) Supplemental Concentration 7101/000 Materials 10,000 Library Books Supplemental Concentration 7101/0000 \$ 24,423 Contracts and Services (Field Trips)	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.	
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	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
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Site Goal 2.1 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 Targeted Student Group(s) • American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD		
Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Goal 2.1.1: Targeted subgroups in English Language Arts (ELA) scores will increase 10% from previous	Progress Monitoring Progress Monitoring K-2 Academic Intervention: Student progress on our Illuminate	Evaluation Evaluation K-2 AIT Disparity Data: ____ Struggling AA, FY, Homeless and SWD

scores on the state CAASPP assessments as noted in the CDE Dashboard. AMERICAN INDIAN 50% Goal 55% AFRICAN AMERICAN 5% Goal 7% FOSTER n/a HOMELESS 20% Goal 25% SWD 6% Goal 8% 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. AMERICAN INDIAN n/a AFRICAN AMERICAN 14% Goal 17% FOSTER n/a HOMELESS 17% Goal 20% SWD 6% Goal 8% 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 in grades K-2 who meet specific entrance criteria, including African American students, Foster Youth, Homeless and Students with Disabilities. An additional AIT teacher will be funded out of LRCSET grant to support students in grades 4-6 for the next three years. Funding has been noted in Goal 1	Assessments will be used to determine progress for student receiving Intervention every 4 weeks. Disparity Data: https://drive.google.com/drive/folders/13CiFHB EJri5qBiL8iF-WkNarBPmXRjN	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 _____. _____ 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. _____ 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 diagraphs on the Illuminate Assessments went from _____% to _____%. Additional Intervention Data Analysis: _____ Struggling AA, FY, Homeless and SWD Grade One students were provided push-in ELA intervention. Students had an average increase of _____ HFW (High Frequency Words).
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Action 2.1.2

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
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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	Effectiveness will be measured through participation rates in Tier 2 small group interventions, MHT, Counselors will track discipline data to illustrate fluctuations of total	Students participating in small groups are _____% of students, with a focus on students identify as African-American, Students with Disabilities, Foster Youth, Homeless and

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. Our goal is to increase the positive culture and climate, as well eliminate disparity within our disciplinary practices at Florin Elementary. PBIS Tier II Implementation: Increase PBIS Tier II implementation, and reduce the discipline incidents for our African American students. 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. The MHT, Counselor, and Behaviorist to meet with African American, Foster Youth, Homeless, and Students with Disabilities with repeated disciplinary incidents. 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. Specifically for the following subgroups: • American Indian • African American • Foster Youth • Homeless • SWD Funding has been noted in Goal 3	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. Progress Monitoring Suspension Disparity Data: <table><tr><td>0%</td><td>African American students</td></tr><tr><td>0%</td><td>Foster Youth</td></tr><tr><td>0%</td><td>Homeless</td></tr><tr><td>0%</td><td>American Indian</td></tr><tr><td>0%</td><td>Students with Disabilities</td></tr></table> Referral rates <table><tr><td>57.4</td><td>African American</td></tr><tr><td>40.8</td><td>Students with Disabilities</td></tr></table> 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.	0%	African American students	0%	Foster Youth	0%	Homeless	0%	American Indian	0%	Students with Disabilities	57.4	African American	40.8	Students with Disabilities	American Indian as attendance dictates.
0%	African American students															
0%	Foster Youth															
0%	Homeless															
0%	American Indian															
0%	Students with Disabilities															
57.4	African American															
40.8	Students with Disabilities															

Action 2.1.3

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
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between

	collect and how often?	the planned implementation and the actual implementation. Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Action Plan 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. Make personal phone calls home and text messages from our office staff for all absences. All contacts will be logged into Synergy. Follow district policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process. Establish a CICO for chronically absent African American, Foster Youth, Homeless, and Students with Disabilities. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Funding has been noted in Goal 4	Progress Monitoring 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.	Evaluation Attendance Subgroup Data: ___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities Chronically Absent Subgroup Data: ___% AA students ___% Foster Youth ___% Homeless ___% Students with Disabilities

Funding Sources for District Goal 2		
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)	\$10,000	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 responsive, physically, and emotionally healthy and safe environment.	District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: • Cohort Graduation Rate • School Climate - Average Favorability Rating • Social Emotional Learning - Average Favorability Rating • Suspension Rate: Percent of Students Suspended
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Site Goal 3.1 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 2026-2027 school year, our goal is to reduce suspension and incidents rates. For the current school year, our student discipline rate is 32.12% and our exclusionary discipline rate is 3.06% as reported by Power BI.
Metric: Active Participation

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
1. Increase PBIS implementation based on the TFI. We will purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Decrease the number of our suspension and	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.	1. Annual TFI scores increased from 24-25 Overall Climate = increased to 90% from 70%. 2. Increase the PBIS implementation, and

incident rates by 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 7101/0000 15,898 Contracts/Services/Subscriptions	The team will review ratings from students, staff, and parents from 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.	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 2026-2027 school year, our goal is to reduce suspension and incidents rates. Although we have not see the numbers decreasing, we are seeing a strong implementation of tier 1 supports and added supports for students who may need Tier 2 supports. 3. Our Tier I Fidelity Score was ____% for 2025-2026. We succeeded in increasing out score to 90% for the 24-25 school year. Our Tier II Fidelity Score was 100% for 2024-2025. We aim to stay at a 100% for 2026-2027. Continue to use Character strong lesson in the classroom, and align student awards to character strong traits. 4. Students participating in small groups are 5% of students. 5. Discipline incident rates are 115, that is 19.1%, Suspension rates for the year are at 1.2%.
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Site Goal 3.2
Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.
Metric: Other
Action 3.2.1
Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What formative student data will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
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. 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). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations.	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. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. 110 incidents to date, although a 25% increase, we have worked to set up systems in place for students who have higher rates of discipline incidents and have worked to develop stronger tier 1 supports for all students. Suspensions have also increased and we have put supports in place for those students.

Funding Sources for District Goal 3		
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)	\$12,714	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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	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
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Site Goal 4.1		
4.1.1 Decrease Chronic Absenteeism rate by 10%.		
Metric: Attendance Rate		
Action 4.1.1		
Targeted Student Group(s)		
Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
Chronic Absenteeism Under the direction of the principal, the team will work collaboratively with our staff and parent community to decrease chronic absenteeism. Our current rate for the 2026-2027 school year is 34%, the goal is to bring that to 30%. 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.	Progress Monitoring Decrease Chronic Absenteeism: *Data will be collected by our attendance team (RAIT, VP, and SOA II) and shared with staff and stakeholders monthly.	Positive attendance rate each trimester is as follows: ____ % End Trimester 1 ____ % End Trimester 2 Chronically absent rate each trimester is as follows: ____ % End Trimester 1 ____ % End Trimester 2 Significant Subgroup Data: 37.3 % AA students 25.8 % White 28.8 % SWD 33.3 % Two or More students Our goal is to decrease Chronic Absenteeism from 25.5% to 20%. Modifications Needed: Continue to implement attendance plan

Site Goal 4.2

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

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation.

		Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
Parent Engagement We will increase the number of parent engagement opportunities for students and families. We will provide additional supports to increase school-home communication. The goal is to show improvement on the 2025-2026 Parent Perspective Survey under the rating for school connectedness/Sense of Belonging 1. We will implement the following programs/activities: *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. *Family Lunch Time in the Quad each month. 2. Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies. 3. Hold Parent Universities in the area of reading and foundational skills 4. Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy The site will purchase allowable, reasonable, and necessary supplies to complete the action for this goal. Title 1 \$3,000 (4900/3010) Contracts and Services	Progress Monitoring 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. 2. Effectiveness will be measured though the following: Increased daily usage of teacher-student-parent communication through the use of student planners. 3. Effectiveness will be measured though the following: Increased parent participation in our parent education opportunities. 4. Effectiveness will be measured though the following: The number of home visits will be logged throughout the school year. Surveys are sent out after events, and we collaborate with parents through monthly Coffee with the Principal meetings, School Site Council discussions, and trimester check-ins to monitor progress. Monitoring will be done by the administrative team and discussed during monthly coffee talk, school leadership meetings and Tier 1 meetings. These meetings are done monthly.	Parent Perspective Survey data will increase: 92.62% of our parents indicate they feel welcomed to participate at our school. Our goal is to increase this to 95%. As of Dec 2025, Teachers, SOAs, Administrators and our Parent Liaison have documented over 4,000 Talking Point parent messages, 354 Synergy email messages, as well as numerous school-wide written communications. In addition, we have enhanced our social media presence, posting numerous updates that highlight the positive events and learning experiences happening on our campus.

Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	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

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	\$174,880	\$0	\$0	\$0	\$174,880
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
Classified- Salaries	\$20,783	\$0	\$0	\$0	\$20,783
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$39,463	\$0	\$0	\$0	\$39,463
Contracts/Services/Subscriptions	\$19,154	\$0	\$0	\$3,000	\$22,154

Title I Basic (4900/3010) Total: \$257,280

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$86,357	\$0	\$0	\$0	\$86,357
Certificated- Timesheets	\$0	\$0	\$0	\$0	\$0
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	\$26,500	\$0	\$26,500

Supplemental/Concentration (7101/0000) Total: \$112,857

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	\$15,123	\$0	\$0	\$0	\$15,123
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	\$24,423	\$0	\$0	\$0	\$24,423

EL Supplemental (7150/0000) Total: \$39,546

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) | 2026-2027

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	\$257,280	\$254,280	\$0	\$0	\$3,000	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$137,280	\$86,357	\$0	\$26,500	\$0	\$24,423
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$15,123	\$39,546	\$0	\$0	\$0	\$-24,423
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$409,683	\$380,183	\$0	\$26,500	\$3,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$257,280
Subtotal of state or local funds included for this school	\$152,403