



Florin High School

Local Control Accountability Plan (LCAP) 2025-2026

Principal: Gabrielle Bajar

County-District-School (CDS) Code: 34673143430477

**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 High School | Focused Work: 2025-2026

Goal Setting (Icapid: 758) | 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?

The 2024-2025 site LCAP was reviewed periodically throughout the school year to ensure goals were being met and expenditures were in line with the plan. New goals and actions for the upcoming year were also discussed on the following dates:

- October 8, 2024
- November 19, 2024
- January 21, 2025
- April 1, 2025
- April 17, 2025

The site LCAP was also presented and discussed with the English Learner Advisory Committee (ELAC) on the following dates:

- August 29, 2024
- December 12, 2024
- April 17, 2025

Additionally, the site LCAP and goals were discussed with the FHS Leadership Team and staff at multiple leadership and faculty meetings throughout the school year.

2. Impact of LCAP and Annual Update

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

Adjustments were made to staffing, specifically to align FTE with targeted intervention courses. Also, since we had a change in allocation, multiple positions (or partial positions) were moved from Title I to Supplemental Concentration. There was also lengthy discussion about professional development and field trips.

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.

Staffing changes -

Florin High School Administration will continue to work with School Improvement Support and Secondary Education to address the needs of our most vulnerable student populations.

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 (SiteGoalID: 8945) (DTS: 01/01/10)

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 1.1.1 (SiteGoalID: 8945) (DTS: 03/11/25)

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 <i>formative student data</i> 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
<ul style="list-style-type: none"> • Collaborate with department chairs to create an assessment plan and schedule. • Collaborative Team discussion and planning to administer assessments. • Teachers administer assessments according to the identified schedule. • Teachers analyze interim assessments to determine next instructional steps. • Aggregate and analyze data to determine the effectiveness of current 	<p>Each semester, school administration & department chairs will collect the following data to be discussed at department and collaborative meetings:</p> <ul style="list-style-type: none"> • Assessment Calendar • Illuminate assessment data 	

course offerings and academic programs.		
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Site Goal 1.2 (SiteGoalID: 9467) (DTS: 04/28/25)

For the 2025-2026 school year, Florin High School will accomplish the following:

CAASPP ELA scores will increase from 40% of students meeting or exceeding standards to 45% of students meeting or exceeding standards.

CAASPP Math scores will increase from 14% of students meeting or exceeding standards to 19% of students meeting or exceeding standards.

Red Category - ELA

- EL students will increase from 6% to 11%
- LTEL students will increase from 5% to 10%

Orange Category - ELA

- Asian students will increase from 46% to 51%
- Socially Economically Disadvantaged students will increase from 39% to 44%

Red Category - Math

- Hispanic students will increase from 6% to 11%
- EL students will increase from 3% to 8%
- LTEL students will increase from 0% to 4%

Orange Category - Math

- Asian students will increase from 25% to 30%
- Socially Economically Disadvantaged students will increase from 13% to 18%

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

Action 1.2.1 (SiteGoalID: 9467) (DTS: 04/28/25)

Targeted Student Group(s)

- All

Action Plan

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.

Progress Monitoring Plan

Data Collection & Evaluation

- Throughout the year, report the results of the formative data as you collect it.
- In March, summarize your data collection results.

	<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"> Based on your summary, what will you adapt/adopt/abandon?
<p>Action Plan</p> <p>Ongoing PLC work, professional development, interim assessments, tutoring, etc. Use PLC time to:</p> <ul style="list-style-type: none"> analyze data to guide instruction and assess how the guaranteed, viable curriculum is accessed and experienced by all students implement common grading/rubrics and common formative assessments <p>Staff participation in on-site and off-site professional development on research-based instructional strategies and equity based grading practices.</p> <p>Support literacy and increase reading stamina by providing library resources and technology that support reading literacy and appeal to our diverse student population.</p> <p>Provide 2.84 FTE for interventions courses:</p> <ul style="list-style-type: none"> Applied Mathematics AVID Chemistry in the Community <p><i>Certificated Salaries: \$384,952 Title I</i></p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>	<p>Progress Monitoring</p> <p>While it is difficult the measure the effectiveness with CAASPP scores (only 11th graders testing), we will work with students to help them understand small adjustments that could be made in their test taking skills in order to move up a category.</p> <p>Work with Math & ELA department chairs to monitor interim assessment data for all courses.</p> <p>Collect and analyze formative assessment data within intervention courses to determine if progress is being made towards meeting grade level standards.</p> <p>Library circulation numbers as number of teachers implementing schoolwide SSR strategies.</p>	<p>Evaluation</p>

Teachers will increase their use of student talk from 37.9% to 46.9% as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Student Talk

Action 1.3.1 (SiteGoalID: 9468) (DTS: 04/28/25)

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 <i>formative student data</i> 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>Site-wide targetet Professional Development - Building Thinking Classrooms.</p> <ul style="list-style-type: none">• Teachers will participate in classroom observations once a quarter/trimester utilizing the description of practice to support implementation of the instructional framework• Teachers will use PLC time and/or release time to develop the implementation of student talk for future lessons• Provide professional development with site instructional coach to improve teacher efficacy in using student talk to improve student outcomes• Implement research-based instructional strategies across all classrooms to increase student engagement and student collaboration in order to address the school-wide goal related to identifying,	<p>Progress Monitoring</p> <ul style="list-style-type: none">• 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 success• Implementation of Building Thinking Classrooms practices across campus.	<p>Evaluation</p>

<p>prioritizing and maximizing opportunities for student talk.</p> <p><i>Certificated Timesheets: \$17,725 Supplemental Concentration \$17,725 Title I Contracts & Services: \$27,000 Title I</i></p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>		
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Site Goal 1.4 (SiteGoalID: 9469) (DTS: 04/28/25)

For the 2025-2026 school year, the overall A-G completion rate will increase from 44% to 53% for Seniors who graduate from Florin HS.

- SED students will increase from 42% to 51%
- Hispanic students will increase from 30% to 39%
- EL students will increase from 19% to 28%
- LTEL students will increase from 24% to 33%

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Action 1.4.1 (SiteGoalID: 9469) (DTS: 04/28/25)

Targeted Student Group(s)

- EL • Hispanic or Latino

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
Educate and inform students		

about A-G requirements, provide opportunities to learn about possibilities and schedule students in a way that promotes A-G eligibility

- .5 College Career Counselor for outreach and education, specifically to EL/LTEL and Hispanic students.
- Schedule students in summer school, ASSETs tutoring, Edmentumcredit recovery classes or back in the regular day schedule to make up D and F grades in core classes.
- .38 College Career Tech to support students in preparing for college/career and pursuing financial aid options.
- Provide support for the college application process, for example:
 - Sac State for All
 - Cash 4 College
- Provide opportunities for students to explore college and career options through presentations, speakers, instructional materials and college and/or industry related field trips, etc.

Provide funding for one 0.5 Vice Principal to provide targeted instructional support in the areas of literacy instruction, math instruction, science instruction, and teacher leadership development.

Provide support for student participation in Academic and/or athletic enrichment opportunities. Some examples include:

- AP Test Prep
- Performance and/or competition registration and/or entrance fees
 - Mathletes
 - Science Olympiad
 - Museum and Performance experiences

- 100% FAFSA Completion Rate/Cash for College Workshop
- Quarterly targeted meetings with EL/LTEL and Hispanic students
- All 9th-12th grade students will complete a college/career guidance lesson on californiacolleges.edu
- 100% of A-G eligible students submitting Sac State for All application
- Monthly workshops targeted at Black, EL, Hispanic students that are not normally in the Career Center.
- Attendance sheets collected and shared with administration

Attendance logs for field trips and workshops.

Attendance data for Edmentum classes, tutoring, Summer School are cross referenced for students who are earning D's and F's.

Parent notices are sent home after Quarter and Semester grades to students who have D's and F's. Identify students, inform families, track who is coming to Edmentum/ASSETs.

Tracking the percentage of students needing a referral to Alternative Education. Data is tracked by Head Counselor and shared with Admin Team on a Quarterly basis.

A-G tracker data that identifies students who are on track to be a-g eligible after each grade level.

<p><i>Certificated Salaries: \$167,232 Supplemental Concentration</i></p> <p><i>Classified Salaries: \$18,078 Supplemental Concentration</i></p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>		
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Site Goal 1.5 (SiteGoalID: 9474) (DTS: 04/28/25)

For the 2025-2026 school year, increase the number of Multilingual Learners making progress toward English Language Proficiency on the ELPI from 30% to 39%.

Metric: Progress toward English Proficiency -
Percent Increasing ELPI Level

Action 1.5.1 (SiteGoalID: 9474) (DTS: 04/28/25)

Targeted Student Group(s)

• EL • R-FEP • School-wide

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>Provide support for increase of students making progress towards English Proficiency, ending with reclassification of EL students to include, but not limited to the following:</p> <ul style="list-style-type: none"> Individual conferences with students regarding their progress 	<p>Monitoring will include:</p> <ul style="list-style-type: none"> Notes from conferences with students regarding their progress ELPAC Completion percentage Field trip attendance logs FONT walkthrough data 	

<ul style="list-style-type: none"> • ELPAC Testing • Field Trips • Professional Development which focuses on supporting the needs of EL Students • Identification and placement of EL Students • Reclassification • EL/RFEP monitoring • Parent communication • Support for ELAC Meetings • Release days to learn about and plan instruction. <p><i>Certificated Timesheets: \$5,400 EL Supplemental</i></p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>	<ul style="list-style-type: none"> • Number and percentage of students who reclassify into RFEP monitoring. • EL Newcomer Teachers and Coordinator track reading lexile levels and report on a quarterly basis. • EL Coordinator tracks number of a-g classes each student is taking, with the goal of increasing access and a-g eligibility. • EL Coordinator measures connectedness with program, Leadership opportunities and academic achievement. 	
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Site Goal 1.6 (SiteGoalID: 9475) (DTS: 04/28/25)

For the 2025-2026 school year, we will increase the number of Multilingual Learners reclassifying as proficient in English from 10% to 12%.

Metric: Reclassified - Percent of English Learners
Reclassified

Action 1.6.1 (SiteGoalID: 9475) (DTS: 04/28/25)

Targeted Student Group(s)

• EL • R-FEP • School-wide

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
Provide support for increase of	Monitoring will include:	

<p>students making progress towards English Proficiency, ending with reclassification of EL students to include, but not limited to the following:</p> <ul style="list-style-type: none"> • ELPAC Testing • Field Trips • Professional Development which focuses on supporting the needs of EL Students • Identification and placement of EL Students • Reclassification • RFEP monitoring • Parent communication • Support for ELAC Meetings • Release days to learn about and plan instruction. <p><i>Certificated Timesheets: \$5,400 EL Supplemental</i></p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>	<ul style="list-style-type: none"> • ELPAC Completion percentage • Field trip attendance logs • FONT walkthrough data • Number and percentage of students who reclassify into RFEP monitoring. • EL Newcomer Teachers and Coordinator track reading lexile levels and report on a quarterly basis. • EL Coordinator tracks number of a-g classes each student is taking, with the goal of increasing access and a-g eligibility. • EL Coordinator measures connectedness with program, Leadership opportunities and academic achievement. 	
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Funding Sources for District Goal 1 (DEV - LCAP ID: 758)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	384952	Certificated- Salaries
Title I – Basic (4900/3010)	17725	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	15000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	51568	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	167232	Certificated- Salaries
Supplemental/Concentration (7201/0000)	17725	Certificated- Timesheets

Supplemental/Concentration (7201/0000)	18078	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	40482	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	55483	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	25000	Certificated- Salaries
EL Supplemental (7250/0000)	10800	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	10000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	20000	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: 8735) (DTS: 02/13/25)

African American Students

A-G Completion Rates

- African American students will increase from 31% to 34%

ELA and Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2024 California Dashboard.

English Language Arts (ELA)

- African American students will increase from 32% to 35% in met or exceeded standards.

Math

- African American students will increase from 11% to 14% in met or exceeded standards.

CTE Pathways and Academies Completion

- Increase the percentage of African American CTE completion rate from 18% to 28%.

Chronic Absenteeism:

- By May of 2026, chronic absenteeism for African American students will decrease from 42.4% to 37.4% as measured by the California Dashboard.

Suspension Rate:

- Suspension Rates will drop from 20.8% to 16.8% for African American students as measured by the California Dashboard.

Knowledge and Fairness of Discipline, Rules and Norms:

- Favorable responses will increase for African American students from 71% to 81% as measured by the Student Perspective Survey.

School Connectedness and Sense of Belonging:

- Favorable responses will increase for African American students from 49% to 69% as measured by the Student Perspective Survey.

Metric: African American Disparity

Action 2.1.1 (SiteGoalID: 8735) (DTS: 02/13/25)

Targeted Student Group(s)

- Black or African American

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 The following actions in support of African American students are also supported by goals 1.2,1.3, & 1.4	Progress Monitoring FONT Walkthrough Evidence Interim Assessment Data Progress, Quarter, & Semester Grades	Evaluation

<p>Staff will review EL and Math SBAC data and track African American student progress. Counselors will identify specific African american students who are earning D's and F's in Math & ELA</p> <p>Regional Attendance Improvement Technician will collaborate with School Office Technician and Admin to monitor attendance of African American students.</p> <p>Counselor/Teacher/Admin phone calls home offering suppoort in areas of need as measured by GPA/Attendance/discipline data</p> <p>Targeted African American students will be identified for weekly support in an Admin/Counseling Advisory section.</p> <p>Counseling/Admin/Teachers will work with IYT to identify African American students for mentorship through program participation.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>		
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Site Goal 2.2 (SiteGoalID: 9470) (DTS: 04/28/25)

Homeless Students

ELA and Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2024 California Dashboard.

English Language Arts (ELA)

- Homeless students will increase from 14% to 24% in met or exceeded standards.

Math

- Homeless students will increase from 29% to 34% in met or exceeded standards.

CTE Pathways and Academies Completion

- Increase the percentage of Homeless students completion rate from 25% to 30%.

Chronic Absenteeism:

- By May of 2026, chronic absenteeism for Homeless students will decrease from 50.6% to 30.6% as measured by the California Dashboard.

Suspension Rate:

- Suspension Rates will drop from 20.3% to 17.3% for Homeless students as measured by the California Dashboard.

Knowledge and Fairness of Discipline, Rules and Norms:

- Favorable responses will increase for Homeless students from 79% to 89% as measured by the Student Perspective Survey.

School Connectedness and Sense of Belonging:

- Favorable responses will increase for Homeless students from 52% to 70% as measured by the Student Perspective Survey.

Metric: Homeless Student Disparity

Action 2.2.1 (SiteGoalID: 9470) (DTS: 04/28/25)

Targeted Student Group(s)

- Homeless

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>The following actions in support of Homeless students are also supported by goals 1.2,1.3, & 1.4</p> <p>Working in collaboration with relevant District departments, identify and provide targeted support to students experiencing homelessness including: Academic intervention, tutoring and homework assistance</p>	<p>FONT Walkthrough Evidence Interim Assessment Data Progress, Quarter, & Semester Grades</p>	

<p>Access to the ASSETs after school program. Supplies and other basic educational needs</p> <p>Regional Attendance Improvement Technician (RAIT) will collaborate with School Office Technician (SOT) and Admin to monitor attendance of Homeless students By August, and quarterly thereafter, Admin will identify the students experiencing homelessness and monitor attendance, behavior, suspensions, and academic progress</p> <p>Expand communication methods to families of students experiencing homelessness to increase family engagement and participation (broaden communication methods for families who may not receive electronic communications through Synergy by using auto-dialers, TalkingPoints, printed materials, targeted phone calls and home visits.)</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>		
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Site Goal 2.3 (SiteGoalID: 9471) (DTS: 04/28/25)

Students with Disabilities

A-G Completion Rates

- Students with Disabilities students will increase from 7% to 12%

ELA and Math: Increase the percentage of all students and students in our Principally Targeted Student Groups (PTSGs) with Orange or Red Levels as measured by CAASPP data aggregated by student group and by the 2024 California Dashboard.
English Language Arts (ELA)

- Students with Disabilities will increase from 17% to 22% in met or exceeded standards.

Math

- Students with Disabilities will increase from 0% to 3% in met or exceeded standards.

CTE Pathways and Academies Completion

- Students with Disabilities will increase the from 28% to 32%.

Chronic Absenteeism:

- By May of 2026, chronic absenteeism for Students with Disabilities will decrease from 35.6% to 28.6% as measured by the California Dashboard.

Suspension Rate:

- Suspension Rates will drop from 13.1% to 10.1% for Students with Disabilities as measured by the California Dashboard.

Knowledge and Fairness of Discipline, Rules and Norms:

- Favorable responses will increase for Students with Disabilities from 69% to 74% as measured by the Student Perspective Survey.

School Connectedness and Sense of Belonging:

- Favorable responses will increase for Students with Disabilities from 53% to 63% as measured by the Student Perspective Survey.

Metric: Students with Disabilities Disparity

Action 2.3.1 (SiteGoalID: 9471) (DTS: 04/28/25)

Targeted Student Group(s)

- 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
The following actions in support of Students with Disabilities are also supported by goals 1.2,1.3, & 1.4	FONT Walkthrough Evidence Interim Assessment Data Progress, Quarter, & Semester	

<p>Case Managers will monitor students' progress in RSP sections, and consult with teachers on appropriate strategies for the student. Case managers will collaborate with students' teachers and push into Gen Ed classrooms to develop and implement academic intervention/support plans. Intervention tracking spreadsheet will be used for progress monitoring.</p> <p>Regional Attendance Improvement Technician will collaborate with School Office Technical and Admin to monitor attendance of Students with Disabilities.</p> <p>Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup.</p> <p>Staff will use best practices from the De-escalation training to de-escalate Students with Disabilities as well as to produce equitable responses to behavior in their classrooms.</p> <p>Special Education case managers will consult with teachers and utilize IEP meetings to develop comprehensive BIP and BSP plans to provide support to students who are struggling with behavioral expectations.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>	<p>Grades</p>	
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Site Goal 2.4 (SiteGoalID: 9472) (DTS: 04/28/25)

Foster Youth

Chronic Absenteeism:

- By May of 2026, chronic absenteeism for Foster Youth students will decrease from 77% to 50% as measured by the California Dashboard.

Knowledge and Fairness of Discipline, Rules and Norms:

- Favorable responses will increase for Foster Youth from 0%* to 100% as measured by the Student Perspective Survey. (*one student response)

School Connectedness and Sense of Belonging:

- Favorable responses will increase for Foster Youth from 40% to 55%* as measured by the Student Perspective Survey. (*one student response)

Metric: Foster Youth Disparity

Action 2.4.1 (SiteGoalID: 9472) (DTS: 04/28/25)

Targeted Student Group(s)

- Foster Youth

<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>The following actions in support of Foster Youth students are also supported by goals 1.2,1.3, & 1.4</p> <p>Counselors will monitor the progress of our Foster Youth students in both academics and attendance. If the student has an IEP, the case manager will assist with this as well. Phone calls will be made to the foster family to share the supports FHS and EGUSD can provide.</p> <p>Our staff will collaborate with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case</p>	<p>Progress Monitoring</p> <p>FONT Walkthrough Evidence Interim Assessment Data Progress, Quarter, & Semester Grades</p>	<p>Evaluation</p>

<p>management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care.</p> <p>Foster Youth with 2.0 or lower GPA will meet with counselor for regular check-in.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>		
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Site Goal 2.5 (SiteGoalID: 9473) (DTS: 04/28/25)

Native American Students

Chronic Absenteeism:

- By May of 2026, chronic absenteeism for Native American students will decrease from 35.7% to 25.7% as measured by the California Dashboard.

Metric: Native American Disparity

Action 2.5.1 (SiteGoalID: 9473) (DTS: 04/28/25)

Targeted Student Group(s)

- American Indian or Alaska Native

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
The following actions in support of Native American students are also supported by goals 1.2, 1.3, & 1.4	FONT Walkthrough Evidence Interim Assessment Data Progress, Quarter, & Semester Grades	

<p>Counselors will monitor the progress of our Native American students in both academics and attendance. If the student has an IEP, the case manager will assist with this as well.</p> <p>Our staff will collaborate with EGUSD support staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, and staff training.</p> <p>Native American students with 2.0 or lower GPA will meet with counselor for regular check-in.</p> <p>RAIT acounseling and Admin will reach out to guardians/families as needed to provide support.</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>		
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Funding Sources for District Goal 2 (DEV - LCAP ID: 758)		
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 (7201/0000)	0	Certificated- Salaries

Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	<input type="text" value="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

Site Goal 3.1 (SiteGoalID: 9476) (DTS: 04/28/25)

Decrease the number of students who are suspended at least once from 8.1% to 5.1%.

Metric: Suspension Rate: Percent of Students Suspended

Targeted Student Group(s)

- All

<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>Teach and reinforce positive behaviors through PBIS Core Values.</p> <ul style="list-style-type: none"> • training/professional development <p>Refine common practices and protocols to maximize the effectiveness of Multi-Tiered Systems of Support (MTSS) through PBIS Tiers I and II.</p> <p>Improve mindset of adults on campus to provide learning opportunities that will allow us to better support our students.</p> <ul style="list-style-type: none"> • Peer Mediation • Unity Day • Panther Kick Off • Freshman Orientation • Student Equity Council <p>Provide 1.0 FTE to staff the Restorative Practices Intervention Program.</p> <p><i>Certificated Salaries: \$110,376 Supplemental Concentration</i></p> <p><i>Certificated Timesheets: \$30,000 Supplemental Concentration</i></p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action</i></p>	<p>Progress Monitoring</p> <p>PBIS Tiered Fidelity Inventory Student Perspective Survey Reflection data of PBIS lessons Reduction in recidivism rate Decrease in suspensions</p>	<p>Evaluation</p>

Plan for this goal.

Funding Sources for District Goal 3 (DEV - LCAP ID: 758)

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 (7201/0000)	110376	Certificated- Salaries
Supplemental/Concentration (7201/0000)	30000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	10229	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	80000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	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: 8737) (DTS: 02/13/25)

- Increase the overall participation of families in the Perspective Survey from 6% to 16%.
- Increase the percentage of families who feel welcome to participate at the school from 92% to 95% as measured by the Parent Perspective Survey. (85 responses 23-24 school year)

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1 (SiteGoalID: 8737) (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
Provide an increased amount of family & community engagement	Administration & PTHVP Coordinator track home visits;	

<p>opportunities to increase parent/guardian's advocacy on behalf of their students.</p> <ul style="list-style-type: none"> • Parent Teacher Home Visit Project (PTHVP) • Enhanced communication with families • Parent Information Sessions <ul style="list-style-type: none"> ◦ a-g completion ◦ post secondary options • FHS Family & Community Liaison (FTE) <p>Inform and engage parents on the importance of their feedback and voice, especially for the Perspective Survey.</p> <p>Establish additional communication channels and engagement opportunities to involve families in students' educational experiences and specialty school programs.</p> <p><i>Classified Salaries:</i> \$18,771 Title I (Family & Community Liaison) <i>Certificated Timesheets:</i> \$2,000 (Staff Support for community events) <i>Classified Timesheets:</i> \$1,000 (Staff Support for community events)</p> <p><i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i></p>	<p>shared with School Leadership Team on a regular basis.</p> <p>Head Counselor track parent conferences; shared with Administration on quarterly basis.</p> <p>Increase in the % of families who respond to the perspective survey.</p>	
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Site Goal 4.2 (SiteGoalID: 9483) (DTS: 04/29/25)

By May of 2026, Chronic Absenteeism will decrease from 24.7% to 21.7% for ALL students.
Very High ~ Red Category

- Filipino students will decrease from 16.7% to 13.7%
- Pacific Islander students will decrease from 34.4% to 31.3%
- White students will decrease from 38.7% to 35.7%
- Students who identify with Two or More ethnicities will decrease from 35.6% to 32.6%
- EL students will decrease from 25.8% to 22.8%

High ~ Orange Category

- Asian students will decrease from 9.4% to 6.4%

Metric: Percent Chronically Absent

Action 4.2.1 (SiteGoalID: 9483) (DTS: 04/29/25)

Targeted Student Group(s)

- Asian • Two or More

<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>Establish a site Attendance Team to include an SOA, Administrator, and RAIT. This team will monitor attendance and determine action steps for students who are chronically absent, including those in the targeted groups. Build on the success of the Tardy Task Force and the 5-Star Hall Pass System..</p> <p>Before school starts, Administration will communicate (electronically & in person) to families the absence policy and why it's important to attend school. Continue communications throughout the year.</p> <p>The Attendance Review Team will meet bimonthly to monitor students with chronic attendance.</p> <p>Administration will utilize pre-service, along with staff meetings, to train about district policies and positive messaging about attendance.</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Student Punctuality & Attendance Data <ul style="list-style-type: none"> ◦ Quarterly • Chronic Absenteeism Data <ul style="list-style-type: none"> ◦ Quarterly • SARB Data • Student Academic Performance <ul style="list-style-type: none"> ◦ Semester • EGUSD Parent Survey <ul style="list-style-type: none"> ◦ Spring 	<p>Evaluation</p>

The office staff will make daily phone calls home or use Talking Points to contact families whose students have been absent. Responses will be collected and recorded in Synergy on a daily basis by the SOAs.

A MTSS referral may be made for students who are not attending school regularly.

SSTs/SARTs/SARBs will be held, as needed. We will follow school policy as laid out in the District Handbook for tracking and monitoring absences via the SARB process.

- Develop & Market clubs and activities.
- Provide resources for ASB & Link Crew to build student connectedness.
- Utilize 5 Star to monitor student activity participation.
- Coordinate with Regional Attendance Improvement Technician to communicate with and identify frequently absent students
- Send out the monthly Florin Family Flyer for community communication

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

Funding Sources for District Goal 4 (DEV - LCAP ID: 758)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2000	Certificated- Timesheets
Title I – Basic (4900/3010)	18771	Classified- Salaries

Title I – Basic (4900/3010)	1000	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	1000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	10229	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	5000	Classified- Timesheets
EL Supplemental (7250/0000)	5000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	10997	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	\$384952	\$0	\$0	\$0	\$384952
Certificated- Timesheets	\$17725	\$0	\$0	\$2000	\$19725
Classified- Salaries	\$0	\$0	\$0	\$18771	\$18771
Classified- Timesheets	\$0	\$0	\$0	\$1000	\$1000
Materials/Supplies/Equipment	\$15000	\$0	\$0	\$0	\$15000
Contracts/Services/Subscriptions	\$51568	\$0	\$0	\$1000	\$52568

Title I – Basic (4900/3010) Total: \$492,016

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$167232	\$0	\$110376	\$0	\$277608
Certificated- Timesheets	\$17725	\$0	\$30000	\$0	\$47725
Classified- Salaries	\$18078	\$0	\$0	\$0	\$18078
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$40482	\$0	\$10229	\$10229	\$60940
Contracts/Services/Subscriptions	\$55483	\$0	\$80000	\$0	\$135483

Supplemental/Concentration (7201/0000) Total: \$539,834

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$25000	\$0	\$0	\$0	\$25000
Certificated- Timesheets	\$10800	\$0	\$0	\$0	\$10800
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$5000	\$5000
Materials/Supplies/Equipment	\$10000	\$0	\$0	\$5000	\$15000
Contracts/Services/Subscriptions	\$20000	\$0	\$0	\$10997	\$30997

EL Supplemental (7250/0000) Total: \$86,797

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 High School (466) | 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	\$492,016	\$469,245	\$0	\$0	\$22,771	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$539,834	\$299,000	\$0	\$230,605	\$10,229	\$0
7250 English Learners Supplemental Program Services 7- 12 0000 Unrestricted	\$86,797	\$65,800	\$0	\$0	\$20,997	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,118,647	\$834,045	\$0	\$230,605	\$53,997	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$492,016	Title I Foster Youth	\$0
		Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$626,631	Title I Centralized Services	\$0
		Title I Preschool	\$0

