



Florin High School

Local Control Accountability Plan (LCAP) 2026-2027

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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: 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?

The 2025-2026 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:

- September 16, 2025
- October 23, 2025
- January 13, 2026
- April 14, 2025
- May 19, 2026

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

- August 28, 2025
- October 9, 2025
- January 15, 2026
- April 29, 2026

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?

Consultation with the School Site Council (SSC) and English Learner Advisory Committee (ELAC) directly informed the prioritization of actions and services in Florin High School's LCAP. Stakeholders reviewed data related to student achievement, attendance, and school climate, which reinforced the need to continue strengthening high-quality instruction through PLCs, effective use of the block schedule, and strategies that promote student engagement and discourse.

Input from SSC and ELAC emphasized the importance of targeted supports for student groups including English learners, students with disabilities, Black/African American students, foster youth, and students experiencing homelessness. As a result, the LCAP prioritizes coordinated academic interventions, progress monitoring, and expanded student support services to close achievement and opportunity gaps.

ELAC feedback specifically informed an increased focus on designated and integrated English Language Development (ELD), improved monitoring of English learner progress, and clearer pathways to reclassification.

Both groups highlighted the importance of maintaining a safe, culturally responsive, and supportive school environment, leading to continued investment in PBIS, restorative practices, and social-emotional supports. Additionally, feedback underscored the need to strengthen family engagement, resulting in expanded communication efforts and increased opportunities for family input and participation.

Overall, SSC and ELAC consultations ensured the LCAP is aligned to district goals and responsive to the academic, social-emotional, and engagement needs of Florin High School students and families.

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.

Florin High School identified inequities in consistent access to high-quality instruction, instructional clarity, and timely intervention support for African American students. Data from classroom walkthroughs, student performance, and stakeholder feedback demonstrated variability in the use of learning targets, success criteria, common formative assessments, and collaborative PLC practices across classrooms.

In response, the school will reallocate time, professional learning, and instructional support resources to strengthen the PLC process and implementation of the Framework for High Quality Instruction. This includes increased collaboration time for teachers to analyze student learning data, develop common assessments, align instructional practices, and provide targeted academic support for African American students and other historically underserved student groups.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	Students need high quality classroom instruction and curriculum as measured by:
All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	- 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

Metric: Test Participation Rate on Districtwide Assessments

Action 1.1.1

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 <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 • 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 course offerings and academic programs.	Progress Monitoring Each semester, school administration & department chairs will collect the following data to be discussed at department and collaborative meetings: • Assessment Calendar • Illuminate assessment data	Evaluation

Site Goal 1.2

For the 2026-2027 school year, Florin High School will accomplish the following:
CAASPP ELA scores will increase from 41% of students meeting or exceeding standards to 46% of students meeting or exceeding standards.
CAASPP Math scores will increase from 15% of students meeting or exceeding standards to 20% of students meeting or exceeding standards.
Red Category - ELA

- Hispanic students will increase from 38% to 43%
- LTEL students will increase from 8% to 13%

Orange Category - ELA

- EL students will increase from 6% to 11%
- Socially Economically Disadvantaged students will increase from 38% to 43%

Red Category - Math

- Hispanic students will increase from 10% to 15%
- LTEL students will increase from 0% to 4%

Orange Category - Math

- EL students will increase from 2% to 7%
- Asian students will increase from 20% to 25%
- Socially Economically Disadvantaged students will increase from 14% to 19%

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

Action 1.2.1

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 <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
Ongoing PLC work, professional development, interim assessments, tutoring, etc. Use PLC time to: • 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 Staff participation in on-site and off-site professional development on research-based instructional strategies and equity based grading practices. Support literacy and increase reading stamina by providing library resources and technology that support reading literacy and appeal to our diverse student population. Provide 2.931 FTE for intervention courses: • Applied Mathematics • AVID	While it is difficult to 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. Work with Math & ELA department chairs to monitor interim assessment data for all courses. Collect and analyze formative assessment data within intervention courses to determine if progress is being made towards meeting grade level standards. Library circulation numbers as number of teachers implementing schoolwide SSR strategies.	

Chemistry in the Community • Exploring Functions • Strategic Reading 9/ELA Literacy (in addition to English 9) <i>Certificated Salaries:</i> \$360,830 Title I \$25,390 Supplemental/Concentration <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>		
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Site Goal 1.3

By May of 2027, classroom walkthrough data will demonstrate that clear, standards-aligned learning targets are visible and referenced during instruction in at least 70% of observed classrooms.

Metric: Learning Targets

Action 1.3.1

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 <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
Site-wide targetet Professional Development - Solution Tree PLC training. • Teachers will strengthen the implementation of the Professional Learning Community (PLC) process, grounded in the Solution Tree PLC at Work model, to ensure all students receive high-quality, standards-aligned instruction and timely, targeted support. • Ongoing professional learning, coaching, and structured collaboration, staff will deepen their collective capacity to to operate as high-functioning PLC teams focused on student learning, equity, and continuous improvement. <i>Certificated Timesheets:</i>	• Classroom Walkthrough Data Look-Fors will include: ◦ clear learning targets posted and referenced during instruction ◦ success criteria visible and connected to the lesson task ◦ evidence students can articulate what they are learning and how success is measured ◦ alignment between lesson activities and learning targets • Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success • Ongoing support meetings with PLC coach.	

\$17,725 Supplemental/Concentration
 \$17,725 Title I
 Contracts & Services:
 \$50,000 Title I

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

Site Goal 1.4

For the 2026-2027 school year, the overall A-G completion rate will increase from 44.9% to 53.9% for Seniors who graduate from Florin HS.

- SED students will increase from 45% to 50%
- Hispanic students will increase from 43% to 48%
- EL students will increase from 15% to 20%
- LTEL students will increase from 16% to 21%

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

Action 1.4.1

Targeted Student Group(s)

- EL • Hispanic or Latino

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
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. • .375 College Career Tech to support students in preparing for college/career and pursuing financial aid options.	• 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	

• 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 two 0.5 Vice Principals 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 <i>Certificated Salaries:</i> \$410,128 Supplemental/Concentration <i>Classified Salaries:</i> \$30,013 Supplemental/Concentration <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	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.	
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Site Goal 1.5

For the 2026-2027 school year, increase the number of Multilingual Learners progressing ELPI Level or staying at Level 4 from 36% to 45%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.5.1

Targeted Student Group(s)

• EL • R-FEP • School-wide

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 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: • .501 FTE for Designated ELD courses to support Long Term English Learners • Individual conferences with students regarding their progress • ELPAC Coordination • Field Trips • Professional Development which focuses on supporting the needs of EL Students • Parent communication • Support for ELAC Meetings • Release days <i>Certificated Timesheets: \$5,400 EL Supplemental Certificated Salaries: \$60,000 EL Supplemental</i> <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	Progress Monitoring Monitoring will include: • Notes from conferences with students regarding their progress • ELPAC Completion percentage • Field trip attendance logs • FONT walkthrough data • Number and percentage of students who reclassify into RFEP monitoring. • EL Newcomer Teachers and MST track reading lexile levels and report on a quarterly basis. • MST tracks number of a-g classes each student is taking, with the goal of increasing access and a-g eligibility. • MST measures connectedness with program, Leadership opportunities and academic achievement.	Evaluation

Site Goal 1.6

For the 2026-2027 school year, we will increase the number of Multilingual Learners reclassifying as proficient in English from 10% to 13%.

Metric: Reclassified - Percent of English Learners Reclassified

Action 1.6.1

Targeted Student Group(s)

- EL • R-FEP • School-wide

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

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:

- 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.
- ELPAC Coordinator Funding
 - Organize Summative ELPAC testing
 - train teacher proctors
 - timesheet proctors
 - use appropriate reports to monitor ELPAC completion for Initial/Summative. ELPAC Coordinator may also collaborate with MST and SpEd chair to support plan for Alternate ELPAC and ensure accommodations for ELPAC align to IEP goals.

*Certificated Timesheets:
\$5,400 EL Supplemental*

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

Monitoring will include:

- 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.
- MST 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.

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

Site Goal 2.1

African American Students

A-G Completion Rates

- African American students will increase from 41% to 51%

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 2026 California Dashboard.
English Language Arts (ELA)

- African American students will increase from 21% to 31% in met or exceeded standards.

Math

- African American students will increase from 0% to 10% 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 2027, chronic absenteeism for African American students will decrease from 51.3% to 42.4%.

Suspension Rate:

- Suspension Rates will drop from 19.8% 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

Targeted Student Group(s)

- Black or African American

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 The following actions in support of African American students are also supported by goals 1.2,1.3, & 1.4 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 Regional Attendance Improvement Technician will collaborate with School Office Technician and Admin to monitor attendance of African American students. Counselor/Teacher/Admin phone calls home offering suppoort in areas of need as measured by GPA/Attendance/discipline data Targeted African American students will be identified for weekly support in an Admin/Counseling Advisory section. Counseling/Admin/Teachers will work with IYT to identify African American students for mentorship through program participation. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>	Progress Monitoring FONT Walkthrough Evidence Interim Assessment Data Progress, Quarter, & Semester Grades	Evaluation

Site Goal 2.2

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 2026 California Dashboard.

English Language Arts (ELA)

- Homeless students will increase from 20% to 30% in met or exceeded standards.

Math

- Homeless students will increase from 0% to 25% 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 2027, chronic absenteeism for Homeless students will decrease from 46.3% to 40.3% as measured by the California Dashboard.

Suspension Rate:

- Suspension Rates will drop from 20.5% to 15.5% 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

Targeted Student Group(s)

- Homeless

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 The following actions in support of Homeless students are also supported by goals 1.2,1.3, & 1.4 Working in collaboration with relevant District departments, identify and provide targeted	Progress Monitoring FONT Walkthrough Evidence Interim Assessment Data Progress, Quarter, & Semester Grades	Evaluation

support to students experiencing homelessness including: Academic intervention, tutoring and homework assistance Access to the ASSETs after school program. Supplies and other basic educational needs 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 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.) <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>		
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Site Goal 2.3

Students with Disabilities

A-G Completion Rates

- Students with Disabilities students will increase from 20% to 25%

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 2026 California Dashboard.
English Language Arts (ELA)

- Students with Disabilities will increase from 4% to 10% 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 2027, chronic absenteeism for Students with Disabilities will decrease from 31.3% to 26.3% as measured by the California Dashboard.

Suspension Rate:

- Suspension Rates will drop from 12.8% to 7.8% 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

Targeted Student Group(s)

- 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 The following actions in support of Students with Disabilities are also supported by goals 1.2,1.3, & 1.4 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. Regional Attendance Improvement Technician will collaborate with School Office Technical and Admin to monitor attendance of Students with Disabilities. Staff will teach, model and revisit PBIS schoolwide rules and behavior expectations for Students with Disabilities to lower discipline incidents with this subgroup. 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.	Progress Monitoring FONT Walkthrough Evidence Interim Assessment Data Progress, Quarter, & Semester Grades	Evaluation

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. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>		
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Site Goal 2.4

Foster Youth

Chronic Absenteeism:

- By May of 2027, chronic absenteeism for Foster Youth students will decrease from 72.7% to 67.7% 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

Targeted Student Group(s)

- Foster Youth

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
The following actions in support of Foster Youth students are also supported by goals 1.2,1.3, & 1.4 Counselors will monitor the progress of our	FONT Walkthrough Evidence Interim Assessment Data Progress, Quarter, & Semester Grades	

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. Our staff will collaborate with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care. Foster Youth with 2.0 or lower GPA will meet with counselor for regular check-in. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>		
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Site Goal 2.5

Native American Students

Chronic Absenteeism:

- By May of 2027, chronic absenteeism for Native American students will decrease from 36.4% to 31.4% as measured by the California Dashboard.

Metric: Native American Disparity

Action 2.5.1

Targeted Student Group(s)

- American Indian or Alaska Native

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
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	

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. 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. Native American students with 2.0 or lower GPA will meet with counselor for regular check-in. RAIT acounseling and Admin will reach out to guardians/families as needed to provide support. <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>		
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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

Site Goal 3.1

Decrease the number of students who are suspended at least once from 7.7% to 5.7%.

Metric: Suspension Rate: Percent of Students Suspended

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 Teach and reinforce positive behaviors through PBIS Core Values. • training/professional development for all Refine common practices and protocols to maximize the effectiveness of Multi-Tiered Systems of Support (MTSS) through PBIS Tiers I and II. Improve mindset of adults on campus to provide learning opportunities that will allow us to better support our students. • Peer Mediation • Unity Day • Panther Kick Off • Freshman Orientation • Student Equity Council • Sitewide PD in Restorative Practices (hourly & during contract time)	Progress Monitoring PBIS Tiered Fidelity Inventory Student Perspective Survey Reflection data of PBIS lessons Reduction in recidivism rate Decrease in suspensions	Evaluation

Provide 1.0 FTE to staff the Restorative Practices Intervention Program. <i>Certificated Salaries:</i> <i>\$96,096 Supplemental/Concentration</i> <i>Certificated Timesheets:</i> <i>\$25,000 Supplemental/Concentration</i> <i>Classified Timesheets:</i> <i>\$5,000 Supplemental Concentration</i> <i>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</i>		
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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	District Needs and Metrics 4: Students need parent, family and community stakeholders as direct partners in their education as measured by: • Attendance Rate
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inform and engage family and community partners.

- 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

- 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. (73 responses 24-25 school year)

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1

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 <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 Provide an increased amount of family & community engagement opportunities to increase parent/guardian's advocacy on behalf of their students. • Parent Teacher Home Visit Project (PTHVP) • Enhanced communication with families • Parent Information Sessions ◦ a-g completion ◦ post secondary options • FHS Family & Community Liaison (FTE) Inform and engage parents on the importance of their feedback and voice, especially for the Perspective Survey. Establish additional communication channels and engagement opportunities to involve families in students' educational experiences and specialty school programs.	Progress Monitoring Administration & PTHVP Coordinator track home visits; shared with School Leadership Team on a regular basis. Head Counselor track parent conferences; shared with Administration on quarterly basis. Increase in the % of families who respond to the perspective survey.	Evaluation

Classified Salaries:
 \$36,771 Title I (Family & Community Liaison)
 Certificated Timesheets:
 \$2,000 (Staff Support for community events)
 Classified Timesheets:
 \$1,000 (Staff Support for community events)

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

Site Goal 4.2

By May of 2027, Chronic Absenteeism will decrease from 26.9% to 21.9% for ALL students.
 Very High ~ Red Category

- Filipino students will decrease from 20% to 16%
- Pacific Islander students will decrease from 31% to 28%
- White students will decrease from 41.2% to 37.2%
- Students who identify with Two or More ethnicities will decrease from 34.2% to 31.4%
- EL students will decrease from 27.8% to 23.8%

High ~ Orange Category

- Asian students will decrease from 12% to 9%

Metric: Attendance Rate

Action 4.2.1

Targeted Student Group(s)

- Asian • Two or More

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
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..	• Student Punctuality & Attendance Data ◦ Quarterly • Chronic Absenteeism Data ◦ Quarterly • SARB Data • Student Academic Performance	

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.

The Attendance Review Team will meet bimonthly to monitor students with chronic attendance.

Administration will utilize pre-service, along with staff meetings, to train about district policies and positive messaging about attendance.

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.

- Semester
- EGUSD Parent Survey
- Spring

Funding Sources for District Goal 4

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	\$360,831	\$0	\$0	\$36,771	\$397,602
Certificated- Timesheets	\$17,725	\$0	\$0	\$2,000	\$19,725
Classified- Salaries	\$0	\$0	\$0	\$36,771	\$36,771
Classified- Timesheets	\$0	\$0	\$4,000	\$1,000	\$5,000
Materials/Supplies/Equipment	\$0	\$0	\$0	\$1,000	\$1,000
Contracts/Services/Subscriptions	\$19,222	\$0	\$0	\$2,000	\$21,222

Title I Basic (4900/3010) Total: \$481,320

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$386,220	\$0	\$96,096	\$0	\$482,316
Certificated- Timesheets	\$17,725	\$0	\$25,000	\$0	\$42,725
Classified- Salaries	\$30,013	\$0	\$0	\$0	\$30,013
Classified- Timesheets	\$0	\$0	\$5,000	\$0	\$5,000
Materials/Supplies/Equipment	\$0	\$0	\$5,229	\$5,229	\$10,458
Contracts/Services/Subscriptions	\$19,115	\$0	\$5,000	\$0	\$24,115

Supplemental/Concentration (7201/0000) Total: \$594,627

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$60,000	\$0	\$0	\$0	\$60,000
Certificated- Timesheets	\$27,941	\$0	\$0	\$0	\$27,941
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	\$3,000	\$0	\$0	\$0	\$3,000

EL Supplemental (7250/0000) Total: \$90,941

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) | 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	\$481,320	\$397,778	\$0	\$4,000	\$79,542	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$594,627	\$453,073	\$0	\$136,325	\$5,229	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$90,941	\$90,941	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,166,888	\$941,792	\$0	\$140,325	\$84,771	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$481,320
Subtotal of state or local funds included for this school	\$685,568