Florin High School

Local Control Accountability Plan (LCAP) 2024-2025

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

Goal Setting (Icapid: 652)

There are 14 comments that this site needs to address.

State Priorities

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

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

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

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will 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 2023-2024 site LCAP was reviewed periodically throughout the school year to ensure goals were being met and expenditures were in line, and well as to determine new goals and actions for the upcoming year, 2024-2025, on the following dates:

- October 4, 2023
- November 14, 2023
- January 30, 2024
- February 23, 2024
- April 9, 2024
- May 7, 2024
- June 11, 2024

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

- October 4, 2023
- January 10, 2024

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. Specifically, on April 9, 2024, April 16, 2024, and April 23, 2024.

2. Impact of LCAP and Annual Update

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

Adjustments were made to staffing, as well as a lengthy discussion about professional development for teachers and ASB activities for students.

Resource Inequities (ATSI 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 has been designated to need additional targeted support for our students who are experiencing homelessness and students with disabilities. FHS Administration will continue to work with Student Support & Health Services and Student Services to address the needs of our most vulnerable populations.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.	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**

Site Goal 1.1   (SiteGoalID: 7631) (DTS: 12/13/23)

Overal a-g rate will increase from 52% to 55% for Seniors who graduate from Florin HS.

Very Low Category

- African American students will increase from 31% to 34% met
- EL Students will increase from 21% to 24% met
- Students with Disabilities will increase from 9% to 12%

Low Category

- Hispanic students will increase from 42% to 45%

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

Action 1.1.1   (SiteGoalID: 7631) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan 1. **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**	**Progress Monitoring** College Career Counselor • 100% FAFSA Completion Rate/Cash for College Workshop • Quarterly targeted meetings with AA, EL and Hispanic students • All 9th-12th grade students will complete a college/career	**Evaluation**

- .5 College Career Counselor ($53,403 Title I) for outreach and education, specifically to Black, EL and Hispanic students.
- Schedule students in summer school, ASSETs tutoring Edgenuity classes or back in the regular day schedule to make up D and F grades in core classes.
- .375 College Career Tech ($21,601 Title I) 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 ($2,000)
- Provide opportunities for students to explore college and career options through presentations, speakers, instructional materials and college and/or industry related field trips, etc.

2. **Support underrepresented students (Black, Hispanic, EL) pathway to college readiness by:**
   - Providing 1.266 FTE for additional sections of AVID ($137,000 Title I) that prepare students for college readiness.
   - Provide a stipend for coordinating the AVID program
   - Provide 1.167 FTE ($177,000 Title I) for Math Intervention
   - Support IYT, EBAYC, Upward Bound, EAOP programs to recruit, retain and mentor students with the goal of A-G completion.

guidance lesson on californiacolleges.edu
- 100% of A-G eligible students submitting Sac State for All application.
- Data shared with site AVID team/admin to inform progress

College Career Tech

- Monthly workshops targeted at Black, EL, Hispanic students that are not normally in the Career Center.
- Attendance sheets collected and shared with administration.
- Partner with Transition Services to educate Students with Disabilities on A-G requirements

Attendance logs for field trips and workshops as well as pre and post survey data regarding post secondary options through feedback from EOS.

Attendance data for Edgenuity 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 Semster grades to students who have D's and F's. Identify students, inform families, track who is coming to Edgenuity/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.

Fidelity of Implementation of AVID program to include:

- AVID student enrollment is based on underrepresented students (based on college admissions) and/or the first family member to attend college.

3. **Support the improvement of instruction by:**
   - Library Support: Support literacy and increase student interest in recreational outside reading by providing library resources and technology that support reading literacy and appeal to our diverse student population, which varies from a newcomer EL student to advanced reader.
   - Support professional development for teachers by providing library resources that specifically target our unique student populations, including but not limited to:
     - Books to allow access for every type of reader.
     - Signage in multiple languages within the library.
     - Software Subscriptons, etc
   - Staff participation in on-site and off-site professional development on research-based instructional strategies (e.g. culturally responsive strategies, FHQI strategies, English Learner strategies,) and equitable grading practices, to include guest speakers, stipends, timesheet hours, substitutes, conference registration, lodging, transportation, books, materials, and meals.
4. **Provide supplemental instructional materials/supplies, services, activities and experiences to support academic, social and**

- 100% of AVID graduating Seniors get accepted into a 4 year college.
- Students are enrolled in and passing AP exams their Junior and Senior year of high school
- Walkthroughs demonstrate WICOR strategies implemented.

FONT walkthrough data and surveys based on professional development given.

Library circulation numbers as number of teachers implementing SSR strategies.

Student grade data from the Quarter and Semester grading periods. Information shared with Department Chairs, supporting and Leadership the week after grades are due.

emotional needs of students and programs. Including but not limited to:

- student planners
- notebooks
- writing style guides
- printers
- terrariums
- science experiments
- organization supplies
- Microscopes
- Calculators
- Technology, Software and online subscriptions
- Certification programs
- Research materials
- Learning monitoring & assessment
- Increase college readiness, etc.
- Language acquisition/comprehension programs
- Adobe Creative Cloud
- NewsELA
- Turnitin
- Art supplies
- Ceramics supplies
- Equipment Repair
- Scripts & royalties
- Building supplies & Material

5. **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
  - Musuem and Performance experiences
- Timesheets and stipends
- Transportation
- Materials, Supplies, & Equipment

Site Goal 1.2   (SiteGoalID: 7634) (DTS: 12/13/23)

Increase percentage of students making progress towards English language proficiency by 10.9% from 39.1% to 50%.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.2.1   (SiteGoalID: 7634) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
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: • 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.	**Progress Monitoring** 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. • 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 connectiveness with program,	**Evaluation**

- EL Coordinator (ESSER funded)

Leadership opportunities and academic achievement.

Data is shared with admin team on a quarterly basis.

Site Goal 1.3   (SiteGoalID: 7635) (DTS: 12/13/23)

Increase percentage of students completing CTE Pathway or Academy Sequence rate from 25% to 33%.

Increase the percentage of students with disabilities CTE completion rate by 5% from 3% to 8%.
Increase the percentage of EL students CTE Completion rate by 6% from 11% to 17%.

Metric: CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

Action 1.3.1   (SiteGoalID: 7635) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan During CPA common preps, implement early interventions to ensure students are on path to become program completers. For pathways, provide stipends or release time quarterly to identify interventions with CTE Coordinator. Pathways supported are in the following sectors: • Agriculture and Natural Resources	**Progress Monitoring** CPA leads will monitor actions to include: • Agendas of meetings with teachers • Beginning and ending course enrollment numbers • Academic progress monitoring Leads will communicate resuts with supporting administrator during monthly meetings.	**Evaluation**

- Engineering and Architecture
- Hospitality, Tourism and Recreation
- Transportation
- Public Service
- Information Technology
- Arts, Media and Entertainment

Action 1.3.2 (SiteGoalID: 7635) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Provide CTE & Pathways instructional materials/supplies and services to support needs of students and programs. • Agriculture & Natural Resources • Arts, Media & Entertainment • Engineering and Architecture • Hospitality, Tourism & Recreation • Information Technology • Transportation • Public Service	**Progress Monitoring** FONT Walkthrough data around use of materials to access and engage students in the classroom. DATA will be collected by administrators, shared with the CTE Coordinator, who will discuss at monthly Department meetings.	**Evaluation**

Action 1.3.3 (SiteGoalID: 7635) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Provide resources and professional development opportunities for our Freshmen Year Experience program to include: • Interventions to help students with extra support • Cross curricular teaming strategies • Exposing students to academies and pathways on campus • Visit to Nashville Academies to see how effective team practices can look.	**Progress Monitoring** CTE Coordinator tracks of types and frequency of intervention. Compares grade data before and after. CTE Coordinator conducts individual interventions as needed. Freshman grade data shared within team at a quarterly basis, while individual students shared at their bi-weekly meeting. CTE coordinator and Admin who supports program track number of behavioral referrals and provide interventions.	**Evaluation**

Site Goal 1.4   (SiteGoalID: 7639) (DTS: 12/13/23)

CAASPP ELA scores will increase from 39% 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 20% of students meeting or exceeding standards.

Very Low Category - ELA

• African American students will increase from 23% to 30%
• Students with disabilities will increase from 4% to 12%
• EL students will increase from 5% to 10%.
• Hispanic students will increase from 29% to 35%.

Very Low Category - Math

• African American students will increase from 0% to 10%

- Students with Disabilities will increase from 0% to 5%
- Hispanic students will increase from 9% to 15%
- EL students will increase from 2% to 10%

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

Action 1.4.1   (SiteGoalID: 7639) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
Provide resources to allow staff to complete the following: 1. Establish clarity around desired school-wide outcomes we are trying to develop over four years at Florin HS. 2. Within each Department, take updated school-wide learning outcomes and create a scope and sequence of key learning targets and success criteria that build upon each other at each grade level, which will develop and hone the desired outcomes. 3. Math and English teachers mentor students from targeted group and have monthly check-ins regarding progress in class.	Updated School-Wide Learning Outcomes Learning progressions that include key learning targets and success criteria Teachers track/log interventions with students and share progress at monthly department meetings. Department Chair reviews and shares with supporting Admin. Vice Principal coordinates to ensure each students has a connecting adult.	

Funding Sources for District Goal 1 (DEV - LCAP ID: 652)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	175000	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)	31063	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	100000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	50000	Certificated- Salaries

Supplemental/Concentration (7201/0000)	68270	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	200000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7638) (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 2.1.1   (SiteGoalID: 7638) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Create Homeroom schedules specifically to provide time for students to take each needed survey. In addition, surveys for staff will be administered during Staff Meetings.	Percent of completed surveys for students and staff increased by 10% compared to last year.	

Action 2.1.2   (SiteGoalID: 7638) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Provide resources, such as release time for the use of Illuminate Software to assist in Departments in monitoring CAASPP and ELPI progress	Department chairs and EL Coordinator will monitor data, present at Department Meetings and create an action plan for improvement.	

Funding Sources for District Goal 2 (DEV - LCAP ID: 652)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	10000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
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)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:	District Needs and Metrics 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

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: 7632) (DTS: 12/13/23)

Decrease percentage of students who are suspended at least once by 3% from 8.4% to 5.4%

Decrease percent of African-American students who were suspended once by 6% from 21.5% to 15.5%
Decrease percent of Latino students who were suspended once by 4% from 9.3% to 5.3%
Decrease percent of Students with Disabilities who were suspended once by 4% from 12.5% to 8.5%
Decrease percent of EL students who were suspended once by 3% from 8% to 5%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7632) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**

1. Teach and reinforce positive behaviors through PBIS inspired Core Values:
 	
• Link Crew and PBIS support with materials and services. Including but not limited to:
  ◦ Training
  ◦ Staffing
	PBIS Tier II coordinator audits our Tier I pracitces to gauge level of Tier I strategies implemented. Shares with PBIS Tier I team at monthly meeting.
	
	Yearly TFI with quartely checkins with admin and PBIS Coordinator to review action plan and make adjustments.	

- Instructional Materials
- Signage
- Promotional Materials
- Provide recognition to students who demonstrate PBIS behaviors.
- Create PBIS inspired murals around campus to remind students of expectations

2. **Provide learning opportunities, including but not limited to, guest speakers, conferences, travel expenses, release time and supplies for students and adults to:**
   - Improve mindset of adults on campus to provide learning opportunities that focus on diversity, equity and inclusion that will allow us to better support students
   - Peer Mediation
   - Unity Day
   - Develop leadership skills in students and staff through growth and development of student leadership opportunities such as Club Councils, ASB, Peer Mediation and Link Crew.
   - Support students transitioning to high school by supporting programs like Link Crew, Freshmen Orientation, Summer Bridge, CTE Days and Panther Kick-off Days.
   - Plan and coordinate Student Equity Council recruitment and plan for meetings.
3. **Implement a Restorative Practices program to include :**
   - 1.0-1.33 FTE ($221,000 Title I) for a Restorative Room Teacher/Counselor
   - Provide a universal screener for referred students to create an

Number of Positive Acknowledgments are tracked and reported to admin on a quarterly basis, which are assessed on how they align to our Core Values.

Reflection data of PBIS lessons from both students and staff. Shared at monthly meetings.

Track the numbers of students requesting support through the notification system. Numbers tracked within counseling team on a monthly basis and shared with admin.

Recidivism rate is tracked by Vice Principal and Peer Mediator Coordinator on a Monthly basis.

Attendance of Summer Bridge program is tracked and cross-referenced with first quarter grades, discipline referrals and positive acknowledgments through PBIS. Shared with admin, CTE Coordinator and used to inform next steps.

Restorative Teacher/Counselor tracks interventions performed and shares with admin on a monthly basis.

End of the year decrease on defiance referrals. Data will be reviewed monthly by PBIS team and admin.

initial scope and sequence for the student's plan. ○ Lead groups for target students to support skill development. ○ Work with students one on one to reintegrate into the classroom in concert with the classroom teacher. ○ Builds capacity of students to become peer mentors/in-class mentors ○ Creates a space/environment that serves as a buddy classroom for targeted students during momentary meltdowns/criss. ○ Supports students with return from suspensions, specifically fighting and substance abuse.		

Site Goal 3.2   (SiteGoalID: 7636) (DTS: 12/13/23)

Improve cohort graduation rate by 3% from 89.7% to 92.7%.

Improve cohort graduation rate of African American students by 5% from 85.3% to 90.3%.
Improve cohort graduation rate of Students with Disabilities by 3% from 87.3% to 90.3%

Metric: Cohort Graduation Rate

Action 3.2.1   (SiteGoalID: 7636) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative	• Are you making progress towards your desired outcome?

	• data? • Who will collect the data, how often, and who will it be shared with?	• What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
• Provide students with tutoring, academic support, credit recovery opportunities, enrichment and access to technology outside of the school day and school calendar year. • Provide equipment, materials and supplies to support instruction and enrichment outside of the school day and the school calendar year.	• VP who supports our ASSETs program will take attendance data for ASSETs are cross referenced for students who are earning D's and F's after each quarter. 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 Edgenuity/ASSETs. Data is shared with admin team and Edgenuity coordinator on a monthly basis.	

Action 3.2.2   (SiteGoalID: 7636) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	**Progress Monitoring**	**Evaluation**
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Provide training on crisis, fire, lockdown and Active shooter situations.	Agendas and Feedback from trainings. In addition, Vice Principal who monitors the Safe School Plan will provide rubric for successful trainings and provide feedback for staff after each drill. There will be at least one drill per semester for	

	both during the day and after school program.	

Action 3.2.3   (SiteGoalID: 7636) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Create a physically healthy and well maintained campus community by adopting the Disneyland principle and strategically place decorative trash cans no further than 30 steps apart all over campus and purchase Vape sensors for all student bathrooms.	How much trash is left after lunch Number of students vaping in the bathroom Vice Principal who supports our Custodians will create a survey and administer a survey to our custodial staff about the differenc in trash that is noticed.	

Site Goal 3.3   (SiteGoalID: 7640) (DTS: 12/13/23)

Increase School climate by 6% from 74% to 80% favorable rating.

Very Low

- Increase Foster Youth from 59% to 70%
- Increase Homeless from 69% to 80%
- Increase Students with disabilities and African American Students from 70% to 80%

Metric: School Climate - Average Favorability Rating

Action 3.3.1   (SiteGoalID: 7640) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Increase school connectedness by creating cross-curricular opportunities for students to interact with peers and staff during the instructional day and after school. Some examples may include: • Student & staff team competitions • Equipment & supplies to: ○ Fabricate items to promote a positive culture of respect, responsibility, & fearlessness • Pride Days • Printing & Signage Activities Director tracks student participation and shares data with admin team on a monthly basis and with the staff every semester. Monitor who is and who is not participating and make adjustments.	**Progress Monitoring** Use 5 Star to track number of students participating in extra-curricular activities. As a result, students on the no activity list will decrease. Data will be tracked monthly and reported to the admin team.	**Evaluation**

Funding Sources for District Goal 3 (DEV - LCAP ID: 652)		
Funding Source	**Amount**	**Description of Use**

Title I – Basic (4900/3010)	140000	Certificated- Salaries
Title I – Basic (4900/3010)	10000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	50000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	150000	Materials/Supplies/Equipment
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)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and engage family and community partners.	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: 7633) (DTS: 12/13/23)

Increase family input and opportunities for parent involvement by 5% from 72% to 77%.

Metric: Parents indicating a respectful and welcoming school environment

Action 4.1.1   (SiteGoalID: 7633) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
Increase and improve family and community engagement opportunities with the goal of increasing parent/guardian's advocacy of their students. • Personnel, materials & equipment, & programs, to support communication with families and the community, including duplication costs, signage costs, materials such as posters and markers, childcare and translators • Personnel, materials, and services to support guest	Vice Principal and Coordinator track Parent-Teacher Home Visits. Shared with Leadership on a Quarterly basis. Vice Principal and Head Counselor tracks parent conferences and reports on a quarterly basis to admin team. Vice Principal tracks tracks family participation in school-wide funtions as well as response rate via Tracking Points. Data is presented on a monthly basis to the leadership team.	

- speakers/presenters during Florin Family Nights and other such events.
- Participation in Parent-Teacher Home Visit project
- Development and delivery of parent information sessions focused on a-g completion, post-secondary options and financial aid opportunities for students, such as PIQE, presented specifically to EL Students.
- Renew 5-Star Program to track parent/guardian/student participation in school events
- Increase the attendance of parent and community meetings (ELAC and SSC), as well as Back to School Nights, FlorinFest, & Student Recognition ceremonies by providing refreshments, materials and resources as needed.
- Purchase materials and supplies to foster collaboration between school & community stakeholders.

Site Goal 4.2   (SiteGoalID: 7637) (DTS: 12/13/23)

Increase attendance rates by 3% from 89.9% to 92.9%.

Increase Hispanic attendance rates by 3% from 89.4% to 92.4%
Increase African American attendance rates by 4%from 82.8% to 86.8%.

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 7637) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Hispanic or Latino

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan Provide bilingual assistance in Spanish, Farsi, and Hmong for increased communication with parents, particularly around attendance and chronic absenteeism. • Compensate district employees on a timesheet for an average of 8 hours per week for 36 weeks at 18.00 per hour.	**Progress Monitoring** BTA's keep track of record of necessary phone calls and share with supervising administrator on a monthly basis. Vice Principal who supports attendance will track attendance data and compare to pre and post data from calls successfully made.	**Evaluation**

Action 4.2.2   (SiteGoalID: 7637) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
Subscription to VOLT student wellness program which supports student wellness and nutrition	PE Teacher will track attendance data for students who use the program and report to administrator on a monthly basis.	

Funding Sources for District Goal 4 (DEV - LCAP ID: 652)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	2500	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	2500	Classified- Timesheets
Title I – Basic (4900/3010)	27357	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	7643	Materials/Supplies/Equipment
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)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	40000	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)	22165	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	20000	Materials/Supplies/Equipment

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	$175000	$0	$140000	$0	$315000
Certificated- Timesheets	$0	$10000	$10000	$2500	$22500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$2500	$2500
Contracts/Services/Subscriptions	$31063	$0	$50000	$27357	$108420
Materials/Supplies/Equipment	$100000	$0	$150000	$7643	$257643

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$50000	$0	$0	$0	$50000
Certificated- Timesheets	$68270	$0	$0	$0	$68270
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$200000	$0	$0	$0	$200000
Materials/Supplies/Equipment	$0	$0	$0	$0	$0

EL Supplemental (7250/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$40000	$40000
Certificated- Timesheets	$0	$0	$0	$0	$0
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$22165	$22165
Materials/Supplies/Equipment	$0	$0	$0	$20000	$20000

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) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$706,063	$306,063	$10,000	$350,000	$40,000	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	$318,270	$318,270	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	$82,165	$0	$0	$0	$82,165	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,106,498	$624,333	$10,000	$350,000	$122,165	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$706,063	Title I Foster Youth	$0	Title I Homeless	$0
		Title I Centralized Services	$0	Title I Preschool	$0
Subtotal of state or local funds included for this school	$400,435				

Signatures: (Must sign in blue ink)   **Date**

Principal Gabrielle Bajar

School Site Council Chairperson Annie Chen

EL Advisory Chairperson Eugeniia Galitskaia