Florin Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Wilbert Villalta

County-District-School (CDS) Code: 34673146033054

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

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

Goal Setting (Icapid: 613)

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?

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

Staff was provided a survey to seek input for goal setting for 2024-2025 school year. Our PBIS Team Tier II

met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

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

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

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

- Monthly Florin Grade Level Leadership Team Meetings 8/13/24, 09/16/24,10/14/24,12/09/24, 1/13/25, 2/24/25, 04/14/25, 05/12/24
- Monthly School Site Council 08/28/24, 09/25/24, 10/30/24, 1/29/25, 02/26/25, 04/30/24, 25/28/25
- ELAC Meetings 09/17/24, 05/20/23, 1/21/25, 04/15/25
- Monthly Staff meetings 08/12/24/, 09/09/24, 10/07/24, 12/02/24, 01/06/25, 02/03/25, 03/03/25, 04/07/25, 05/05/25
- Back to School Night and Title One Meeting on 8/17/23
- Continual input sought through ongoing stakeholder and parent communication through zoom meetings , coffee with the principal meetings, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

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

The following budget items were
modified or added:
For the 23-24 school year, we had two full-time Academic Intervention Teachers and two Intervention Push-In Teachers paid on timesheets - However, for the coming 24-25 school year we will be focusing our Academic Interventions with students in Kindergarten through second grade before extending out to students in grades four through six.
We are adding whole-school professional development on
Restorative Practices and will have our Vice Principals coordinate the efforts for this initiative in order to fully support our student and staff.

Resource Inequities (ATSI and CSI designated schools only)

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

n/a

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	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: 7256) (DTS: 12/13/23)

Overall English Language Arts (ELA) scores will increase from 21% to 25% of our students meeting or exceeding standards on the state CAASPP assessments as noted in the CDE Dashboard.

Performance Level: RED

- African American students will increase from 6% met or exceeded standards to 10%
- Students with Disabilities (SWD) will increase from 5% met or exceeded standards to 10%

Performance Level: ORANGE

- EL students will increase from 18% met or exceeded standards to 25%
- Hispanic students will increase from 14% met or exceeded standards to 20%

These sub groups will be targeted for academic intervention and tutoring services.

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

Performance Level: RED

- African American students will increase from 6% met or exceeded standards to 10%
- Students with Disabilities (SWD) will increase from 5% met or exceeded standards to 10%

Performance Level: ORANGE

- EL students will increase from 19% met or exceeded standards to 25%
- Hispanic students will increase from 10% met or exceeded standards to 15%

These sub groups will be targeted for academic intervention and tutoring services.

Additionally, teachers will receive High Quality Instruction professional development and work with our coaches to enhance their use of Learning Targets, Success Criteria,, Active Participation and Student Talk and receive feedback around these areas. Data will be gathered by AIT and administrative team at the end of each trimester and shared through Tier 1 teams, leadership, SSC and whole staff meetings.

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

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Action 1.1.1   (SiteGoalID: 7256) (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**
1. <u>School-wide Implementation of AVID & instructional supplies</u>. Purchase supplies and materials in order to support this program at our school. ($12,000-Supplies & Materials 7101 Supplemental Concentration) **2. Professional Development.** Provide additional professional development for all teachers on how district High Quality Instruction and articulation and collaboration days. ($3,000-/7101 Supplemental Concentration, Certificated Timesheets) **3. Instructional Supplies**, intervention supplies, books, workbooks, replacement equipment, ink, masters, paper and other instructional materials and technology needs and parts for purchases and intervention programs, including an open P.O with ODP/Staples and print shop order for supplemental materials ($17,220 7101 Supplemental	**1. School Wide AVID Implementation.** Measuring the effectiveness of school-wide AVID (Advancement Via Individual Determination) implementation at Florin Elementary is done through various methods: • Academic Achievement Data: Using CAASPP scores to note trends. • Attendance Rates: Monitor attendance rates to see if AVID strategies are helping to increase student attendance and engagement • Student Surveys: Collect feedback from students to gauge their perceptions of the AVID program and how it has affected their learning and motivation. • Teacher Feedback: Gather input from teachers to assess their perceptions of the effectiveness of AVID	

Concentration, Supplies and Materials)

Contracts & Maintenance Agreement for Laminator ($520, 3010 Title One) and RISO ($458, 3010 Title One).

4. Library: Purchase books to enhance our library selection $10,000, Materials/Supplies, Supplemental Concentration) Purchase necessary book repair supplies to repair damaged high interest titles. Purchase level and genre identifying stickers to ensure students can access material at their level with their interest. ($1000/7101)

5. Digital Subscriptions: Purchase subscriptions and programs such as Starfall, ReflexMath, Nearpod to supplement instruction in foundational skills in Reading and Math. Starfall @ $355 4900/3010 Reflex Math (Explorer Learning) @3,295 4900/3010 Nearpod @ $4,575 4900/3010 Renaissance @ $4,600 4900/3010 Purchase scholastic news subscription for all students @ $3,203 4900/3010 Purchase IXL math and reading grades 1-6 $8,200
(For a total allocation of $24,228 Title 1)

6. Field trips: All 6th graders will be invited to attend outdoor education/ science camp.
$30,000 7101 Supplemental Concentration) All students will be invited to attend colleges and other field trips and in school assemblies. (7101, Supplemental 5,000)

strategies and implementation in their classrooms.
- Parent Involvement: Measure parent involvement and satisfaction with the AVID program through surveys or participation rates in AVID-related activities.

2. **Professional Development:**

Measuring the effectiveness of professional development for elementary school teachers can be assessed through several methods:

- Teacher Surveys: Conduct surveys before and after the professional development sessions to gather feedback on perceived usefulness, relevance, and impact on teaching practices.
- Observations and Classroom Walkthroughs: Observe teachers' classroom practices to see if they are implementing strategies learned during the professional development sessions.
- Student Achievement Data: Analyze student performance data to determine if there are improvements in academic outcomes following the professional development sessions.
- Peer Collaboration and Sharing: Encourage teachers to share their experiences and new strategies with colleagues, fostering a culture of collaboration and continuous improvement.
- Follow-Up Support and Coaching: Provide ongoing support and coaching to teachers to help them apply what they've learned in the professional development sessions effectively.
- Teacher Reflections: Have teachers engage in reflective practices where they assess their own growth and development as a result of

the professional development activities.

By utilizing these evaluation methods, we can gain valuable insights into the effectiveness of professional development initiatives for Florin elementary school teachers and make informed decisions about future professional learning opportunities.

3. Instructional Supplies & Maintenance Agreements. To measure the effectiveness of purchased materials and supplies we will track the and monitor the usage of purchased materials.

4. Library
Measuring the effectiveness of enhancing library selections in an elementary school can be assessed through various methods:

- Circulation Data: Track the number of books checked out from the library before and after the enhancement of selections. An increase in circulation can indicate greater interest and engagement with the library resources.
- Feedback: Gather feedback from students, teachers, and parents about their satisfaction with the enhanced library selections. Ask questions about the diversity, relevance, and appeal of the books available.
- Teacher Integration: Observe how teachers incorporate the enhanced library selections into their curriculum and classroom activities. Increased integration can suggest the relevance and usefulness of the books in supporting learning objectives.
- Diversity and Representation: Evaluate the diversity and representation of characters, cultures, and perspectives in

the enhanced library selections. Ensure that the books reflect the diverse backgrounds and experiences of the student population.

By utilizing these evaluation methods, we can gain valuable insights into the effectiveness of enhancing library selections in promoting literacy, engagement, and learning outcomes in students.

5. Digital Subscriptions:

Measuring the effectiveness of enhancing library selections in an elementary school can be assessed through various methods:

- Circulation Data: Track the number of books checked out from the library before and after the enhancement of selections. An increase in circulation can indicate greater interest and engagement with the library resources.
- Feedback: Gather feedback from students, teachers, and parents about their satisfaction with the enhanced library selections. Ask questions about the diversity, relevance, and appeal of the books available.
- Teacher Integration: Observe how teachers incorporate the enhanced library selections into their curriculum and classroom activities. Increased integration can suggest the relevance and usefulness of the books in supporting learning objectives.
- Diversity and Representation: Evaluate the diversity and representation of characters, cultures, and perspectives in the enhanced library selections. Ensure that the books reflect the diverse backgrounds and experiences of the student population.

By utilizing these evaluation methods, school administrators can gain valuable insights into the effectiveness of enhancing library selections in promoting literacy, engagement, and learning outcomes in our students.

6. Field Trips:

Measuring the effectiveness of Florin Elementary paying for field trips for all students involves assessing various aspects of their impact on student learning, engagement, and overall educational experience. Here are some methods to consider:

- Academic Performance: Compare academic performance data, including standardized test scores and classroom grades, of students who participated in field trips versus those who did not. Look for any significant differences in achievement levels.
- Attendance and Participation: Monitor attendance rates on days when field trips are scheduled to determine if there's an increase in student attendance and participation. Assess whether field trips contribute to a more positive school culture and student engagement.
- Student Feedback: Gather feedback from students about their experiences on field trips, including what they learned, how it enhanced their understanding of classroom topics, and their overall enjoyment. Use surveys, interviews, or reflection activities to capture student perspectives.
- Parent Involvement: Solicit feedback from parents about their perceptions of the value of field trips for their child's education. Determine if field trips contribute to greater parent engagement with the

	school and support for academic activities outside the classroom.	
	• Teacher Observations: Collect observations and feedback from teachers about the impact of field trips on student learning and behavior. Assess whether field trips align with curriculum objectives and enhance classroom instruction.	
	• Community Connections: Evaluate the extent to which field trips provide opportunities for students to connect with community resources, experts, and real-world experiences. Assess whether field trips help students develop a broader understanding of the world around them and foster a sense of civic engagement.	
	• Equity and Access: Examine whether providing field trips for all students promotes equity and access to enriching educational experiences. Consider factors such as socioeconomic status, special needs accommodations, and inclusion of diverse cultural perspectives.	
	By utilizing these evaluation methods, school administrators can gain valuable insights into the effectiveness of providing field trips for all students in enhancing their educational experience and supporting overall academic success.	

Action 1.1.2   (SiteGoalID: 7256) (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**
Extend Library Support Technician - Title I Librarian will provide supplemental read-a-louds modeling key reading comprehension strategies to increase students' access to high-quality literature or information selections and increase student understanding of key comprehension strategies. 1. Salaries Timesheet Classified: $16,000 /3010 Title One.	Librarian will provide supplementary support in: • Cataloguing distributing and managing supplementary intervention program materials such as the Leveled Library Book Room. Teachers utilizing the Leveled Library will increase from 74% to above 95%. • Ordering, processing and displaying multicultural books. Multicultural displays will increase from 3 cultures to 5. • Preparing and providing books for parent programs such as ELAC, Parent Nights and other parent events. Reading materials will be available at a minimum of 5 events. • The number of books students checked out of the library will increase. Data for this goal will be collected in teacher leadership every trimester and distributed to staff during staff meetings.	

Site Goal 1.2   (SiteGoalID: 7260) (DTS: 12/13/23)

Florin Region Goal

STUDENT TALK, ACTIVE PARTICIPATION, LEARNING TARGETS AND SUCCESS CRITERIA

Implementation of these principals will increase by the end of the year as measured by the Teaching and

Learning Program Implementation Continuum (PIC).

Teaching and Learning currently measured at a level 1 and 69.7% implementation, to be raised for the 24-25 school year by a level and at least 10%.

Instruction Level 2, 70.5%

- A. Student Talk: 71.5% (2 of 4)
  The extent to which teachers facilitate student conversations
- B. Active Participation: 71.9% (2 of 4)
  The extent to which teachers ensure all students say or do something in response to instruction
- C. Learning Targets: 76.5% (2 of 4)
  The extent to which teachers relate what students will learn
- D. Success Criteria: 65.0% (1 of 4)
  The extent to which teachers relate what attainment of learning intentions looks like
- E. Feedback: 69.3% (1 of 4)
  The extent to which teachers provide students with actionable feedback on learning
- F. Formative Assessment: 68.5% (1 of 4)
  The extent to which teachers elicit actionable evidence of learning during instruction

Classroom Conditions Level 1 69.2%

- A. Personal Connection: 75.0% (2 of 4)
  Cultivating teacher-student relationships and a climate where students feel valued and welcomed
- B. Curricular Connection: 67.8% (1 of 4)
  Teaching in ways that make the curriculum engaging accessible, and coherent
- C. Academic Connection: 64.7% (1 of 4)
  Fostering classroom conditions that require students to stay focused on achieving their full potential

Administrative: Level 1 66.7%

- A. Observation Coverage: 99.4% (4 of 4)
  The percentage of teachers observed through the FONT at least once
- B. Observation Time: 3,083.0 Minutes (4 of 4)
  The total time recorded observing classrooms through the FONT
- C. Observation Feedback: 24.6% (1 of 4)
  The percentage of FONT observations emailed to to the teacher

Data will be gathered by AIT and administrative team at the end of each trimester and shared through Tier 1 teams, leadership, SSC and whole staff meetings.

Metric: Other

Action 1.2.1   (SiteGoalID: 7260) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • 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
Academic Intervention Teachers and Tier II Interventions: Our Academic Intervention Teachers will utilize small group instruction and Highly Effective Learning Strategies for struggling students in First grade through Sixth grade. AIT teachers will support students in ELA. Students that receive supports are 1-6 General Education students, who are below/far below grade level. (Salaried Teachers: 1 from District ESSER funding 1 from Title One $163,901/3010 Time-sheeted Teachers for Kindergarten & Grade 1: Two from District ESSER funds **Credentialed teacher to support Tier 2 meetings**. Teachers will have time to be released from instruction to meet with Tier 2 teams. Supplemental Concentration (7101,$10,000) **Tutoring:** Provide tutoring opportunities for students who are performing below grade level. (5,000 Certificated Timesheets, Title 1)	**Academic Intervention Teachers and Tier II interventions:** Several ways to measure the effectiveness of providing tier II academic intervention through a pull-out model for elementary school students who are performing below grade level: • Pre- and Post-Assessments: Administer assessments before and after the intervention to measure changes in academic performance and identify areas of improvement. • Progress Monitoring: Continuously track students' progress throughout the intervention period using standardized assessments, curriculum-based measurements, or teacher-created assessments. • Data Analysis: Analyze quantitative data, such as test scores and grades, to assess improvements in academic achievement and identify trends over time. • Observations: Conduct observations of students during intervention sessions to assess engagement, participation, and behavior changes. • Teacher Feedback: Gather feedback from teachers who are implementing the intervention to assess the effectiveness of instructional strategies and materials used. • Parent/Guardian Involvement: Solicit feedback from parents	

or guardians to gauge their perceptions of their child's progress and the impact of the intervention on their academic performance, especially during parent/teacher conferences.
- Attendance and Participation Rates: Monitor attendance and participation rates of students in intervention sessions to assess their level of engagement and commitment to the program.

By employing a combination of these methods, we can gain a comprehensive understanding of the effectiveness of tier II academic intervention pull-out models for our students performing below grade level.

Credentialed teachers to support Tier 2 meetings.

Measuring the effectiveness of having a dedicated teacher to push in during tier 2 meetings can be assessed through various methods:

- Feedback from Classroom Teachers: Gather feedback from classroom teachers who have had the support of the dedicated push-in teacher. This feedback can include perceptions of how the support impacted their ability to attend meetings, manage their workload, and provide individualized support to students.
- Student Progress Monitoring: Assess the academic and behavioral progress of students who receive support from the dedicated push-in teacher. Compare their progress before and after the implementation of the support to determine if there are improvements in areas such as academic achievement, behavior, and social-emotional well-being.

- Meeting Efficiency: Evaluate the efficiency of SSTs, 504 meetings, and other tier 2 meetings with the presence of the dedicated push-in teacher. This can be measured by factors such as meeting duration, the completion of action items, and the effectiveness of decision-making processes.
- Student and Parent Satisfaction: Solicit feedback from students and parents/guardians on their satisfaction with the support provided by the dedicated push-in teacher. This can include perceptions of the quality of support received, communication effectiveness, and overall satisfaction with the intervention.

By utilizing a combination of these methods, educators can effectively measure the impact and effectiveness of having a dedicated teacher to push in during SSTs, 504 meetings, and other tier 2 meetings.

Funding Sources for District Goal 1 (DEV - LCAP ID: 613)		
Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	163901	Certificated- Salaries
Title I – Basic (4900/3010)	15000	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	16000	Classified- Timesheets
Title I – Basic (4900/3010)	25206	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	10000	Materials/Supplies/Equipment

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	3000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	35000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	40220	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	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: 7264) (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: 7264) (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 **1. Assessments and Data Analysis:** • *August, December, February, June:* Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. • *August, December, April:* Teachers will assess all below grade level students in collaboration with our Academic Intervention Teachers. • *August - June:* Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or grade level data • *Monthly:* Each Grade Level will complete a Data Analysis form to share with the school administrator. **2. ELPAC AND EL Coordinator:** • Our ELPAC & EL Coordinator is an administrator at our school site who will ensure that the	**Progress Monitoring** **1. Assessments and Data Analysis:** • *August, December, February, June:* Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. • *August, December, February, June:* Teachers will access their student's Illuminate data, analyze it, and determine next steps to improve student learning. • *August and May:* The Principal will analyze the results in August 2024 and May 2025 and will share the data with teachers and the SSC. **2. ELPAC and EL Coordinator** Effectiveness will be measured though the following: • Our goal is to ensure all students are assessed according to required timelines and that an additional 13% of our EL students become re-designated. In addition, we will measure our students' overall progress towards English language proficiency by administering the ELPAC Assessment. Our goal is to have 67% or more of our EL	**Evaluation**

initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The assessments will be conducted by certificated staff members.(Certificated Timesheets $10,000/7150 EL Supplemental)
- EL Coordinator will plan ELAC Meetings (funding for training materials and light refreshments), participate in DELAC meetings, EL/RFEP Monitoring, and reclassification of students.
- Allocate release time for teachers to work with instructional coaches and to hold meetings to review tier 2 interventions, year long plans, and professional development around ELD (Certificated Timesheets $9,075/7150 EL Supplemental)

students making progress towards English proficiency.
- The goal is for ELAC meetings to have 10% more attendees than the previous year.
- This data will be monitored by our administrative team and our EL Coordinator every trimester.

Site Goal 2.2   (SiteGoalID: 7257) (DTS: 12/13/23)

 PLCs- All grade levels will operate as a high-functioning Professional Learning Community to share best practices and participate in the cycle of inquiry focused on using data, to inform instruction in order to increase the percentage of students reaching proficiency by 5% as measured by the CAASPP and curriculum embedded assessments, and on reducing achievement gaps for targeted subgroups. Grade Level PLCs will use the cycle of inquiry to identify priority standards, analyze data, plan instruction and identify students in need of additional support. Grade level teams will increase one level on the PLC continuum in each area: norms, Identification of Essential Outcomes, Collaboration, Intervention/Extension, Common Formative Assessments. Based on grade level minutes 100% of staff were reviewing formative assessments during PLC 100% were developing.
instructional strategies 100% of staff were discussing the needs of specific students.

Year long plans will be developed in collaboration with instructional coaches. Year long professional development plan with collaboration with the following departments: ELD Coach, Instructional Coach, Family and Community Engagement Office, Positive Behavior Intervention Systems Coach, Mental Health Therapist, AVID coaches and Equity Coach.

The professional development will be around these areas.

- Effective PLCs Development
  - Student Talk

- ○ Active Participations
- AVID Goals: To be determined at the next AVID conference at the end of July 2024.

By the end of the school year we will increase our English Learner Program Level 3 3.1 (of 4) as measured by the PIC.

2022-23 The school's comprehensive approach to English Language Development.

- 1 Assessment Participation: Level 3 3.0(of 4)
- 2 Access to Curriculum: Level 4 4.0(of 4)
- 3 Program Structure: Level 2 2.5 (of 4)
- 4 Teacher Preparation: Level 4 4.0 (of 4)
- 5 Instructional Strategies: Level 3 3.0 (of 4)

PLC minutes are gathered by administrative team and reviewed weekly. Other data will be gathered by AIT and administrative team at the end of each trimester and shared through Tier 1 teams, leadership, SSC and whole staff meetings.

> **Metric:** Test Participation Rate on Districtwide Assessments

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> **Action 2.2.1   (SiteGoalID: 7257) (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 release times during instructional time and time-sheet after hours for teachers to analyze student data and plan accordingly in co-ops. **1. Data Analysis** Teachers will meet each week during their Early Out Wednesdays Collaboration time to discuss their students' progress utilizing grade level or school-wide data, additionally,	**1.** Effectiveness will be measured though the following: • A Teacher Self-Efficacy Rubric/Survey will be given to teachers at the beginning (to determine our baseline) and end of the school year in order help determine if teacher efficacy is increasing. • Teacher Survey Results • Grade level PLC meeting minutes	

teachers will collaborate with
instructional coaches

Funding Sources for District Goal 2 (DEV - LCAP ID: 613)		
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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	19075	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1   (SiteGoalID: 7258) (DTS: 12/13/23)

Our goal is to increase the positive culture and climate at Florin.

- 2022-2023 Suspension Rate Data: 1.5%   Decreased from 2.8% in 21-22
- Goal for 2023-2024 will be less than 1%

- 2022-2023 Overall Student Climate Survey Results: 72%
  - African American: 64%
  - Students with Disabilities: 63%
  - Two or More: 79%
  - Hispanic: 73%
  - EL: 71%
  - Long Term EL: 76%
  - Foster Youth: 72%
- Goal for 2024-2025 will be to increase our Overall Student School Climate Survey Results to 80%

- 2022-2023 Overall PBIS Tier I & Tier II TFI score: 94%
- Goal for 2023-2024 will be to increase our Overall PBIS Tier & Tier II score will increase to 96%

Full implementation of PBIS Tier 1 & 2. Develop Major/Minor Behaviors, Teacher/Admin Behaviors. Increase the amount of time in class learning by decreasing time spent in office and/or suspensions. Increase use of character strong lessons by classrooms teachers to increase SEL across the school.

- **Social Emotional Learning** Level 1 48.7%
  2022-23 A measure of the school's efforts to provide students with instruction and support around social-emotional learning (CASEL).

  - 1 Foundations: Level 1 60.0%
  - 2 Application: Level 1 47.4%
- **Positive Behavioral Interventions and Supports (PBIS)** Level 3 78.9%
  2022-23 A proactive approach to establishing the behavioral supports and social culture needed for all

students on a school site to achieve social, emotional, and academic success.

- 1 Tier 1 Teams: Level 2 62.4%
- 2 Tier 1 Policies and Procedures: Level 3 79.2%
- 3 Tier 1 Continuous Improvement: Level 4 86.5%
- **MTSS** Level 3 81.1%
  2022-23 A three-tiered system of support for identifying and supporting students with academic, behavioral, and social-emotional needs.

  - 1 Teams: Level 4 100.0%
  - 2 Interventions: Level 2 68.5%
  - 3 Evaluation: Level 4 100.0%

RP Data will be gathered by Equity/RP team and administrative team at the end of each trimester and shared through Tier 1 teams, leadership, SSC and whole staff meetings.

Metric: School Climate - Average Favorability Rating

Action 3.1.1   (SiteGoalID: 7258) (DTS: 12/13/23)

Targeted Student Group(s)

• All • School-wide

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. Tier 1 Recess Supports** • Decrease the disproportionality of our suspension rate by having **ASSIST** work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other. (Contracts: Supplemental Concentration $60,894/7101) **2. PBIS Implementation**	**Progress Monitoring** **1.** Effectiveness will be measured though the following: • Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the disproportionality in our suspension data. • Student, staff and parent surveys	**Evaluation**

• Positive Reward Systems Support the PBIS Program by providing positive signage, and hold Student of the Month Assemblies in our daily morning assemblies. (Supplies: PBIS $725/ Title 1) • Develop consistency in practice with PBIS in every classroom as well as in all parts of our school. 3. Increase implementation to Character Strong curriculum and school wide implementation.	Data will be collected monthly and shared with admin team, leadership team and SSC, Tier 1 and Tier 2 teams. Data includes incident breakdown by sub groups, grades and location. 2. 1-2. Effectiveness will be measured though the following: Decrease in our suspension rate (to be less than 1%) and an increase in a positive school culture as indicated on our student surveys 2. Effectiveness will be measured though the following: Our Tier I Fidelity Score was 87% for 2022-2023. We aim to increase this to be above 95% for 2023-2024. Our Tier II Fidelity Score was 100% for 2022-2023. We aim to stay at a 100% for 2023-2024. Continue to use Character strong lesson in the classroom, and align student awards to character strong traits. Data will be collected by admin team and shared with PBIS tier 1 and tier 2 teams, Teacher leadership and SSC monthly.	

Action 3.1.2   (SiteGoalID: 7258) (DTS: 03/20/24)

Targeted Student Group(s)

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 As we roll out RP for Florin, we will provide Proffessional development for staff to attend RP Tier 1 Team workshops. (Supplemental Concentration Certificated ($5,000) and	**Progress Monitoring**	**Evaluation**

Classified Timesheets ($2,000)
from Supplemental
Concentration.

Funding Sources for District Goal 3 (DEV - LCAP ID: 613)

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	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	725	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	5000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	2000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	60894	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 7259) (DTS: 12/13/23)

Our goal is to increase the productivity and frequency of home/school partnerships, to increase student attendance/decrease chronic absenteeism and to increase student engagement.

As noted 15.4% in 2018; Dropped to 14.8% in 2019-2020; 22.1% in 2020-2021.

As of April 2023 our data shows:

22.1% Chronically Absent Students
Breakdown by Race
African American 43.2%
American Indian 75.0%
Asian 24.7%
Latino 41.2%
Pacific Islander 83.3%
Two or More 28.6%
White 41.7%
Breakdown By Grade Level
PS 62.5%
KN 59.3%
01 38.6%
02 28.8%
03 35.4%
04 28.4%
05 34.4%
06 20.3%

90.9% Attendance to Date
Breakdown by Race

African American 88.7%
American Indian 88.3%
Asian 93.1%
Latino 92,9%
Pacific Islander 85.7%
Two or More 90.8%
White 90.0%
Breakdown By Grade Level
PS 85.9%
KN 87.3%
01 90.6%
02 92.2%
03 91.1%
04 92.1%
05 91.0%
06 93.2%

Our Goal for 2023-2024 is 10.0% or less.

<u>**Home Visits:**</u>
Provide PD for home visits within professional development staff meetings and promote PD participation through our FACE office. Increase home visits across all grade levels. Home visits will be used to strengthen relationships with families.

Family and Community Engagement (FACE) Level 2 69.1%
2022-23 The school's approach to building authentic relationships, encouraging collaboration, fostering trust and producing a welcoming environment that support both the academic success and the social/emotional wellness of every student. Note: scores are missing for sites missing implementation input from at least one of the following groups: administrators, staff, or parents.

- 1 Relational: Level 3 76.5%
- 2 Collaborative: Level 2 64.6%
- 3 Developmental: Level 2 61.4%
- 4 Interactive: Level 1 59.4%
- 5 Linked to Learning: Level 3 75.0%

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7259) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
	• How will you measure implementation?	• Are you making progress towards your desired outcome?

Describe your step by step plan for intervention for at-risk students.	• How will you measure student improvement using formative 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 **1. Attendance** • Personal phone calls home or text messages from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SARB process. • Hold monthly PBIS/Intervention team meetings. • Train and promote the use of Parent Teacher home visits. **Family and Community Engagement**: Increase school-wide Family and Community Engagement programs and communication such as: • Parent/Teacher conferences Back to School Night Open House - Music & Art Night Parent-Vue Usage & Training Ensure home/school communications/flyers are translated • Make phone calls to personally invite families to events Establish & communicate current events in print, website, social media. • Utilize FACE personnel to host a Family Writing Night. Utilize outside organization for a Family Science Night • (Title 1, $6722) • Utilize AVID personnel to host AVID Education Night Family Lunch Time in the Quad each month. Each teacher will communicate with at least 2 families per	**Progress Monitoring** **1.** Effectiveness will be measured though the following: • Gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for the African American, white and foster youth students. • Review and monitor students who meet the Chronically Absent (10% or more absence rate) biweekly with the PBIS Tier II Committee. • Parent/Student surveys Data will be collected every two weeks by our Attendance Intervention Office and our Admin team, will be communicated to families in our newsletter and to our teachers. **2. Family and Community Engagement** • Effectiveness will be measured though the following: Increase in participation of Parent Surveys and increase in participation of Family and Community Engagement activities via the sign-in sheets from these events. • Increase in the parental attendance at scheduled parent meetings such as Student Study Meetings. • Increased usage of our school website and Facebook posts. Teachers will log positive communications within a central location. • Effectiveness will be measured though the following: Increased daily	**Evaluation**

- week with a positive message.
- Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies. $5000 Title 1 Materials
- Hold Parent Universities in the area of Science, AVID, Parent Vue and Reading. 4. Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy.

usage of teacher-student-parent communication through the use of student planners.
- Effectiveness will be measured though the following: Increased parent participation in our parent education opportunities. Effectiveness will be measured though the following: The number of home visits will be logged throughout the school year.

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Site Goal 4.2   (SiteGoalID: 7262) (DTS: 12/13/23)

Improve family and community engagement in our events.

Metric: Attendance Rate

Action 4.2.1   (SiteGoalID: 7262) (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**
Pay Parent Liaison to meet/conference with parents in the mornings as well as to make contact with parents to increase parent participation at events.	Increased parent participation at events from average of 100 to 125-150 Increased attendance at parent conference to 85% of	

$6900 4900/3010

Decrease Chronic Absenteeism by:

- Establish Tier 2 Supports including individualized incentives, progress monitoring, parent communication Check-in check-out for attendance-intensive students
- Establish referral system for Tier 2/3 Attendance support Making attendance a larger part of student culture at Florin by having visuals including bulletin boards, signage.
- Establish reward programs for individuals, classes, etc. and recognize students at monthly assemblies Attendance Goals
- Teachers will reach out to all students who have missed two days in a row Admin/office will support teachers by making phone calls, auto-dialers and home visits for students who have missed 2+ consecutive days Admin will focus on chronically absent students

parents Survey will be conducted at the end of each academic night in order to gauge the effectiveness of information presented: quality of presentation usefulness of information to student learning input for decision making for next presentation Data will be collected after each academic night and shared with SSC.

Progress Monitoring Decrease Chronic Absenteeism:

- Decrease Chronic Absenteeism from 31% to 10% (district goal is 10% by 23-24). Increase SART meetings from 4 to 10 African American, Whites, and SWD will increase one color band on the CA Dashboard from red to orange Hispanic, EL, and SED students will increase one color band on the CA Dashboard from orange to yellow.
- Data will be collected by our AIO and admin team and shared with staff and families monthly.

Funding Sources for District Goal 4 (DEV - LCAP ID: 613)		
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)	6900	Classified- Timesheets
Title I – Basic (4900/3010)	6722	Contracts/Services/Subscriptions

Title I – Basic (4900/3010)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	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	$163901	$0	$0	$0	$163901
Certificated- Timesheets	$15000	$0	$0	$0	$15000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$16000	$0	$0	$6900	$22900
Contracts/Services/Subscriptions	$25206	$0	$0	$6722	$31928
Materials/Supplies/Equipment	$10000	$0	$725	$5000	$15725

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$3000	$0	$5000	$0	$8000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$2000	$0	$2000
Contracts/Services/Subscriptions	$35000	$0	$60894	$0	$95894
Materials/Supplies/Equipment	$40220	$0	$0	$0	$40220

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$0	$19075	$0	$0	$19075
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Florin Elementary (261) | 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	$249,454	$230,107	$0	$725	$18,622	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$146,114	$78,220	$0	$67,894	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$19,075	$0	$19,075	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$414,643	$308,327	$19,075	$68,619	$18,622	

Fund Subtotals		Title I Centralized Services			
Subtotal of additional federal funds included for this school	$249,454	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	$165,189				

		Signatures: (Must sign in blue ink)	Date
Principal	Wilbert Villalta		
School Site Council Chairperson	Ana Salcedo		
EL Advisory Chairperson	Maria Soto		