Florin Elementary

Local Control Accountability Plan (LCAP)
2021-2022

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

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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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 have an equitable opportunity to learn in a 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 involve family and community partners.

Stakeholder Engagement

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?
Feb 3, 2021; Staff input surveys conducted at Staff Meeting April 5, 2021 Online Staff Meeting - gathered input on Instruction, Wellness, PD and Data Analysis. Parents/Staff reviewed LCAP metrics and provided input at School Site Council Meetings (Feb 10, 2021; May 6, 2021) EL Parents completed EL Survey, reviewed LCAP metrics and provided LCAP input at ELAC meetings (Oct. 17, 2020, May 20, 2021) May 6, 2021 School Site Council reviewed LCAP evaluation, tentative funding plan, and provided input on spending and programs. Council will review LCAP again at Spring 2 meeting which will be in August after budgets are released.

Impact of LCAP and Annual Update
How did these consultations affect the LCAP for the upcoming year?
- Funding for computer programs was increased   - Funding for PD and conferences was increased   - Funding for Wellness was increased due to a perceived need by parents and teachers.   - There are still a lot of unknowns due to pandemic, funding, and availability of personnel. More consultations will be had at the next SSC meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
N/A

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.	Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

Increase the efficacy of initial teaching, small group/differentiated instruction for students assessed below grade level and the work of grade level teams (PLCs) to close the achievement gap in ELA and Math. This will be accomplished by providing professional development in research-based best practices and collaborative planning time. The following measures will be utilized to identify and progress-monitor students' performance:

- ELA CAASPP increase from 31% to at least 33%
- Math CAASPP increase from 28% to at least 30%
- Students will increase a determined amount of guided reading levels, according to grade level and proficiency level. Students below grade level will increase an additional 2 guided reading levels.
- iReady growth of at least 100%, 120% for students below grade level.
- CA Dashboard will remain yellow or increase in both ELA and Math. African-American, Asian and SWD will increase from orange to yellow in ELA. African-American (orange) and SWD (red) will increase at least one color in Math.

Metric: Other (Site-based/local assessment)

Actions/Services 1.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Academic Intervention Teacher Provide supplemental focused small-group reading intervention based on current student performance data in Gr. 1-3 ELA.	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size 50	**1.** Monitoring student and class progress through the use of iReady Assessment Data to predict what percentage of students will be on grade level or above according to the CAASPP Assessment.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$141909	Certificated Salaries	Edit	Delete

Actions/Services 1.1.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Extend Library Support Technician - Title I FTE .25 Librarian will provide supplemental read-	John Hattie, October 2015 Influences and Effect Size Exposure to reading, Effect size .42	Librarian will provide supplementary support in: - Cataloguing distributing and managing supplementary intervention program

alouds modeling key reading comprehension strategies to increase students' access to high-quality literature or information selections and increase student understanding of key comprehension strategies.

Research supports that school libraries are most appropriate for reading and reinforcing the reading process (Roscello, 2003-2004) Research supports that libraries provide opportunities for research, skill building and pleasure that support reading motivation (Roscello, 2003-2004)

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.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$11253	Classified Salaries	Edit	Delete

Actions/Services 1.1.3

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Hire contracted para support in grades 1-3, working in conjunction with AIT to run small intervention groups. Intervention instruction will focus on assistance to underperforming students focusing on the use of SIPPS, Read Naturally and Language for Learning.	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size 50	**1.** Under the guidance of the AIT, Intervention instruction will focus on assistance to underperforming students focusing on the use of SIPPS, Read Naturally and Language for Learning. A minimum of 50 K-3 students will receive services.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Classified Salaries	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

• American Indian or Alaska Native • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Time-sheet Para-educator, under the supervision of AIT, to work with defined EL groups needing additional support in early reading skills utilizing: 2. Provide release time for teachers to be trained in, and administer, both initial and summative ELPAC administration.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Small group learning, Effect size .49 Reading Phonic Instruction Effect size .60 Reading Comprehension Programs, Effect Size .58 Reading Second Chance Programs, Effect Size .50 Micro-teaching effect size, .88	1. Under the guidance of the AIT, Intervention instruction will focus on assistance to underperforming EL students focusing on the use of SIPPS, Read Naturally and Language for Learning. EL levels in reading and writing will increase by at least 1. On CA Dashboard, EL students will maintain yellow or improve to green. 2. 100% of teachers will receive training in ELPAC administration.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$2500	Certificated Salaries	Edit	Delete
EL Supplemental (7150/0000)	$12491	Classified Salaries	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Time-sheet teachers to teach GATE enrichment classes before/after school.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 • Instructional quality effect size 1.0 • Small Group Learning Effect Size .49 • Creativity programs effect size of .65	**1.** Increase in number of students participating in GATE. For the 2019-2020 school year we had 37 students qualify under the District's GATE criteria.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$2000	Certificated Salaries	Edit	Delete

Actions/Services 1.1.6

Principally Targeted Student Group

• All • Asian • EL • Foster Youth • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Pay Academic Program Coordinator Salary in order to run ASES and after school intervention and enrichment programs. Oversee the differentiated after school intervention programs in EL and regular ed.	Research Says After School Programs Can Pay Off, ASCD, J. David, 2017 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Effect Sizes: Response to Intervention, 1.07 Second/Third-chance programs, .5 Small group learning, .5 Enrichment, .39	• APC informal and formal evaluation and feedback • iReady groupings specifically for after school intervention programs in which students will all have at least 120% Typical Growth.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$34151	Certificated Salaries	Edit	Delete

Actions/Services 1.1.7

Principally Targeted Student Group

• American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Pay teachers to teach intervention classes after school in reading and math. Groups will be based on iReady data and classroom data. • Guided Reading/Writing • Math intervention Funding for this program will come through CARES grant extended day funds for the 21-22 school year	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size .50 Response to Intervention, 1.07 Small group learning .5 Enrichment .39	1. iReady ELA & Math Typical Growth for students participating in programs will be at least 125%. Students will grow between 2-4 Guided Reading Levels. 2. Intervention classes will be available in Grades 1-6.

Funding Source	Amount	Description of Use		

Site Goal 1.2

Provide supplementary curriculum, technology, resources and supplies to meet SMART goal attainment for each grade level and target supplemental student instructional needs.

Metric: Instructional Materials	

Actions/Services 1.2.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase subscriptions and programs such as iReady, Starfall, WeVideo, ReflexMath, Nearpod and Accelerated Reader to supplement instruction in regular-day, and after-school programs.	• Instructional quality effect size 1.0 • Integrated Curricular programs effect size of .39	• 70% of classrooms will use SeeSaw to have students share and collaborate on work. • 100% of parents will be reached through SeeSaw's communication platform or videos created through WeVideo. • Use of Accelerated Reader will increase from 55% of students in grades 4-6 to at least 60% of students.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$33860	Contracts/Services	Edit	Delete

Actions/Services 1.2.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase service contract for one Riso duplicator used for copying for intervention groups of supplemental reading, writing, and	• Research supports building student reading, writing and math fluency	• 100% of intervention participants will be provided needed small group instructional materials

math programs in addition to parent communication.	• Reading Comprehension Programs, Effect Size .58 • Reading Second Chance Programs, Effect Size .50 • Micro-teaching effect size, .88	• Increase in frequency of parent communication

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$2000	Contracts/Services	Edit	Delete

Actions/Services 1.2.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase new Riso duplicator and ink/masters for one Riso duplicator used for copying of supplemental reading, writing, and math programs in addition to parent communication.	Small group learning, Effect size .49 Reading Phonic Instruction Effect size .60 Reading Comprehension Programs, Effect Size .58 Reading Second Chance Programs, Effect Size .50 Micro-teaching effect size, .88	• 100% of students reading 2 or more grade levels below benchmark will receive F&P assessments (running record) • Students reading 2 or more grade levels below benchmark will advance 4 levels as measured by F&P and will grow 150% of typical growth on iReady

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$8700	Contracts/Services	Edit	Delete

Actions/Services 1.2.4

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Supplementary materials, books and technology needed to implement supplemental programs by Academic Intervention Teacher, AVID Program, regular classroom teachers, paras, and extended day teaching. Materials may include: • Supplemental Chromebooks for student use in classrooms • Binders, dividers, whiteboards, felt pens, sticky notes, and related study materials for students Books may include: • Leveled Readers to supplement collection in areas that need more resources • Supplemental library books on the topic of equity, multiculturalism, and related topics • Teacher resource books to support Guided Reading, AVID, math, equity and other areas of focus.	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size .50 Response to Intervention, 1.07 Enrichment .39 Study Skills effect size .63 Concept Mapping effect size .60 Repeated reading programs effect size .67 https://www.avid.org/research	• End of year survey of teachers on availability of supplementary supplies, student access to technology. • AVID Certification evaluation

- Paper for copying of supplemental materials such as Guided Reading, assessments, fluency, math facts, organizers, note-taking aids, etc.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$0	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.5

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Supplementary supplies, technology, and materials, from Office Depot, Staples, and identified vendors for supplemental projects, study aides and extra practice in reading, math, social studies, and science.	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size .50 Response to Intervention, 1.07 Enrichment .39 Study Skills effect size .63 Concept Mapping effect size .60 Repeated reading programs effect size .67 https://www.avid.org/research	• End of year survey of teachers and students on availability of supplementary supplies, student access to technology. • AVID Certification evaluation

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$0	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.6

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase supplemental organizers/planners and folders.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Study skills effect size .63	End of year AVID Certification evaluation • Increased organization ◦ 90% of AVID students will use organizers regularly to note classwork • Increased time on task ◦ Transition time will be lowered by one minute from the beginning of the year to mid-year • Improved parent communication ◦ 80% of folders will be cleared by parents on communication day

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Contracts/Services	Edit	Delete

Actions/Services 1.2.7

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase supplemental technology such as printers, document cameras, projectors, Chromebooks, etc. • Allow teachers, AITs and paras to print materials for small-group instruction ○ F&P Running Records sheets ○ Print supplemental lessons from iReady to support small-group instruction ○ Support supplemental programs such as SIPPS, Read Naturally, etc.	Research Base for Guided Reading as an Instructional Approach, Fountas & Pinnell 2010 John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Influences and Effect Size: Small Group Learning Effect Size .49 Reading Phonic Instruction Effect Size .60 Reading Comprehension Programs Effect Size .58 Reading Second Chance Programs Effect size .50 Response to Intervention, 1.07 Enrichment .39 Study Skills effect size .63 Concept Mapping effect size .60 Repeated reading programs effect size .67 hhtps://www.avid.org/research	1. Increase in number of classrooms with printers from 16 to 21. 2. Replace all Chromebooks taken out of circulation due to obsolescence and breakage 3. Release 2 videos per week to communicate with staff, students, and families. 4. Hold 2 virtual parent engagement events.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$2000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.8

Principally Targeted Student Group

• All • Black or African American • EL • Hispanic or Latino • Native Hawaiian or Pacific Islander • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase materials and maintenance contract for laminator and poster maker which serve to create supplemental displays of SMART goals, organizers, student and parent displays of data, vocabulary and student discourse strategies, etc.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 • Student Expectations effect size 1.44 • Classroom Discussion effect size .82 • Teacher Clarity effect size .75 • Meta-cognitive strategies effect size .69 • Vocabulary programs effect size .67	• 100% of students will develop SMART goals (aligned with AVID focus) • 100% of students reading 2 or more grade levels below benchmark will receive F&P assessments (running record) • Students reading 2 or more grade levels below benchmark will advance 4 levels as measured by F&P and will grow 150% of typical growth on iReady

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$500	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.9

Principally Targeted Student Group

• Asian • Black or African American • EL • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase registration, supplies,paper, and necessary materials for NEHS program and ceremony. Materials will be used in supplementary STEM lessons. • Florin 3D Printing Club • Florin Media Club • Florin Robotics Club	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Effect Sizes: Creativity programs on achievement effect size .65 Quality of teaching effect size .48	• Increase in number of students participating in NEHS from 25 to 30 • Increase the number of students participating in 3D printing club from 6 to at least 12 • Increase in parent involvement/participation in school events from an average of 100 to 150-200

Funding Source	Amount	Description of Use		
GATE (7105/0000)	$1397	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 1.2.10

Principally Targeted Student Group

• EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide supplementary salaries to hire para educators to instruct students in small-group ASES setting, that is supplemental and beyond general classroom instruction.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 • Response to Intervention effect size 1.07 • Micro-teaching effect size .88 • Vocabulary programs effect size .67	ASES will provide small group instruction for EL students and at risk groups.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$40302	Classified Salaries	Edit	Delete

Actions/Services 1.2.11

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide curricular trips for students in grades K-6 to provide real-life experiences to support their curricular units of study and increase their ability to speak and write about the content they are learning, thereby enhancing their college and career readiness	Making the Case for Fieldtrips: What Research Tells Us and What Site Coordinators Have to Say, Martha L. Nabors, Ph.D. John Hattie, October 2015 Influences and Effect Size	• 100% of eligible students will participate in field trips. • Students will be able to participate in previously prohibitively expensive field trips

related to expressive tasks		

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$1000	Contracts/Services	Edit	Delete

Site Goal 1.3

Provide professional learning opportunities for staff to further their understanding of best instructional practices, CCSS, new curriculum, Guided Reading, ELD, PBIS, AVID, and cultural awareness.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.3.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase Memberships/Subscriptions to professional organizations: 1. Purchase AVID Membership to improve organization, planning, and college readiness for students. 2. Purchase ASCD subscription to provide supplemental training for administrators in beginning reading, and PLC strategies. Articles will serve as a base for weekly admin "book club" discussions and furthering of site goals to improve student achievement.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Professional Development Effect Size is .51 Teaching Strategies effect size .62 https://www.avid.org/research	1. AVID teacher participation will increase from 3 to at least 12. Data from AVID end-of-year certification. 2. Staff meeting agendas/minutes: at least three PD opportunities related to material presented in ASCD publications.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$0	Contracts/Services	Edit	Delete

Actions/Services 1.3.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Pay for professional development in the form of conferences or virtual conferences that will inform Tier I instruction, student engagement, Family and Community Engagement, equity practices, and college and career readiness. • AVID Institute training for all interested teachers grades K-6. • Conferences for select teachers for intervention, student wellness • Technology conferences such as Google or other professional development that will enhance teacher use of technology.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Professional Development Effect Size is .51 Teaching Strategies effect size .62 Collective Teacher Efficacy, 1.57 https://www.avid.org/research	• More common use of Google technologies such as Google Sheets to collect/analyze student achievement and inform PLCs ◦ All grade levels will use Google Classroom • Implementation of common organization, discussion, note-taking, and study strategies across intermediate grade levels from 1 to 3 grade levels. • Increase in comprehension of Informational Text as measured by iReady

○ All students will make 100% Typical Growth
○ Students below grade level will achieve iReady stretch growth
• Increase in the use of technology to enhance and support student collaboration.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	$4340	Contracts/Services	Edit	Delete

Actions/Services 1.3.3

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide Professional Development: • Guided Reading PD in order to improve teacher capacity in meeting the needs of under-performing groups in reading small-group instruction. • Teacher & student Mindfulness and wellness training to improve student coping skills, self-regulation, self-concept, stamina, mindset, etc. • AVID Training to provide training in supplemental strategies and materials.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Professional Development Effect Size is .51 Teaching Strategies effect size .62 Collective Teacher Efficacy, 1.57	1. Site level observational data on implementation of Guided Reading during workshop in each classroom. 2. Site-level observational data on mindfulness and wellness techniques including signage, language, and behaviors. Participation of classes in Wellness Center lessons. 3. AVID-certified teachers increase from 3 to 12.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$2000	Certificated Salaries	Edit	Delete

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:

- **Assessment System**
- **Data and Program Evaluation**
- **Other (Site-based/local assessment)**

Site Goal 2.1

Working within the PLC model, administer, collect and analyze student data in ELA and Math within grade-level teams in order to guide instruction.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide release times during instructional time and time-sheet after hours for teachers to analyze student data and plan accordingly in co-ops. • iReady Diagnostic and Online Instruction data, small-group focus • F&P, Guided Reading data analysis and planning	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 • Instructional quality effect size 1.0 • Teacher Clarity effect Size .75	1. All grade-level teachers will participate in two data release days. Students will be referred to appropriate services. 2. End-of-year survey data on teacher efficacy and clarity on student performance levels.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5000	Certificated Salaries	Edit	Delete

---

Site Goal 2.2

Administer, collect and analyze student data from ELPAC in order to guide ELD insruction.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

• EL

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide one day of release time for teachers to be trained in ELPAC administration and/or administer test to students. Provide stipend to EL Coordinator to monitor ELPAC initials and summative, attend trainings, monitor EL levels including RFEPs, compile and analyze data.	Research supports that knowing students' academic/language levels and then placing them in targeted learning groups supports learning.	• 100% of classroom teachers will deliver components of the ELPAC assessment for at least 1 full day. • Survey data will gauge teacher efficacy and capacity to teach ELD.

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	$7000	Certificated Salaries	Edit	Delete

---

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Site Goal 3.1

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.

Metric: Other (Site-based/local assessment)	

Actions/Services 3.1.1

Principally Targeted Student Group

• All • School-wide

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
• Purchase materials and supplies needed to run our PBIS program such as paper for Paw Prints, posters, signage and paper for "Florin University" handbook and small-group Second Step instruction	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 • Classroom management effect size .52 • Teacher expectations effect size .44 • Behavioral organizers effect size .41 • Social Skills programs effect size .39	• Increased visibility of PBIS expectations • Decrease in yard citations, referrals and classroom office referrals • Increase score on TFI Tier 2 from 40% to above 70%

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7101/0000)	$3000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 3.1.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Continue to successfully address disproportionality of discipline actions for at-risk students. Referrals and suspensions rate will continue to be below district goal (7.3 in 2019). Florin Elementary's rate was 4.3 overall and 6.3 for African Americans.
 	
Address disproportionality for at-risk students through school-wide implementation of PBIS (Tiers 1-3), SEL strategies, culturally-responsive teaching, and Wellness Center.
 	
Maintain CA Dashboard designations (Green) or increase (Blue) All Student Suspension Rate
 	
Increase CA Dashboard Designations from Yellow to Green for African American, Two or More, Students with Disabilities
 	
Maintain CA Dashboard designations (Green) or increase (Blue) for Hispanic, Socioeconomically Disadvantaged
 	
Fully implement SWPBIS school wide with the assistance of EGUSD PBIS coaches and regional and site team members. Provided opportunities to celebrate student accomplishments. Purchase materials, signage, and provide teacher and team release time which coincide with SWPBIS implementation. Including Stop, Walk, Talk, Bullying prevention, Restorative Practices, Suite 360.
	School Climate and the CCRPI : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools
	Research has demonstrated that a positive school climate is associated with:
	•Academic achievement
	•Student engagement in school
	•Positive social skills development
	
	 Explicit Direct Instruction for English Learners by John Hollingsworth and Silvia Ybarra
	
	• Effective Direct Instruction
	• Formative assessments
	• Clear Objectives
	
	Linda Darling Hamlton - Supporting at-risk students with technology.
	
	John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*.
	
	• Teacher Clarity
	• Formative Assessments
	• Clear Learning Intentions and Success Criteria
		• Continue to meet or exceed district goals in suspension rate
		  ○ 2019 District Goal: 7.3
		  ○ 2019 Florin Elem: 4.3
		• Maintain or increase all CA Dashboard suspension at-risk subgroups to green or blue
		  ○ Florin Elem: Green (maintain)
		  ○ African American: Yellow -> Green
		  ○ Socio-economically disadvantaged: Green (maintain)
		  ○ Students with Disabilities: Yellow -> Green

Provide structured recess support through outside district provider.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	$17052	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$24368	Contracts/Services	Edit	Delete

---

Site Goal 3.2

Working in conjunction with PBIS efforts, collaborate with students, staff and community to build and maintain a positive school culture and climate.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Time-sheet teacher to coordinate and provide Social Emotional Learning, Mindfulness, and Wellness support for grades TK-6, including Tier 1 whole class instruction as well as Tier 2/3 support for individual students based on student and teacher referrals. Second Step and other SEL curricula	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Building Academic Success on Social and Emotional Learning, Teachers College, Columbia University. 2004 Teacher/Student Relationships, Effect size .72	• At least 70% of classrooms will participate in Social Emotional Learning and Mindfulness lessons. • At least 70% of teachers will refer individual students to the wellness center for emotional support resulting in reduced office referrals. • The Wellness Center will be available for self-referral to all students in Grades 1-6. • Increase the number of students who feel connected to school and a caring adult based on SEL survey and CHK survey data.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$0	Certificated Salaries	Edit	Delete

Actions/Services 3.2.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Pay for Socio-Emotional Learning training/experience for fifth- and sixth-graders. Contract with provider to promote team building, problem solving, communication, trust and understanding.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Building Academic Success on Social and Emotional Learning, Teachers College, Columbia University. 2004 Teacher/Student Relationships, Effect size .72	• 100% of Grade 5 & 6 classrooms will participate in Socio-Emotional Learning lessons • Increase percentage of fifth- and sixth-graders who feel connected to peers, school, and staff.

Funding Source	Amount	Description of Use		

Supplemental/Concentration (7101/0000)	$0	Contracts/Services	Edit	Delete

---

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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**
- **Chronic Absentee Rate**
- **Family and Community Engagement**
- **Input in Decision Making**
- **Other (Site-based/local assessment)**
- **Partnerships for Student Outcome**
- **Relationships Between Staff and Families**

Site Goal 4.1

Provide opportunities for parents and community members to participate in school activities, learn about CCSS, and increase parents' capacity to help students learn at home.

| **Metric:** Family and Community Engagement | |

Actions/Services 4.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

Provide Parent University nights including literacy, math, and science nights.
 	
• Contract with outside providers such as Sierra Nevada Journeys for academic nights
• supplies for take-home projects
	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015
	
	Parental involvement in learning effect size .51
		• Increase in parent participation in school activities from an average of 100 to 125-150
		  ○ build sense of connectedness
		  ○ build relationships between staff and families
		• 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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$5818	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	$6000	Materials/Supplies/Equipment	Edit	Delete

Actions/Services 4.1.2

Principally Targeted Student Group

• Asian • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Pay Parent Liaison to meet/conference with parents in the mornings as well as to make contact with parents to increase parent	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015	• Increased parent participation at events from average of 100 to 125-150

participation at events.	Parental involvement in learning effect size .51	• Increased attendance at parent conference to 85% of 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

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	$4800	Classified Salaries	Edit	Delete

Site Goal 4.2

Establish and/or maintain effective attendance programs to bolster attendance rates school-wide. Establish and/or maintain Tier 1/2 attendance programs to address chronic absenteeism. Address disproportionality among attendance rates.

Metric: Attendance Rate	

Actions/Services 4.2.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • Native Hawaiian or Pacific Islander • R-FEP • School-wide • SWD • Two or More • White

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

• Bolster Tier I Attendance by tracking student attendance and monitoring progress
• Establish Tier 2 Supports including individualized incentives, progress monitoring, parent communication
  ○ Tier 2 supports will include groups specifically of Dashboard Red students: African-American and White. Incentives, parent partnerships, phone calls specific to these groups.
• Check-in check-out for attendance-intensive students
• Establish referral system for Tier 2/3 Attendance support
• Make attendance a larger part of student culture at Florin by having visuals including bulletin boards, signage, slogans
• Bolster reward programs for individuals, classes, etc. and recognize students at monthly assemblies
 	
Distance Learning 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 dayas
• Admin will focus on African-American, Whites and SWD (red subgroups)
	www.attendanceworks.org
	Absences Add UP: How School Attendance Influences Student Success; Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014
		• Attendance: Increase from 94.7% to 95% and maintain positive growth
		• 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.
		• Attendance data will be monitored on bi-monthly basis. Students who are at risk of becoming chronically absent will be discussed at Tier 2 meetings. 60% of these students will have an improved attendance rate as a result of interventions
		  ○ Check/in Check/out
		  ○ Phone calls/positive contact
		  ○ Attendance incentives

Funding Source	Amount	Description of Use		

Actions/Services 4.2.2

Principally Targeted Student Group

• All • American Indian or Alaska Native • Black or African American • Foster Youth • Native Hawaiian or Pacific Islander

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?

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
• Distance Learning 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 dayas
   ○ Admin will focus on African-American, Whites and SWD (red subgroups)
	• www.attendanceworks.org
	• *Absences Add UP: How School Attendance Influences Student Success;* Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014
	• *A National Portrait of Chronic Absenteeism in Early Grades.* Romero, Mariajose and Young-Sun Lee. National Center for Children in Porverty, Columbia University. October 2007
		Decrease Chronic Absenteeism:
		
		• Decrease Chronic Absenteeism from 15.9% to 14% (district goal is 8% by '22-'23).
		• 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.
		
		Distance Learning:
		
		• 100% of Chronically Absent students will be discussed at bimonthly Tier 2 meetings
		• 100% of teachers will receive online PD on the use of Distance Learning MTSS
		• 85% of teachers will report chronically absent students on MTSS

Funding Source	Amount	Description of Use		

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

Local Control Accountability Plan (LCAP)
Year 2021 - 2022

V. Funding

Florin Elementary - 261

Fund Source *Mgmt. Code/Description Resc. Code/Description*	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$16,731	$16,731	$16,731	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	24.875	$0	$3,105,623	$3,105,623	$3,105,623	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	0.63	$0	$41,944	$41,944	$41,944	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0	$0	$36,883	$36,883	$36,883	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	3	$0	$189,158	$189,158	$0	$0	$189,158	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0	$0	$20,052	$20,052	$0	$0	$20,052	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$3,397	$3,397	$3,397	$0	$0	$0	$0
7111 Administrative Support - Title I **0000** Unrestricted	0.5	$0	$73,578	$73,578	$73,578	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$21,991	$21,991	$14,991	$7,000	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
7534 Site Custodial Services **0000** Unrestricted	0.2	$0	$15,868	$15,868	$0	$0	$15,868	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1.5	$0	$343,001	$343,001	$297,015	$5,000	$24,368	$16,618	$0
1510 Regular Education (TK-6) **3210** Elementary & Secondary School Relief (ESSER)	0	$0	$5,059	$5,059	$5,059	$0	$0	$0	$0
1510 Regular Education (TK-6) **3212** Elementary & Secondary School Relief II (ESSER II)	0	$0	$37,602	$37,602	$37,602	$0	$0	$0	$0
4720 Office of Expanded Learning **4124** ESSA: Title IV, Part B, 21st Century	0.1	$22,255	$135,863	$158,118	$158,118	$0	$0	$0	$0

Community Learning Centers Program								
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2.2501	$0	$116,036	$116,036	$0	$0	$116,036	$0	$0
4900 Director of School Improvement Support **5860** Title I - Afterschool - District (rolls to 3010)	0.4	$0	$16,899	$16,899	$16,899	$0	$0	$0	$0
4720 Office of Expanded Learning **5862** Equitable Access (rolls to 4124)	0	$23,809	$47,722	$71,531	$71,531	$0	$0	$0	$0
4720 Office of Expanded Learning **6010** After School Education and Safety (ASES)	0.45	$27,183	$158,986	$186,169	$186,169	$0	$0	$0	$0
3100 Special Day Classes (SCC) **6500** Special Education	5	$0	$388,336	$388,336	$388,336	$0	$0	$0	$0
3140 Dual Diagnosis (DD) **6500** Special Education	5	$0	$389,631	$389,631	$389,631	$0	$0	$0	$0
3410 Special Education Mild/Moderate **6500** Special Education	1.7625	$0	$188,560	$188,560	$188,560	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	2.25	$0	$179,569	$179,569	$179,569	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	47.9176	$73,247	$5,533,489	$5,606,736	$5,211,636	$12,000	$366,482	$16,618	

Total Funds Provided to the School Through the Consolidated Application	TBD		**Title I Centralized Services**		
Total Federal Funds Provided to the School from the LEA for CSI	N/A		Title I Foster Youth	$12,604	Title I Homeless	$4,626
Subtotal of additional federal funds included for this school	$748,246		Title I Centralized Services	$82,953	Title I Preschool	$215,715
Subtotal of state or local funds included for this school	$4,858,490				

Principal   **Wilbert Villalta**

School Site Council Chairperson   **Emmeline Calona**

EL Advisory Chairperson   **Rosa Montantes**