



Florin Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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

IV. Goals, Actions and Services

Florin Elementary | Focused Work: 2022-2023

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?

Our staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's four 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 2022-2023 school year. Our PBIS Team meets biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our goals.

During Florin Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal meets 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 four strategic goals and our progress toward our goals. The Council provides 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 were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Florin Leadership Team Meetings on 9/30/21, 10/28/21, 11/29/21, 1/31/22, 2/24/22, 3/28/22, 4/25/22
- School Site Council on 10/15/21, 1/13/22, 2/3/22, 3/14/22, 4/5/22
- ELAC on 11/4/21, 1/21/22, 4/30/22
- Staff meetings on 8/30/21, 9/13/21, 10/4/21, 12/13/21, 1/10/22, 2/7/22, 3/7/22, 4/4/22, 5/9/22
- Back to School Night and Title One Meeting on 8/17/21, 8/18/21, 8/19,21
- Staff Survey in April 2022
- EGUSD Parent, Staff and Student Surveys Fall 2021 Spring 2022
- Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders created spaces 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 added:

- It is recommended that the interventions in place will be continued. In addition, two additional full-time Academic Intervention para educators will be added for assistance with struggling students in Grades K-6 (for a total of 2 full-time Academic Intervention Teachers, and 2 paraeducators).
- Additional interventions in place will continue to support student growth. These include professional development for teachers, release time for observation, data meetings, professional development, and targeted intervention during the school day.
- Time-sheeted certificated intervention support will be continue to be implemented as originally planned

Resource Inequities

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

No resource inequities have been discovered. With Title I, Supplemental Concentration, EL Supplemental, GATE, ESSER and general funding our current students' academic needs are met to the greatest extent possible.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards

District Needs and Metrics 1:

Students need high quality classroom

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

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

Provide targeted instruction for students assessed to be below grade level using the following measures: EGUSD Benchmark/Illuminate Assessments, CAASPP, to increase the efficiency of initial teaching and capacity of PLC's to close the achievement gap by providing professional development opportunities in research-based best practices.

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the 2022 CAASPP for students in the 3rd through 6th grades. According to 2022 CAASPP ELA Data our students went from 32% meeting or exceeding standards to 21% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **declined** from 6% meeting or exceeding standards to 3%
- EL students **declined** from 14% meeting or exceeding standards to 10%
- African American students **declined** from 17% meeting or exceeding standards to 10%
- Latino students **declined** from 28% meeting or exceeding standards to 16%
- White students **increased** from 37% meeting or exceeding standards to 41%
- Pacific Islander students **increased** from 33% meeting or exceeding standards to 50%
- Asian students **decreased** from 40% meeting or exceeding standards to 24%
- Students with 2 or more races **increased** from 25% meeting or exceeding standards to 29%
- Filipino students **decreased** from 40% meeting or exceeding standards to 33%
- Socioeconomically Disadvantaged students **decreased** from 32% meeting or exceeding standards to 22%.
- **ELA OVERALL/SCHOOLWIDE GOAL = Students will move from 21% to 32% meeting or exceeding standards on the 2022 CAASPP.**

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2021 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 29% meeting or exceeding standards to 13% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **declined** from 5% meeting or exceeding standards to 0%
- African American students **declined** from 18% meeting or exceeding standards to 5%
- Latino students **declined** from 26% meeting or exceeding standards to 8%
- EL students **declined** from 18% meeting or exceeding standards to 6%
- Students with 2 or more races **increased** from 19% meeting or exceeding standards to 25%
- White students **decreased** from 32% meeting or exceeding standards to 18%
- Socioeconomically Disadvantaged students **declined** from 29% meeting or exceeding standards to 14%
- Pacific Islander students **declined** from 17% meeting or exceeding standards to 0%
- Asian students **declined** from 38% meeting or exceeding standards to 21%
- Filipino students **increased** from 20% meeting or exceeding standards to 33%

- **MATHEMATICS OVERALL/SCHOOLWIDE GOAL = Students will move from 13% to 29% meeting or exceeding standards on the 2022 CAASPP.**

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 21% to at least 32%
- Math CAASPP increase from 13% to at least 29%
- 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.
- 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Tier II Interventions: Our Academic Intervention Teachers will utilize small group instruction and Highly Effective Learning Strategies for struggling students in kindergarten through sixth grade. (Salaried Teachers: 1 from District ESSER funding 1 from Title One \$141,117/3010 Time-sheeted Teachers for Kindergarten & Grade 1: Two from District ESSER funds 2 Time-sheeted Para educators to support AITs paid out of Title One \$56,105/3010)</p> <p>2. School-wide Implementation of AVID. Purchase supplies and materials in order to support this program at our school. (Supplies & Materials \$5,000/3010 Title One)</p>	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Small Group Learning Effect Size 0.49 • Reading Phonic Instruction Effect Size 0.60 • Reading Comprehension Programs Effect Size 0.58 <p>The study found that, regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95%) and college (63%), and greater income (12% higher annually). In fact, 89% said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school.</p> <p>Research Base for Guided</p>	<p>1. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> • The number of student exiting the Intervention will be determined each trimester. • Grade level benchmark assessments to determine students needing AIT support every trimester • Pre/post assessments by AIT every 6-8 weeks. <p>2. Effectiveness will be measured by the effective implementation of our AVID Program and its annual site evaluation.</p>

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

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$56105	Classified- Salaries	
Title I – Basic (4900/3010)	\$141117	Certificated- Salaries	

Actions/Services 1.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Extend Library Support Technician - Title I FTE .25</p> <p>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.</p> <p>1. Salaries Timesheet Certificated Teacher: \$15,108 /3010 Title One. 2. Materials to support library \$1,000/3010 Tile One.</p>	<p>John Hattie, October 2015 Influences and Effect Size</p> <p>Exposure to reading, Effect size .42</p> <p>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)</p> <p>A Full Time School Librarian Makes A Critical Difference in Boosting Student Achievement, (D. Kachel, 2013)</p>	<p>Librarian will provide supplementary support in:</p> <ul style="list-style-type: none"> • 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.
- Student surveys

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$15108	Classified- Salaries	

Actions/Services 1.1.3

Principally Targeted Student Group

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Professional Development: <u>Assessment Literacy & Grade Level Data Analysis Opportunities</u> Provide additional professional development for all teachers on how to further utilize EGUSD's Illuminate Assessments for ELA and MATH in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time.</p> <ul style="list-style-type: none"> • \$24,000/7101 Supplemental(Timesheet Substitute Teachers) • \$40,000/7101 in conferences and trainings • \$16,000/Supplemental (Timesheets Substitute Teacher) <p>2. Professional Development: <u>AVID</u> Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer Institute and through</p>	<p>John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u></p> <ul style="list-style-type: none"> • Teacher Clarity Effect Size 0.75 • Professional Development Effect Size 0.62 • Collective Teacher Efficacy Effect Size 1.57 <p><u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u>, Voelkel R. (2011).</p> <p><u>Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning</u>, Fisher, Frey, Hattie 2016.</p>	<p>1. & 2. & 3. & 4. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> • Sign in sheets and surveys from professional development sessions • Administration will attend weekly PLC meetings to insure practices are being implemented • Classroom walkthroughs to see implementation of culturally responsive strategies • Grade level Benchmark Assessments quarterly • Grade level common formative assessments provided through PLC reporting forms monthly

monthly professional development opportunities. 8 teachers attending conference in San Francisco, and 2 attending digitally.
(Contract/Services \$21,000/3010 Title One)

3. Professional

Development: ALL staff will receive Professional Development from CPL (Curriculum & Professional Learning Department) on **Students Interacting with Content** - high quality instruction with culturally and linguistically responsive indicators. In addition, staff can select from choice examples, as well. Choice examples may include: Grading for Equity, Exploring other Cultures, Deep Dives into Instruction and Data for Equity. In addition, the following PD Opportunities for all will be available from the Equity Department: **Compassionate Dialogue, What is Implicit Bias?, Becoming Racially & Ethnically Conscious, The Impact of Microaggressions, How to Talk about Race, and Beyond He or She.**

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$16000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$24000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$40000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$21000	Contracts/Services /Subscriptions	

Actions/Services 1.1.4

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

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each
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Group?	Practice?	Action/Service?
<p>1. GATE students will taught by time-sheeted teachers to teach GATE enrichment classes after school (Timesheet certificated teacher \$2000/7105 GATE Funds) (Stiped for GATE coordinator \$1250)</p> <p>2. Materials or supplies will be purchased to support the GATE After School Program (Materials/supplies/equipment \$1397/7105 GATE Funds)</p> <p>Purchase registration, supplies, paper, and necessary materials for NEHS program and ceremony. Materials will be used in supplementary STEM lessons.</p> <ul style="list-style-type: none"> • Purchase Glowforge Pro Machine \$6,995 for Florin 3D Printing Club 	<p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning</p> <ul style="list-style-type: none"> • Instructional Quality Effect Size 1.0 • Small Group Learning Effect Size 0.49 • Creativity Programs Effect Size of 0.65 <p>Gifted programs (separate from advanced placement/high ability courses) provide specific curricula aimed at challenging students at the appropriate level. Kulik, J. & Kulik, C.L. (1992) & (1990) Classroom Organizational Frameworks for Gifted Education.</p> <p>John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015</p> <p>Effect Sizes: Creativity programs on achievement effect size .65 Quality of teaching effect size .48</p>	<ol style="list-style-type: none"> 1. & 2. Effectiveness will be measured though the following: 2. Review site data and maintain and/or increase the percentage of students participating in our GATE program. 3. Student participation data will be reviewed twice each year 4. The administration of the yearly NNAT assessments and district GATE referral process. 5. Increase in number of students participating in NEHS from 25 to 30 6. Increase the number of students participating in 3D printing club from 6 to at least 12 7. 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)	\$2000	Certificated- Timesheets	
GATE (7105/0000)	\$1397	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$6995	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Purchase subscriptions and programs such as Starfall, WeVideo, ReflexMath, Nearpod and Accelerated Reader to supplement instruction in regular-day, and after-school programs.	<ul style="list-style-type: none"> • Instructional quality effect size 1.0 • Integrated Curricular programs effect size of .39 	<ul style="list-style-type: none"> • 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)	\$11420	Contracts/Services /Subscriptions	

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1

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.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide release times during instructional time and time-sheet after hours for teachers to analyze student data and plan accordingly in co-ops.</p> <p>1. Data Analysis Teachers will meet each week during their Early Out Thursday Collaboration time to discuss their students' progress utilizing grade level or school-wide data.</p>	<p>Voelkel, R. (2011). <u>A Case Study of the Relationships Between Collective Efficacy and Professional Learning Communities</u></p> <p>John Hattie, <u>Visible Learning for Teachers: Maximizing Impact on Learning</u></p> <ul style="list-style-type: none"> • Collective Efficacy Effect Size 1.57 <p>Bloomberg P., Pitchford B (2017). Leading Impact Teams: Building a Culture of Efficacy??</p>	<p>1. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> • 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

Funding Source	Amount	Description of Use	

Site Goal 2.2

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. We aim to increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. We will use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 30 min per day, 5 days per week (K- 15 mins) as required by law.

Our re-designation rate for our English Language Learners has been the following: 9% for 2018-2019; 0% for 2019-2020 and 7% for 2020-2021. Our goal for 2022-2023 will be 10% or more.

Our overall ELPAC scores will be maintained at a **HIGH** Level. During the 2018-2019 school year, 60.8% of our EL students were making progress towards English language proficiency which equated to a HIGH rate of performance as determined by the California State Department of Education's Dashboard. During the 2019-2020 school year we were at 58.8%, and declined to 21.4 for the 2020-2021 school year. We aim to increase this to 55%, **maintaining the HIGH Level of performance**

Metric: Assessment System	
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Actions/Services 2.2.1

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1. Our ELPAC & EL Coordinator is an administrator at our school site who will ensure that the 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 \$10,028/7150 EL Supplemental)

2. EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and re-designating of students.

3. Allocate release time for teachers to work with instructional coaches. (Certificated Timesheets \$12,000/7150 EL Supplemental)

Research supports that knowing students' academic/language levels and then placing them in targeted learning groups supports learning.

English Language Proficiency Assessments for California, CDE website

How Instructional Coaches Can Use Co-Teaching to Support Teachers: A matrix based on a teacher's belief in themselves and their belief in students can facilitate effective instructional coaching.

By [Jo Lein](#)

BENEFITS OF (COACHING) IN THE CLASSROOM

(Coaching) intervening in the classroom can do the following:

- Reinforce positive mindsets about student(s): "I didn't know that my kids could do that!"
- Reinforce positive beliefs that teachers hold about themselves: "I didn't think it was possible for me to..."
- Make explicit connections between teacher actions and student actions
- Build a lot of teacher skill
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Effectiveness will be measured though the following:

1. 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 students making progress towards English proficiency.

2. The goal is for ELAC meetings to have 10% more attendees than the previous year.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$12000	Certificated- Timesheets	
EL Supplemental (7150/0000)	\$10028	Certificated- Timesheets	

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

Students need a safe, respectful and responsible school climate to reach their greatest potential. We aim to increase peaceful conflict resolution grades 1-6 by utilizing additional yard supervision via Recess Mentors during lunch and after school time periods to teach and reinforce character values and resolution strategies through structured sports. In addition, we will increase the positive culture and climate at Kirchgater by utilizing Positive Behavior Interventions and Supports (PBIS) lessons and signage as well as incentives for positive achievement and behavior.

Our goal is to decrease the disproportionality amongst subgroups in regards to the number of **SUSPENSIONS** according to the California's Accountability Dashboard. This goal has been met, as we have had 0 suspensions during the 2020-2021 and the 2021-2022 school year (as of April 25, 2022). Our goal would be to continue to address behavior concerns in a restorative way with all students.

- **SUSPENSIONS OVERALL/SCHOOLWIDE** = 2.1% in 2018; 1.2% in 2019; 0% in 2020; **Goal for 2022-2023 will be less than 1%.**

Metric: Cohort Graduation

Actions/Services 3.1.1

Principally Targeted Student Group

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ul style="list-style-type: none"> • 1. Decrease the disproportionality of our suspension rate by having ASSIST and R.E.C.E.S.S. Coaches work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other. (Contracts: Supplemental Concentration \$50,270/7101) 	<p>Decreasing Disruptive Behavior Effect Size 0.53 Self-Concept Effect Size 0.46 Motivation Effect Size 0.48 Reducing Anxiety Effect Size 0.48</p> <p>Lewis, T. J., Colvin, G., Sugai, G. (2000). The effects of pre-correction and active supervision on the recess behavior of elementary school students. Education and Treatment of Children.</p> <p>Murphy, H. A., Hutchinson, J. M., & Bailey, J. S. (1983). Behavioral school psychology goes outdoors: The effect of</p>	<p>1. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> • 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

organized games on playground aggression. Journal of Applied Behavior Analysis.

Are We Losing Play Without Purpose? Sarah Sparks, 2017

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$50270	Contracts/Services /Subscriptions

Site Goal 3.2

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: Suspension

Actions/Services 3.2.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. 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 \$1,000/7440)</p> <p>2. Develop consistency in practice with PBIS in every classroom as well as in all parts of our school</p> <p>3. 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. (\$3,995/7101)</p>	<ul style="list-style-type: none"> • Altering School Climate Through School wide Positive Behavioral Intervention and Support, Bradshaw C., 2009 <p>Classroom Management Effect Size 0.56 Classroom Cohesion Effect Size 0.53 Teacher-Student Relationships Effect Size 0.52</p> <p>McIntosh, K, Cody Gion, and Eoin Bastable. 2018. Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?</p> <p>Exploring the Ways Arts and Culture Intersect with Public Safety: Identifying Current Practice and Opportunities for</p>	<p>1-3. Effectiveness will be measured though the following:</p> <ul style="list-style-type: none"> • 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 90% for 2021-2022. We aim to increase this to be above 95% for 2022-2023. • Our Tier II Fidelity Score was 96% for 2021-2022. We aim to increase this to 100% for 2022-2023.

Further Inquiry by Caroline Ross

Physical and mental health. McCarthy et al. (2004) outline the emerging research on the health benefits of arts involvement, including reductions in stress and anxiety and improved quality-of-life for people suffering from pain and depression. These benefits are particularly important in the public safety sector, where stress, trauma, and mental health issues are pervasive in high-risk... populations, (National Research Council 2014).

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$3995	Materials/Supplies/Equipment	

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

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.

CHRONICALLY ABSENT STUDENTS OVERALL/SCHOOLWIDE = 15.4% in 2018; Dropped to 14.8% in 2019-2020; 22.1 in 2020-2021 Our Goal for 2022-2023 is 10.0%.

Significant subgroup data:

African American students increased from 30.9% to 51.9%

Foster Youth decreased from 28.6% to 25.0%
 Homeless Youth increased from 41.7% to 50.0%
 Students with Disabilities decreased from 25.8% to 23.5%
 Students who identify with Two or More ethnicities remained relative the same: 25% to 24.2%

Home Visits:

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.

Metric: Attendance Rate	
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Actions/Services 4.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<ol style="list-style-type: none"> 1. 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. 2. Hold monthly PBIS/Intervention team meetings. 3. Train and promote the use of Parent Teacher home visits. 	<p>Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media/chronicabsence-15chang.pdf</p> <p>Can texting parents improve school attendance? Karen Arundel; K-12 Dive, January 4, 2022</p> <p>Stephanie V. Caldas, et al; Measuring conflict management, emotional self-efficacy, and problem-solving in outdoor programs for inner-city youth; Evaluation & Program Planning, (2016)</p> <p>Parent Teacher Home Visits www.pthvp.org</p> <ul style="list-style-type: none"> • Most families reported that, as a result of home visits, they realized interactions with educators did not have to be negative or uncomfortable, and they began to develop stronger and more equitable relationships with school staff. • Families reported increased confidence to reach out to educators and communicate about their students' needs. • Many educators recognized that previous deficit assumptions about families and students were unfounded. Instead of assuming that 	<p>1-3. Effectiveness will be measured through the following:</p> <ul style="list-style-type: none"> • 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. • Daily student attendance will improve for 5th and 6th grade students who attended Leadership on the Lawn. • Parent/Student surveys

many parents did not care about their child's education, they recognized that many families cared, but demonstrated their care differently than expected.

- Educators reported similar shifts in perceptions about students' behaviors, moving from thinking students lack motivation or interest in school to recognizing students' capabilities.

Funding Source	Amount	Description of Use

Actions/Services 4.1.2

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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.	John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning, October 2015 Parental involvement in learning effect size .51	<ul style="list-style-type: none"> • Increased parent participation at events from average of 100 to 125-150 • 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: <ul style="list-style-type: none"> ○ 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)	\$6000	Classified- Salaries

Site Goal 4.2

Increase opportunities to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including SSC, ELAC, parent conferences, Parent University nights, Student Study Team, Accelerated Reader, and school-wide community events such as Open House, Carnival, Band Concerts, Choir Performances, Talent Show, Glow Dance, and our School Harvest Festival.

- Increase the translation of flyers into home language
- Make personal calls to targeted populations to invite to events

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>1. Increase school-wide Family and Community Engagement programs and communication such as:</p> <ul style="list-style-type: none"> • 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 Sierra Nevada Journeys for a Family Science Night • 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 week with a positive message. • \$10,000 to be used for academic nights 	<p>John Hattie's Visible Learning for Teachers identifies the effect size of various influences on student learning.</p> <ul style="list-style-type: none"> • Parental Involvement 0.51 <p>Back to school: How parent involvement affects student achievement</p> <ul style="list-style-type: none"> • http://www.centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement/Parent-Involvement.html <p>Research Spotlight on Parental Involvement in Education http://www.nea.org/tools/17360.html</p> <p>Parent Involvement and Student Achievement: A Meta-Analysis, William Jeynes, 2005</p> <p>Parental involvement in Learning Effect Size of 0.51</p> <p>Collective Research from the Parent Teacher Home Visit Project, 2021</p> <p>Student Outcomes and Parent Teacher Home Visits; Steven B. Sheldon and Sol Bee Jung, Johns</p>	<ul style="list-style-type: none"> • 1. 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. • 2. Effectiveness will be measured though the following: • Increased daily usage of teacher-student-parent communication through the use of student planners. • 3. Effectiveness will be measured though the following: • Increased parent participation in our parent education opportunities. • 4. Effectiveness will be measured though the following: • The number of home visits will be logged throughout the school year.

<ul style="list-style-type: none"> • \$5,735 art nights Supplemental Concentration • \$3,000/4900/3010 in materials to be used. <p>2. Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies.</p> <p>3. Hold Parent Universities in the area of Science, AVID, Parent Vue and Reading.</p> <p>4. Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy.</p>	<p>Hopkins University; November 2018</p> <p>www.attendanceworks.org <i>Absences Add UP: How School Attendance Influences Student Success</i>; Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014</p>	
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$3000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$5735	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$10000	Contracts/Services /Subscriptions	

Actions/Services 4.2.2
Principally Targeted Student Group
• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Decrease Chronic Absenteeism by:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • www.attendanceworks.org • <i>Absences Add UP: How School Attendance Influences Student Success</i>; Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014 • <i>A National Portrait of Chronic Absenteeism in Early Grades</i>. Romero, Mariajose and Young-Sun Lee. National Center for Children in Poverty, Columbia University. October 2007 	<p>Decrease Chronic Absenteeism:</p> <ul style="list-style-type: none"> • 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

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

from orange to yellow.

Funding Source	Amount	Description of Use	

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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) | 2022 - 2023

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	0.0000	\$0	\$15,558	\$15,558	\$15,558	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$147,000	\$147,000	\$87,995	\$0	\$50,270	\$8,735	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$3,397	\$0	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$22,028	\$22,028	\$0	\$22,028	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$269,745	\$269,745	\$249,750	\$0	\$3,995	\$16,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$458,728	\$458,728	\$356,700	\$22,028	\$55,265	\$24,735	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$269,745
Subtotal of state or local funds included for this school	\$188,983

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
