



Florin High School

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Rudy Ortega Jr

County-District-School (CDS) Code: 34673143430477

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

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

IV. Goals, Actions and Services

Florin High School | 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?

The Florin High School Site Council met on September 20, October 18, December 13, April 25 and May 9. The planning process began by getting input from stakeholders through the District's LCAP Needs survey. Parents, Students and Staff all ranked priorities on how to improve student performance and results were released in January. In March, staff provided more feedback on how to improve outcomes related to Academic achievement, mental health supports and professional development opportunities. An analysis of data was conducting to identify current levels of implementation. Careful analysis of LCAP needs from our various stakeholders also played an important role in making decisions, such as the input from our ELAC

meetings on December 18 and April 26.

Combining feedback we received with an evaluation of this year's LCAP, identifying areas for improvement, goals and actions were suggested for the 2022-2023 were created.

Impact of LCAP and Annual Update

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

Data analysis during the October 18 and December 13 meeting of the School Site Council and subsequent discussions, along with the evaluation of our 21-22 services led to either continuing, adding or discontinuing services. Careful analysis of LCAP needs from our various stakeholders also played an important role in making decisions, such as the input from our ELAC meetings on December 18 and April 26 and other parent groups. In the end, input was received from staff, students and parents, as well as identifying areas of need through data analysis impacted our planning of the 22-23 LCAP. Feedback from ELAC led us to include more parent university and improved communication, while input from staff led us to include opportunities for field trips as well as improved formative measures we evaluate the effectiveness of each action.

Resource Inequities

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

No resource inequities were identified.

Goals, Actions, and Progress Indicators

District Strategic Goal 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.

District Needs and Metrics 1:

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

5% increase in students completing a-g requirements from 45% to 50%

Increase the percentage of African American students meeting a-g requirements by 5% from 16% to 21%.
Increase the percentage of Latino students meeting a-g requirements by 5% from 33% to 38%

Increase the percentage of EL Students meeting a-g requirements by 5% from 26% to 31%.

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino

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. .5 College Career Counselor for outreach and education, specifically to Black, EL and Hispanic students.</p> <p>2. .375 College Career Tech to support students in preparing for college/career and pursuing financial aid options.</p>	<p>1. Quantitative analyses of research (meta-analyses) substantiate the beneficial effects of school counseling programs. Baker, S.B., Swisher, J.D., Nadenichek, P.E. & Popowicz, C.L. (1984). Measured effects of primary prevention strategies. <i>The Personnel and Guidance Journal</i>, 62, 459-464.</p>	<p>1. College Career Counselor</p> <ul style="list-style-type: none"> • FAFSA Completion/Cash for College Workshop • Targeted meetings with AA, EL, Hispanic • All 9th-12th grade students will complete a college/career guidance lesson on Californiacolleges.edu. <p>2. College Career Tech</p> <ul style="list-style-type: none"> • Workshops targeted at AA, EL, Hispanic students

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$56639	Certificated- Salaries	
Title I – Basic (4900/3010)	\$22384	Classified- Salaries	

Actions/Services 1.1.2

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino

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. Provide opportunities for EL students, both newcomer and LTEL, Black students and Hispanic students to explore college and career options with presentations, speakers, instructional materials and field trips. This will allow targeted groups of students to</p>	<p>Center for Poverty and Research, U.C. Davis <i>Increasing College Access and Success for Low Income Students</i></p>	<p>1. Attendance logs for field trips and workshops as well as pre and post survey data regarding post secondary options through feedback from EOS.</p> <p>2. a-g tracker data that identifies students who are on track to be a-g</p>

visualize a path to college, while practicing real-life language skills.

2. Provide support for Sac State for All student applications

eligible after each grade level.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$10000	Contracts/Services /Subscriptions
Supplemental/Concentration (7201/0000)	\$5000	Certificated- Salaries
EL Supplemental (7250/0000)	\$5000	Contracts/Services /Subscriptions

Actions/Services 1.1.3

Principally Targeted Student Group

- All • Black or African American • Foster Youth • Hispanic or Latino • Low Income • 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?
1.266 FTE to provide additional sections of AVID as well as stipend for Coordinating program	2. AVID System's Impact on Diversity and Poverty Issues in Education CITATION: Peabody Jr., P.T. (2012). Advancement Via Individual Determination (AVID) System's Impact on Diversity and Poverty Issues in Education. <i>National Teacher Education Journal</i> , 5(4), 21-24.	Fidelity of Implementation of AVID program to include <ul style="list-style-type: none"> • AVID student enrollment is based on under represented students (based on college admissions) and/or the first family member to attend college. • 100% of AVID graduating Seniors get accepted into a 4 year college. • Students are enrolled in and passing AP exams their Junior and Senior year of high school

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$150000	Certificated- Salaries
AVID (7233/0000)	\$4850	Certificated-Stipends

Actions/Services 1.1.4

Principally Targeted Student Group

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?
Provide Instructional Materials to support project-based learning Visual and Performing Arts: <ul style="list-style-type: none"> • Art - Supplies including: canvases, brushes, paint, paper, etc • Ceramics - Clay & supplies • Kiln Repair • Printing supplies • Scripts • Royalties • Building supplies & Material • Transportation • Performance &/or Competition Entrance Fees 	<i>Project-Based Learning Research Review (2012) – Vanessa Vega</i> <i>Visible Learning - John Hattie, Problem-based learning, .61 effect size</i>	Teacher and administrative walkthrough data, as well as discussion around student access to problem based learning pedagogy.

Funding Source	Amount	Description of Use	
Student Fees (2312/0000)	\$10000	Materials/Supplies/Equipment	
Student Fees (2312/0000)	\$5000	Contracts/Services /Subscriptions	
Visual & Performing Arts (VAPA) (7450/0000)	\$10000	Materials/Supplies/Equipment	
Visual & Performing Arts (VAPA) (7450/0000)	\$5000	Contracts/Services /Subscriptions	

Actions/Services 1.1.5

Principally Targeted Student Group

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?
Provide funding for two .5 Title I Program Administrators to provide targeted instructional support (.5 of two Vice Principals) to support literacy instruction, math instruction, science instruction, and teacher leadership development	<i>Visible Learning - Hattie: Effects of Principals and school leaders, .36 effect size</i>	FONT walkthrough data and surveys based on professional development given.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$150000	Certificated- Salaries

Actions/Services 1.1.6

Principally Targeted Student Group

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>Library Support:</p> <p>Support literacy and increase student interest in recreational outside reading by providing library resources and technology that support reading literacy and appeal to our diverse student population, which varies from a newcomer EL student to advanced reader.</p> <p>Support professional development for teachers by providing library resources that specifically target our unique student populations. Including but not limited to:</p> <ul style="list-style-type: none"> • Books to allow access for every type of reader. • Signage for different languages within the library. • Software Subscriptions, etc 	<p><i>Visible Learning</i> - Hattie: Reading: Exposure to Reading; .36 effect size</p>	<p>Library circulation numbers as number of teachers implementing SSR strategies.</p>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$7000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$1500	Contracts/Services /Subscriptions
EL Supplemental (7250/0000)	\$3000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$4418	Materials/Supplies/Equipment

Actions/Services 1.1.7

Principally Targeted Student Group

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?
1.0 FTE to support intervention and in Math	<i>Visible Learning</i> - John Hattie: Time on Task .38 effect size; Early Intervention .47 effect size	Student grade data from the Quarter and Semester grading periods.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$92398	Certificated- Salaries	

Actions/Services 1.1.8

Principally Targeted Student Group

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?
Staff participation in on-site and off-site professional development on research-based instructional strategies (e.g. culturally responsive strategies, FHQI strategies, English Learner strategies,) to include guest speakers, stipends, timesheet hours, substitutes, conference registration, lodging, transportation, books, materials, and meals.	<i>Visible Learning</i> – John Hattie Professional Development, .62 effect size	Tracking effectiveness of instructional practices as seen on the EL Walk-through form performed by administrators, which focus on the Framework for High-Quality Instruction.

Funding Source	Amount	Description of Use	
PreAP Training (7218/0000)	\$1000	Certificated- Salaries	
PreAP Training (7218/0000)	\$4000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	\$10000	Certificated- Timesheets	
AVID (7233/0000)	\$2450	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$50000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$20000	Contracts/Services /Subscriptions	

Actions/Services 1.1.9

Principally Targeted Student Group

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 supplemental instructional materials/supplies, services, activities and experiences to support academic, social and emotional needs of students and programs. Including but not limited to:</p> <p>College Career Counseling:</p> <ul style="list-style-type: none"> • student planners • interactive notebooks • writing style guides • Color printer <p>Math & Science</p> <ul style="list-style-type: none"> • Microscopes • Graphing Calculators • Scientific Calculators <p>Technology, Software and online subscriptions to support learning and increase engagement and participation. Including but not limited to:</p> <ul style="list-style-type: none"> • Certification programs • Research materials • Learning monitoring & assessment • Increase college readiness, etc • Language acquisition/comprehension programs for EL students <p>Examples include:</p> <ul style="list-style-type: none"> • Turnitin • NewsELA • Adobe Creative Cloud • SIPPS, which will be exclusively used for EL students. <p>Provide support using Title I funds</p>	<p><i>The Quest for Deeper Learning and Engagement in Advanced High School Courses</i> - Boss, S., Johanson, C., Arnold, S. D., Parker, W. C., Nguyen, D., Mosborg, S., Nolen, S., Valencia, S., Vye, N., & Bransford, J. (2011). <i>Visible Learning</i> - John Hattie Competitive Learning, .24 effect size</p> <p><i>Using Technology to Support At-Risk Students' Learning</i> (2004) – Linda Darling-Hammond, Molly B. Zielesinski, and Shelley Goldman</p>	<p>Teacher and Administrative walkthrough data based on student access to the curriculum and organizational skills.</p>

for student participation in Academic enrichment opportunities (ex, AP Test Prep) and Supplemental Concentration for Athletic Competitions including but not limited to:

- Materials
- Supplies
- Registrations
- Transportation
- Supervision
- Timesheets and stipends

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$20000	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	\$10000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$10000	Contracts/Services /Subscriptions	
Academic Competitions (7206/0000)	\$500	Certificated- Timesheets	

Site Goal 1.2

Increase percentage of students making progress towards English language proficiency by 5.1% from 64.9% to 70%.

Metric: Progress toward English Proficiency

Actions/Services 1.2.1

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?
<p>Provide support for increase of students making progress towards English Proficiency, ending with reclassification of EL students to include, but not limited to the following:</p> <ul style="list-style-type: none"> • ELPAC Testing • Field Trips • Professional Development which focuses on supporting the needs of EL Students 	<p>McCarthy, S.J., Garcia, G.E., Lopez-Velasquez, A.M., & Guo, S.H. (2004). Understanding contexts for English language learners. Research in the Teaching of English 38 (4): 351-394.</p>	<p>Monitoring will include:</p> <ul style="list-style-type: none"> • ELPAC Completion percentage • Field trip attendance logs • FONT walkthrough data

- Identification and placement of EL Students
- Reclassification
- RFEP monitoring
- Parent communication
- Support for ELAC Meetings

Funding Source	Amount	Description of Use	
EL Supplemental (7250/0000)	\$10000	Certificated- Timesheets	
EL Supplemental (7250/0000)	\$12136	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	\$10000	Materials/Supplies/Equipment	

Actions/Services 1.2.2

Principally Targeted Student Group

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>Through the use of one full-time Teaching Assistant, support EL Students by responding to their needs through collaboration with the lead teacher by :</p> <ul style="list-style-type: none"> • Providing academic interventions during the school day. • Assist teachers with lesson preparation and getting supplemental materials ready. • Maintaining and tracking data on student performance levels in core courses. • Revise lesson material with students individually or in small groups. • Collaborate with lead teachers to recognize issues students are facing and recommend solutions. • Document student progress and communicate with parents to keep them informed. 	<p>"Intervention for failing students: What matters most?" https://www.edutopia.org/blog/what-matters-most-student-academic-intervention-rebecca-alber</p>	<p>EL Reclassification Data Number of parent contacts Grade distribution</p>

Funding Source	Amount	Description of Use
EL Supplemental (7250/0000)	\$52000	Certificated- Salaries

Site Goal 1.3

Increase percentage of students completing CTE Pathway or Academy Sequence rate from 23% to 33%.

Increase the percentage of students with disabilities CTE completion rate by 5% from 3% to 8%.

Increase the percentage of EL students CTE Completion rate by 6% from 11% to 17%.

Metric: CTE Sequence Completion

Actions/Services 1.3.1

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 time and/or stipends for CTE and Pathways teachers to work with counselors, mentors, sector coaches and industry partners to increase program completion</p> <p>Pathways supported are in the following sectors:</p> <ul style="list-style-type: none"> • Agriculture and Natural Resources • Engineering and Architecture • Hospitality, Tourism and Recreation • Transportation • Public Service • Information Technology • Arts, Media and Entertainment 	<p><i>Visible Learning</i> – John Hattie – Career Education Programs .38 effect size</p> <p>These actions support achievement of elements 2 (high quality instruction) and 9 (skilled instructors) of the 11 Elements of High Quality CTE Pathways:</p> <p>https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf</p>	<p>Monitoring will include</p> <ul style="list-style-type: none"> • Agendas of meetings with stakeholders • Beginning course enrollment numbers • Academic progress monitoring

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$20000	Certificated- Timesheets

Actions/Services 1.3.2

Principally Targeted Student Group

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 CTE & Pathways instructional materials/supplies and services to support needs of students and programs.</p> <ul style="list-style-type: none"> • Agriculture & Natural Resources • Arts, Media & Entertainment • Engineering and Architecture • Hospitality, Tourism & Recreation • Information Technology • Transportation • Public Service 	<p><i>Visible Learning</i> – John Hattie – Career Education Programs .38 effect size</p> <p>These actions support achievement of elements 2 (high quality instruction) and 9 (skilled instructors) of the 11 Elements of High Quality CTE Pathways: https://1.cdn.edl.io/gRgSqhMzHiB07h2onbsiVCdL96Fd0p1vbW93ALDNCOj52Ja1.pdf</p>	<p>FONT Walkthrough data around use of materials to access and engage students in the classroom.</p>

Funding Source	Amount	Description of Use	
CTE (7235/0000)	\$20000	Materials/Supplies/Equipment	
CTE (7235/0000)	\$5500	Contracts/Services /Subscriptions	

Actions/Services 1.3.3

Principally Targeted Student Group

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 enrichment activities for students to participate in enrichment activities, such as field trips and guest speakers, to increase engagement and clarity in post-secondary plans.</p>	<p>Behrendt, Marc, and Teresa Franklin. "A review of research on school field trips and their value in education." <i>International Journal of Environmental and Science Education</i> 9.3 (2014): 235-245.</p>	<p>Students attending match the demographics of our school</p>

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$16636	Contracts/Services /Subscriptions	

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: <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

100% of teachers will engage in continuous improvement cycles through participating in PDSA cycles and using Illuminate to monitor student progress and make adjustments to impact student learning.

Metric: Data and Program Evaluation

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?
1. Provide stipends to teachers: <ul style="list-style-type: none"> To train PDSA leaders about facilitation skills and time to create agendas for upcoming PDSA meetings. To develop and analyze common assessments aligned with curriculum. For participation in PDSA professional development. 	<i>The Impact of Formative Assessment and Learning Intentions on Student Achievement</i> (2014) Hanover Research <i>Visible Learning</i> , John Hattie, Formative evaluation, .90 effect size	PDSA agendas Critical friends feedback

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$10000	Certificated- Timesheets	

Actions/Services 2.1.2

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?
Train teachers on the use of Illuminate Software to assist in Departments in monitoring CAASPP and ELPI progress	Article: Impact of Formative Assessment and Learning Intentions on Student Achievement - https://www.hanoverresearch.com/media/The-Impact-of-Formative-Assessment-and-Learning-Intentions-on-Student-Achievement.pdf	Assessment results Quarter and Semester grade data

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$10000	Certificated- Timesheets	

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1

Decrease percentage of students who are suspended at least once by 2% from 5.3% to 3.3%

Decrease percent of African-American students who were suspended once by 5% from 14.5% to 9.5%

Decrease percent of Latino students who were suspended once by 2% from 6.1% to 4.1%

Decrease percent of Students with Disabilities who were suspended once by 4% from 10.4% to 6.4%

Decrease percent of EL students who were suspended once by 2% from 6.4% to 4.4%

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- Black or African American • EL • 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?
<p>Link Crew and PBIS support with materials and services Including but not limited to:</p> <ul style="list-style-type: none"> • Training • Staffing • Instructional Materials • Signage • Promotional Materials <p>Provide recognition to students who demonstrate PBIS behaviors.</p>	<p><i>Horner, R., & Sugai, G. (2008). Is school-wide positive behavior support an evidence-based practice? OSEP Technical Assistance Center on Positive Behavioral Interventions and Support.</i></p>	<p>SEL Survey Data Positive Acknowledgments Reflection data of PBIS lessons</p>

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	\$5000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$5000	Contracts/Services /Subscriptions	
Title I – Basic (4900/3010)	\$20000	Contracts/Services /Subscriptions	

Actions/Services 3.1.2

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>Create PBIS inspired murals around campus.</p>	<p>Uline, Cynthia & Tschannen-Moran, Megan. (2008). The walls speak: The interplay of quality facilities, school climate, and student achievement. Journal of Educational Administration. 46. 55-73. 10.1108/09578230810849817.</p>	<p>SEL Survey Data</p>

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$20000	Contracts/Services /Subscriptions

Actions/Services 3.1.3

Principally Targeted Student Group

- Black or African American

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 stipends and or release time for two opportunities:</p> <ol style="list-style-type: none"> 1. Have our Racial Literacy Committee analyze and redefine discipline policy that has led to disproportionate suspension outcomes in our suspension rates. 2. Provide opportunities to reduce the number of suspension days by allowing targeted students participate in restorative practices, mentoring or counseling sessions. 	<p>Gregory, Anne, Dewey Cornell, and Xitao Fan. "The relationship of school structure and support to suspension rates for Black and White high school students." <i>American Educational Research Journal</i> 48.4 (2011): 904-934.</p>	<ol style="list-style-type: none"> 1. Meeting minutes 2. Peer mediation opportunities

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Timesheets

Actions/Services 3.1.4

Principally Targeted Student Group

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 professional development on equity, diversity and inclusion, as well as Arbinger Training, to improve our mindset and provides specific behaviors we can live into that will allow us to better support</p>	<p>Bartz, David E., and Patrick Rice. "Integrating diversity with effective group processes and mindset for more productive teams, committees, task forces, and PLC's." <i>National Forum of</i></p>	<p>Number of defiance/disrespect referrals</p>

our students.

Multicultural Issues Journal. Vol. 14. No. 1. 2017.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$20000	Contracts/Services /Subscriptions

Actions/Services 3.1.5

Principally Targeted Student Group

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?
Provide professional development opportunities, release time and supplies to support the implementation of a peer mediation/support network on campus.	Adigüzel, ?lkay Ba?ak. "Peer mediation in schools." <i>Procedia-Social and Behavioral Sciences</i> 174 (2015): 826-829.	Number of referrals per quarter.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$3000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$5000	Certificated- Salaries

Site Goal 3.2

Increase percentage of students, staff and families who express that they feel connected to Florin High and who express that Florin High is a safe school
 4% increase in percentage of parents/guardians, students and staff who report that they feel safe at Florin High School from 80% to 84%
 5% increase in percentage of students who report that they feel connected to staff at Florin High School from 64% to 69%

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

• Black or African American • Hispanic or Latino • 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?
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Provide professional development to Counselors to establish a common approach to supporting our students.	Reducing anxiety - .4 effect size <i>Visible Learning</i> - Hattie	Using an iPad check in system to monitor why students are visiting their counselor.
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	\$3000	Certificated- Timesheets	

Actions/Services 3.2.2

Principally Targeted Student Group

- All • Black or African American • Hispanic or Latino • 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?
Provide support for students transitioning to high school by supporting programs like CTE Days, Freshmen Orientation, and Link Crew by providing students and families with information about programs, Academies, and pathways through outreach and campus visitations.	<i>Visible Learning</i> - Hattie, Peer Influences, Effect Size .53	Survey results from students participating Attendance for events

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	
Title I – Basic (4900/3010)	\$1000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	
AP Recruitment (7225/0000)	\$500	Materials/Supplies/Equipment	
AP Recruitment (7225/0000)	\$500	Contracts/Services /Subscriptions	

Actions/Services 3.2.3

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?
1. Provide release time/stipends for Student Equity Council advisors	Cook-Sather, Alison. "Sound, presence, and power:"Student	1. Student Equity Council membership

to recruit students to participate and plan meetings to allow students to voice their social-emotional and academic experience on our site.

2. Provide financial resources to club for project students would like to implement.

voice" in educational research and reform." *Curriculum inquiry* 36.4 (2006): 359-390.

2. Student presentations during cultural months

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$500	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment

Site Goal 3.3

Improve cohort graduation rate by 7% from 82.9% to 90%.

Improve cohort graduation rate of African American students by 10% from 65.8% to 76%.

Improve cohort graduation rate of Students with Disabilities by 10% from 58.9% to 69%

Metric: Cohort Graduation

Actions/Services 3.3.1

Principally Targeted Student Group

- All • Black or African American • 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?
<p>1. Provide .5 Academic Program Coordinator to develop and supervise academic and enrichment opportunities for students outside the school day and support improved student attendance during the school day.</p> <p>2. Provide students with tutoring, academic support, credit recovery opportunities, enrichment and access to technology outside of the school day and school calendar year.</p> <p>3. Provide equipment, materials and supplies to support instruction and enrichment outside of the school day and the school calendar year.</p>	<p><i>The Case for Improving and Expanding Time in School: A Review of Key Research and Practice</i> Updated and Revised February 2015 By David A. Farbman, Ph.D.</p>	<p>Attendance data Student grade data Types of programs offered</p>

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$70000	Certificated- Salaries	
Title I – Basic (4900/3010)	\$10000	Certificated- Timesheets	
Title I – Basic (4900/3010)	\$5000	Materials/Supplies/Equipment	

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • 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
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Site Goal 4.1

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

Metric: Family and Community Engagement

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?
1. Personnel, materials and equipment to support communication with families and the community, including maintenance of existing audio visual equipment in gym and commons, duplication costs, signage costs, childcare and translators. 2. Participation in Parent-Teacher Home Visit project 3. Development and delivery of parent information	1. <i>Visible Learning</i> - John Hattie: Parent Involvement in Learning, .51 effect size 2. http://www.pthvp.org/what-we-do/results/i-research/	1. Parent survey feedback regarding experience of presentations 2. Student attendance data for visited families 3. Survey feedback from participants

sessions focused on a-g completion, post-secondary options and financial aid opportunities for students, such as PIQE, presented specifically to EL Students.

Funding Source	Amount	Description of Use	
Title I – Basic (4900/3010)	\$20000	Contracts/Services /Subscriptions	
EL Supplemental (7250/0000)	\$5000	Certificated- Timesheets	
Supplemental/Concentration (7201/0000)	\$10000	Contracts/Services /Subscriptions	

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?
1. 5-Star Program to track parent/guardian/student participation in school events	Visible Learning - John Hattie: Parent Involvement in Learning, .51 effect size	1. 5 Star Program is being used at every event, academic, informational or athletic our school has.

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

Actions/Services 4.1.3

Principally Targeted Student Group

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?
Increase the attendance of parent and community meetings (ELAC and SSC) by providing	Janet Chrispeels (1996) Effective Schools and Home?School?Community	1. Have at least 4 parent/community member participants at every SSC and ELAC

refreshments, materials and resources as needed.

Partnership Roles: A Framework for Parent Involvement, School Effectiveness and School Improvement, 7:4, 297-323, DOI: 10.1080/0924345960070402

meeting.

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$1000	Contracts/Services /Subscriptions

Site Goal 4.2

Increase attendance rates by 2% from 95% to 97%.

Increase Latino attendance rates by 2% from 94% to 96%

Increase African American attendance rates by 2% from 91% to 93%.

Metric: Attendance Rate

Actions/Services 4.2.1

Principally Targeted Student Group

- EL • Hispanic or Latino

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 bilingual assistance in Spanish, Farsi, and Hmong for increased communication with parents, particularly around attendance and chronic absenteeism.</p> <p>1. Hire three paraeducators or certificated substitutes or teaching associates or community members on a timesheet for an average of 8 hours per week for 36 weeks at 18.00 per hour.</p>	<p>Communicating with Parents: Strategies for Teachers. http://www.adi.org/journal/ss05/Graham-Clay.pdf</p>	<p>Attendance data</p>

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$16000	Classified- Timesheets

Actions/Services 4.2.2

Principally Targeted Student Group

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?
Subscription to VOLT student wellness program which supports student wellness and nutrition	<i>Visible Learning</i> , John Hattie, Exercise, .28 effect size; Diet, .12 effect size.	Attendance data

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Salaries

Actions/Services 4.2.3

Principally Targeted Student Group

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?
Timesheet teachers on their prep period to support habitually tardy students through the use of interventions from mentorship to disciplinary consequences.	Liu, Jing, and Susanna Loeb. "Engaging teachers measuring the impact of teachers on student attendance in secondary school." <i>Journal of Human Resources</i> 56.2 (2021): 343-379.	Decrease in tardies by 10% each quarter

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	\$10000	Certificated- Timesheets

Justification of School-Wide Use of Funds

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

n/a



V. Funding

Florin High School (466) | 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	
2200 Regular Education (9-12) 0000 Unrestricted	0.0000	\$0	\$114,622	\$114,622	\$114,622	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0.0000	\$0	\$22,890	\$22,890	\$22,890	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$402,136	\$402,136	\$310,136	\$20,000	\$59,000	\$13,000	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$97,136	\$97,136	\$92,136	\$0	\$0	\$5,000	\$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	\$512,339	\$512,339	\$345,839	\$0	\$118,500	\$48,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$1,182,923	\$1,182,923	\$917,423	\$20,000	\$179,500	\$66,000	

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	\$512,339

Subtotal of state or local funds included for this school \$670,584

Signatures: (Must sign in blue ink)

Date

Principal Rudy Ortega

School Site Council Chairperson Essence Pogue

EL Advisory Chairperson Veronica Fierros

Signatures: (Must sign in blue ink)	Date
