



Florin High School

Local Control Accountability Plan (LCAP) 2023-2024

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: 2023-2024

Goal Setting (Icapid: 567)

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.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Florin High School Site Council met on October 3, November 14, January 30, April 3 and May 1. 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 February 28 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 2023-24 were created.

2. Impact of LCAP and Annual Update

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

Data analysis during the November 14 and January 30 meeting of the School Site Council and subsequent discussions, along with the evaluation of our 22-23 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 February 28 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 23-24 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, improving the cleanliness of our campus 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.

CAASPP Scores for African American students in Math and English as well as too high of a Suspension rate. Students With Disabilities for Math and English CAASPP and Suspensions. Homeless students in the area of suspensions.

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 (SiteGoalID: 6650) (DTS: 02/10/23)

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

Very Low Category

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

Low Category

- Hispanic students will increase from 42% to 45%

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

Actions/Services 1.1.1 (SiteGoalID: 6650) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Educate and inform students about a-g requirements, provide opportunities to learn about possibilities and schedule students in a way that promotes a-g eligibility</p> <ol style="list-style-type: none"> 1. .5 College Career Counselor for outreach and education, specifically to Black, EL and Hispanic students. 2. .375 College Career Tech to support students in preparing for college/career and pursuing financial aid options. 3. Provide support for Sac State for All student applications 	<p>College Career Counselor</p> <ul style="list-style-type: none"> • 100% FAFSA Completion Rate/Cash for College Workshop • Quarterly targeted meetings with AA, EL and Hispanic students • All 9th-12th grade students will complete a college/career guidance lesson on Californiacolleges.edu • 100% of a-g eligible students submitting Sac State for All application. • Data shared with site AVID team/admin to inform progress <p>College Career Tech</p>	

4. Provide opportunities for freshmen and sophomores to explore college and career options with presentations, speakers, instructional materials and field trips. Specifically, all freshmen students will take a field trip to UC Davis or Sac State and every sophomore student will take an industry related field trip.

5. Schedule students in summer school, ASSETs tutoring Edgenuity classes or back in the regular day schedule to make up D and F grades in core classes.

2. Support underrepresented students (Black, Hispanic, EL) pathway to college readiness by:

1. Providing 1.266 FTE for additional sections of AVID that prepare students for college readiness.
2. Provide a stipend for coordinating the AVID program
3. Provide 1.0 FTE for Math Intervention
4. Support IYT program to recruit, retain and mentor students of color with the goal of a-g completion

3. Support the improvement of literacy instruction by:

1. 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
2. Provide support in terms of supplies and

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

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

Attendance data for Edgenuity classes, tutoring, Summer School are cross referenced for students who are earning D's and F's. Parent notices are sent home after Quarter and Semester grades to students who have D's and F's. Identify students, inform families, track who is coming to Edgenuity/ASSETs.

Tracking the percentage of students needing a referral to Alternative Education. Data is tracked by Head Counselor and shared with Admin Team on a Quarterly basis. a-g tracker data that identifies students who are on track to be a-g eligible after each grade level.

Fidelity of Implementation of AVID program to include

- AVID student enrollment is based on 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
- Walkthroughs demonstrate WICOR strategies implemented.

release time for implementation of a comprehensive Senior project from the planning to feedback to final stages.

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

4. Provide supplemental instructional

FONT walkthrough data and surveys based on professional development given.

Library circulation numbers as number of teachers implementing SSR strategies.

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

materials/supplies, services, activities and experiences to support academic, social and emotional needs of students and programs. Including but not limited to:

1. College Career Counseling:
 1. student planners
 2. interactive notebooks
 3. writing style guides
 4. Color printer
2. Math & Science
 1. Microscopes
 2. Graphing Calculators
 3. Scientific Calculators
3. Technology, Software and online subscriptions to support learning and increase engagement and participation. Including but not limited to:
 1. Certification programs
 2. Research materials
 3. Learning monitoring & assessment
 4. Increase college readiness, etc
 5. Language acquisition/comprehension programs for EL students
 6. Examples include:
 1. Turnitin
 2. NewsELA
 3. Adobe Creative Cloud
 4. SIPPS, which will be exclusively used for EL students.
4. Provide Instructional Materials to support project-based learning

Visual and Performing Arts:

- 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

5. Provide support using Title I and Supplemental Concentration funds for student participation in Academic enrichment opportunities (ex, AP Test Prep) and Supplemental Concentration for Athletic Competitions including but not limited to:

1. Materials
2. Supplies
3. Registrations
4. Transportation
5. Supervision
6. Timesheets and stipends

Site Goal 1.2 (SiteGoalID: 6654) (DTS: 02/10/23)

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

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Actions/Services 1.2.1 (SiteGoalID: 6654) (DTS: 02/10/23)

Targeted Student Group(s)

- EL

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<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 • Identification and placement of EL Students • Reclassification • RFEP monitoring • Parent communication • Support for ELAC Meetings • Release days to learn about and plan instruction. 	<p>Monitoring will include:</p> <ul style="list-style-type: none"> • ELPAC Completion percentage • Field trip attendance logs • FONT walkthrough data • Number and percentage of students who reclassify into RFEP monitoring. • EL Newcomer Teachers and Coordinator track reading lexile levels and report on a quarterly basis. • EL Coordinator tracks number of a-g classes each student is taking, with the goal of increasing access and a-g eligibility. • EL Coordinator measures connectiveness with program, Leadership opportunities and academic achievement. <p>Data is shared with admin team on a quarterly basis.</p>	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Actions/Services 1.2.2 (SiteGoalID: 6654) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
	<ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 		
<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. • 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 on a quarterly basis. 	<ul style="list-style-type: none"> • EL Reclassification Data • Track parent contacts • Grade distribution • Maintaining and tracking data on student performance levels in core courses. • Keep logs of interventions within class time, such as small group intervention. Shared with EL Coordinator on a quarterly basis. 	

Site Goal 1.3 (SiteGoalID: 6655) (DTS: 02/10/23)

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

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

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

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

Actions/Services 1.3.1 (SiteGoalID: 6655) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>During CPA common preps, implement early interventions to ensure students are on path to become program completers. For pathways, provide stipends or release time quarterly to identify interventions with CTE Coordinator.</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>CPA leads will monitor actions to include:</p> <ul style="list-style-type: none"> • Agendas of meetings with teachers • Beginning and ending course enrollment numbers • Academic progress monitoring <p>Leads will communicate results with supporting administrator during monthly meetings.</p>	

Actions/Services 1.3.2 (SiteGoalID: 6655) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

<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>FONT Walkthrough data around use of materials to access and engage students in the classroom. DATA will be collected by administrators, shared with the CTE Coordinator, who will discuss at monthly Department meetings.</p>	
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Actions/Services 1.3.3 (SiteGoalID: 6655) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of Actions/Services?</p>	<p>Evaluation Cycles in 2023-2024</p>
<p>Provide resources and professional development opportunities for our Freshmen Year Experience program to include:</p> <ul style="list-style-type: none"> • Interventions to help students with extra support • Cross curricular teaming strategies • Exposing students to academies and pathways on campus • Visit to Nashville Academies to see how effective team practices can look. 	<p>CTE Coordinator tracks of types and frequency of intervention. Compares grade data before and after.</p> <p>CTE Coordinator conducts individual interventions as needed.</p> <p>Freshman grade data shared within team at a quarterly basis, while individual students shared at their bi-weekly meeting.</p> <p>CTE coordinator and Admin who supports program track number of behavioral referrals and provide interventions.</p>	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

Site Goal 1.4 (SiteGoalID: 6955) (DTS: 04/25/23)

CAASPP ELA scores will increase from 39% of students meeting or exceeding standards to 45% of students meeting or exceeding standards.

CAASPP Math scores will increase from 14% of students meeting or exceeding standards to 20% of students meeting or exceeding standards.

Very Low Category - ELA

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

Very Low Category - Math

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

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

Actions/Services 1.4.1 (SiteGoalID: 6955) (DTS: 04/25/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide resources to allow staff to complete the following:</p> <ol style="list-style-type: none"> 1. Establish clarity around desired school-wide outcomes we are trying to develop over four years at Florin HS. 2. Within each Department , take updated school-wide 	<p>Updated School-Wide Learning Outcomes</p> <p>Learning progressions that include key learning targets and success criteria</p> <p>Teachers track/log interventions with students and share progress at monthly department meetings.</p>	

<p>learning outcomes and create a scope and sequence of key learning targets and success criteria that build upon each other at each grade level, which will develop and hone the desired outcomes.</p> <p>3. Math and English teachers mentor five students from targeted group and have monthly check-ins about progress in class.</p>	<p>Department Chair reviews and shares with supporting Admin. Vice Principal coordinates to ensure each students has a connecting adult.</p>	
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Funding Sources for District Goal 1	Amount	Description of Use
Academic Competitions (7206/0000)	\$500	Contracts/Services/Subscriptions
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets
AVID (7233/0000)	\$4000	Certificated-Stipends
AVID (7233/0000)	\$3300	Contracts/Services/Subscriptions
CTE (7235/0000)	\$25000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	\$52000	Certificated- Salaries
EL Supplemental (7250/0000)	\$12778	Certificated- Timesheets
EL Supplemental (7250/0000)	\$17000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	\$8000	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$10000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$151851	Certificated- Salaries
Supplemental/Concentration (7201/0000)	\$24500	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$500	Classified- Timesheets
Title I – Basic (4900/3010)	\$313954	Certificated- Salaries
Title I – Basic (4900/3010)	\$3500	Certificated- Timesheets
Title I – Basic (4900/3010)	\$23000	Classified- Salaries
Title I – Basic (4900/3010)	\$64000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$52500	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1 (SiteGoalID: 6835) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6835) (DTS: 03/31/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Create Homeroom schedules specifically to provide time for students to take each needed survey. In addition, surveys for staff will be administered during Staff Meetings.</p>	<p>Percent of completed surveys for students and staff increased by 10% compared to last year.</p>	

Actions/Services 2.1.2 (SiteGoalID: 6835) (DTS: 05/17/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
Provide resources, such as release time for the use of Illuminate Software to assist in Departments in monitoring CAASPP and ELPI progress	Department chairs and EL Coordinator will monitor data, present at Department Meetings and create an action plan for improvement.	

Funding Sources for District Goal 2	Amount	Description of Use
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There are currently no fund sources for this District Goal.

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

Site Goal 3.1 (SiteGoalID: 6652) (DTS: 02/10/23)

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

Decrease percent of African-American students who were suspended once by 6% from 21.5% to 15.5%

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

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1 (SiteGoalID: 6652) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. Teach and reinforce positive behaviors through PBIS inspired Core Values:</p> <p>1. 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 • Provide recognition to students who demonstrate PBIS behaviors. • Create PBIS inspired murals around campus to remind students of expectation <p>2. Provide learning opportunities, including but not limited to, guest speakers, conferences, travel expenses, release time and supplies for students and adults to:</p> <p>1. Improve mindset of adults on campus to provide learning</p>	<p>PBIS Tier II coordinator audits our Tier I practices to gauge level of Tier I strategies implemented. Shares with PBIS Tier I team at monthly meeting.</p> <p>Yearly TFI with quarterly checkins with admin and PBIS Coordinator to review action plan and make adjustments.</p> <p>Number of Positive Acknowledgments are tracked and reported to admin on a quarterly basis, which are assessed on how they align to our Core Values.</p> <p>Reflection data of PBIS lessons from both students and staff. Shared at monthly meetings.</p> <p>Track the numbers of students requesting support through the notification system. Numbers tracked within counseling team on a monthly basis and shared with admin.</p> <p>Recidivism rate is tracked by Vice Principal and Peer Mediator Coordinator on a Monthly basis.</p>	

opportunities that focus on diversity, equity and inclusion that will allow us to better support students

2. Peer Mediation
3. Develop leadership skills in students and staff through growth and development of student leadership opportunities such as Club Councils, ASB, Peer Mediation and Link Crew.
4. Support students transitioning to high school by supporting programs like Link Crew, Freshmen Orientation, Summer Bridge, CTE Days and Panther Kick-off Days.
5. Plan and coordinate Student Equity Council recruitment and plan for meetings.

3. Implement a Restorative Practices program to include :

1. 1.0 FTE for a Restorative Room Teacher/Counselor
2. Provide a universal screener for referred students to create an initial scope and sequence for the student's plan.
3. Lead groups for target students to support skill development.
4. Work with students one on one to reintegrate into the classroom in concert with the classroom teacher.
5. Builds capacity of students to become peer mentors/in-class mentors
6. Creates a space/environment that serves as a buddy classroom for targeted students during momentary meltdowns/criss.

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

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

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

7. Supports students with return from suspensions, specifically fighting and substance abuse.

Site Goal 3.2 (SiteGoalID: 6657) (DTS: 02/10/23)

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

Improve cohort graduation rate of African American students by 5% from 85.3% to 90.3%.

Improve cohort graduation rate of Students with Disabilities by 3% from 87.3% to 90.3%

Metric: Cohort Graduation Rate

Actions/Services 3.2.1 (SiteGoalID: 6657) (DTS: 02/10/23)

Targeted Student Group(s)

- All • Black or African American • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1. 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>2. Provide equipment, materials and supplies to support instruction and enrichment outside of the school day and the school calendar year.</p>	<p>VP who supports our ASSETs program will take attendance data for ASSETs are cross referenced for students who are earning D's and F's after each quarter. Parent notices are sent home after Quarter and Semester grades to students who have D's and F's. Identify students, inform families, track who is coming to Edgenuity/ASSETs. Data is shared with admin team and Edenuity coordinator on a monthly basis.</p>	

Actions/Services 3.2.2 (SiteGoalID: 6657) (DTS: 04/25/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Provide training on crisis, fire, lockdown and Active shooter situations.</p>	<p>Agendas and Feedback from trainings.</p> <p>In addition, Vice Principal who monitors the Safe School Plan will provide rubric for successful trainings and provide feedback for staff after each drill. There will be at least one drill per semester for both during the day and after school program.</p>	

Actions/Services 3.2.3 (SiteGoalID: 6657) (DTS: 04/25/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>Create a physically healthy and well maintained campus community by adopting the Disneyland principle and strategically place decorative trash cans no further than 30 steps apart all over campus and purchase Vape sensors for all student bathrooms.</p>	<p>How much trash is left after lunch</p> <p>Number of students vaping in the bathroom</p> <p>Vice Principal who supports our Custodians will create a survey and administer a survey to our custodial staff about the differenc in trash that is noticed.</p>	

Site Goal 3.3 (SiteGoalID: 6973) (DTS: 04/28/23)

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

Very Low

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

Metric: School Climate - Average Favorability Rating

Actions/Services 3.3.1 (SiteGoalID: 6973) (DTS: 04/28/23)

Targeted Student Group(s)

- Black or African American • Foster Youth • SWD

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <p>Increase school connectedness by eliminating barriers to participation in after school activities by purchasing an ASB Card for every student out of Supplemental Concentration funds.</p>	<ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when? <p>Use 5 Star to track number of students participating in extra-curricular activities. Activities Director tracks student participation and shares data with admin team on a monthly basis and with the staff every semester. Monitor who is and who is not participating and make adjustments.</p> <p>As a result, students on the no activity list will decrease. Data will be tracked monthly and reported to the admin team.</p>	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$12000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$113300	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	\$7000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$200000	Certificated- Salaries
Title I – Basic (4900/3010)	\$16500	Certificated- Timesheets
Title I – Basic (4900/3010)	\$11000	Contracts/Services/Subscriptions
Title I – Basic (4900/3010)	\$21000	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 (SiteGoalID: 6653) (DTS: 02/10/23)

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

Metric: Parents indicating a respectful and welcoming school environment

Actions/Services 4.1.1 (SiteGoalID: 6653) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working?
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<p>Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What is not working and why? • What modifications do you need to make?
<p>Increase and improve family and community engagement opportunities with the goal of increasing parent/guardian's advocacy of their students.</p> <ol style="list-style-type: none"> 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, materials such as posters and markers, childcare and translators. 2. Participation in Parent-Teacher Home Visit project 3. Development and delivery of parent information sessions focused on a-g completion, post-secondary options and financial aid opportunities for students, such as PIQE, presented specifically to EL Students. 4. Renew 5-Star Program to track parent/guardian/student participation in school events 5. Increase the attendance of parent and community meetings (ELAC and SSC), as well as Back to School Nights and Open House by providing refreshments, materials and resources as needed. 6. Contract with a company for crossing guard service before and after school every day. 	<p>Vice Principal and Coordinator track Parent-Teacher Home Visits. Shared with Leadership on a Quarterly basis.</p> <p>Vice Principal and Head Counselor tracks parent conferences and reports on a quarterly basis to admin team.</p> <p>Vice Principal tracks tracks family participation in school-wide funtions as well as response rate via Tracking Points. Data is presented on a monthly basis to the leadership team.</p>	

Site Goal 4.2 (SiteGoalID: 6658) (DTS: 02/10/23)

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

Increase Hispanic attendance rates by 3% from 89.4% to 92.4%

Increase African American attendance rates by 4% from 82.8% to 86.8%.

Metric: Attendance Rate

Actions/Services 4.2.1 (SiteGoalID: 6658) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • Hispanic or Latino

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<ul style="list-style-type: none">• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.• Actions and Services should be step by step in a chronological order.• Actions and Services should remove barriers and implement changes. <p>Provide bilingual assistance in Spanish, Farsi, and Hmong for increased communication with parents, particularly around attendance and chronic absenteeism.</p> <ol style="list-style-type: none">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.	<ul style="list-style-type: none">• What progress data will be collected and who will collect it?• How often and when will it be collected?• Who will it be shared with and when? <p>BTA's keep track of record of necessary phone calls and share with supervising administrator on a monthly basis. Vice Principal who supports attendance will track attendance data and compare to pre and post data from calls successfully made.</p>	<ul style="list-style-type: none">• What is working?• What is not working and why?• What modifications do you need to make?

Actions/Services 4.2.2 (SiteGoalID: 6658) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024
		<ul style="list-style-type: none">• What is working?• What is not working and why?

<ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<ul style="list-style-type: none"> • What modifications do you need to make?
Subscription to VOLT student wellness program which supports student wellness and nutrition	PE Teacher will track attendance data for students who use the program and report to administrator on a monthly basis.	

Funding Sources for District Goal 4	Amount	Description of Use
EL Supplemental (7250/0000)	\$5000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$700	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	\$10000	Certificated- Timesheets
Title I – Basic (4900/3010)	\$16000	Classified- Timesheets
Title I – Basic (4900/3010)	\$11000	Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Academic Competitions (7206/0000)	Contracts/Services/Subscriptions	\$500				\$500
AP Recruitment (7225/0000)	Certificated- Timesheets	\$1000				\$1000
AVID (7233/0000)	Certificated-Stipends	\$4000				\$4000
AVID (7233/0000)	Contracts/Services/Subscriptions	\$3300				\$3300
CTE (7235/0000)	Materials/Supplies/Equipment	\$25000				\$25000
EL Supplemental (7250/0000)	Certificated- Salaries	\$52000				\$52000
EL Supplemental (7250/0000)	Certificated- Timesheets	\$12778			\$5000	\$17778
EL Supplemental	Contracts/Services/Subscriptions	\$17000				\$17000

(7250/0000)

EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$8000			\$8000
PBIS (7440/0000)	Materials/Supplies/Equipment		\$1000		\$1000
PreAP Training (7218/0000)	Contracts/Services/Subscriptions	\$5000			\$5000
Student Fees (2312/0000)	Contracts/Services/Subscriptions	\$5000			\$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$10000			\$10000
Supplemental/Concentration (7201/0000)	Certificated- Salaries	\$151851			\$151851
Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$24500	\$12000	\$700	\$37200
Supplemental/Concentration (7201/0000)	Classified- Timesheets	\$500			\$500
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions		\$113300		\$113300
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment		\$7000	\$5000	\$12000
Title I – Basic (4900/3010)	Certificated- Salaries	\$313954	\$200000		\$513954
Title I – Basic (4900/3010)	Certificated- Timesheets	\$3500	\$16500	\$10000	\$30000
Title I – Basic (4900/3010)	Classified- Salaries	\$23000			\$23000
Title I – Basic (4900/3010)	Classified- Timesheets			\$16000	\$16000
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	\$64000	\$11000	\$11000	\$86000
Title I – Basic (4900/3010)	Materials/Supplies/Equipment	\$52500	\$21000		\$73500
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$15000			\$15000

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) | 2023-2024

EGUSD Strategic Goals

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	\$202,671	\$202,671	\$202,671	\$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	\$314,851	\$314,851	\$176,851	\$0	\$132,300	\$5,700	\$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	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0.0000	\$0	\$25,000	\$25,000	\$25,000	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$94,778	\$94,778	\$89,778	\$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

7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0.0000	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
4900 Director of School Improvement Support 3010 ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	\$0	\$742,454	\$742,454	\$456,954	\$0	\$248,500	\$37,000	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$1,428,554	\$1,428,554	\$999,054	\$0	\$381,800	\$47,700	

Fund Subtotals

Subtotal of additional federal funds included for this school \$742,454

Subtotal of state or local funds included for this school \$686,100

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson

_____	_____
_____	_____
_____	_____
_____	_____

