



Florin High School

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673143430477

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

Approved by the Elk Grove Unified School District Board of Education on _

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

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

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

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

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

Stakeholder Engagement

Involvement Process for LCAP and Annual Update
<p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>The Florin High School Site Council met on September 9, October 7, January 13, and February 3. The School Site Council provided feedback on the 2019-20 LCAP and assisted with goal development for the 2020-21 LCAP on January 13 and February 3.</p> <p>In the fall of 2019, staff, students, and families of FHS had a chance to provide their feedback for the 2020-21 LCAP via the district survey.</p> <p>At the January 7 Leadership team, Department Leaders were informed they would do a data analysis of their department's current state and compare that to their ideal state. They then created a list of reasons for the gap between the two and created a plan to attack the biggest reason for their department not achieving their ideal state. Those plans became the basis for teacher input in the LCAP.</p> <p>The FHS ELAC committee met on February 3 and approved the LCAP goals and funding..</p>
Impact of LCAP and Annual Update
<p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>It was realized we had a lot of focus on Strategic Goal 1 and we needed to balance out where we were spending money after multiple years of similar outcome data. In addition, we noticed a gap between disciplinary and academic outcomes between different groups of students. In order to address the gap, the decision was made to add a staff member to train students in conflict mediation with a restorative lens as well as social/emotional competencies.</p> <p>Both parents and students indicated their #1 priority was for good teachers and that is why there is so much money aimed at professional development so our teachers can improve their craft.</p>

Resource Inequities

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

Goals, Actions, and Progress Indicators

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

Students need high quality classroom instruction and curriculum as measured by:

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

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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 10% from 30% to 40%.

Increase the percentage of Latino students meeting a-g requirements by 9% from 31% to 40%

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. .5 College Career Counselor for outreach and education 2. .375 College Career Tech to support students in preparing for college/career and pursuing financial aid options.	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.	1. Increase the number of SAT/ACT Test takers through outreach by College Career Tech. 2. All freshmen and sophomore students identifying a career that gives their education more relevance by increasing the use of CCGI.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$29500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$45000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Provide opportunities for students to explore college and career options with presentations, speakers, instructional materials and field trips. 2. Provide support for Sac State for All student applications	Center for Poverty and Research, U.C. Davis <i>Increasing College Access and Success for Low Income Students</i>	1. Demographics of students attending field trip is proportionate with overall school demographics. 2. 100% of students meeting a-g eligibility requirements apply for Sac State for All.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$9700	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$8300	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- All • Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
.665 to provide additional sections of AVID	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.	1. 100% of AVID student enrollment is based on under represented students (based on college admissions) and/or the first family member to attend college. 2. 100% of AVID graduating Seniors get accepted into a 4 year college. 3. 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)	\$74098	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

Increase percentage of students attaining proficiency on Science, Math and ELA CAASPP assessments by providing high quality, research-based instruction.

- Percentage of students meeting or exceeding standards in ELA to increase from 43% to 50%
- Percentage of students meeting or exceeding standards in Math to increase from 19% to 24%
- Percentage of students meeting or exceeding standards in Science to increase by 5%

- Increase the percentage of African American students passing the Math CAASPP by 4% from 6% to 10%
- Increase the percentage of Latino students passing the Math CAASPP by 5% from 15% to 20%
- Increase the percentage of EL students passing the Math CAASPP by 5% from 4% to 9%

- Increase the percentage of African American students passing the English CAASPP by 5% from 43% to 48%
- Increase the percentage of Latino students passing the English CAASPP by 5% from 41% to 46%
- Increase the percentage of EL students passing the English CAASPP by 5% from 6% to 11%

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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</i> - Hattie: Effects of Principals and school leaders, .36 effect size	1. 10% increase of the number of walk-through observations and time-spent as measured by the EL Walk-through form. 2. PD offered in department meetings and site leads to improved teacher instructional strategies as see on the EL Walkthrough Form.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$158000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Support literacy by purchasing library books (recreational outside reading) to support student reading fluency. (No more than 15 copies of any one title to be ordered without Board adoption.)	<i>Visible Learning</i> - Hattie: Reading: Exposure to Reading; .36 effect size	1. 10% increase in number of students checking out a book from the library. 2. Formative assessment results from book talks held in English classes.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$7000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.3

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
.501 FTE to support intervention and in math and ELA	<i>Visible Learning</i> - John Hattie: Time on Task .38 effect size; Early Intervention .47 effect size	1. 10% improvement in the number of students earning a C- or better at the Quarter/Semester grades.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$54954	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Staff participation in on-site and off-site professional development on research-based instructional strategies to support literacy, math and/or science instruction (e.g. culturally responsive strategies, FHQI strategies, English Learner strategies, and critical thinking), to include stipends, substitutes, conference registration, lodging, transportation, and meals.	<i>Visible Learning</i> – John Hattie Professional Development, .62 effect size	1. 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. 2. Increased number of performance based tasks given in English and Math and improvement in student results from more effective instructional strategies.

Funding Source	Amount	Description of Use		
AVID (7233/7510)	\$3300	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$18000	Certificated Salaries	Edit	Delete
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	Edit	Delete
Title I – Basic (4900/3010)	\$38000	Contracts/Services	Edit	Delete

Actions/Services 1.2.5

Principally Targeted Student Group				
<ul style="list-style-type: none"> All Black or African American EL Hispanic or Latino 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide support for student participation in Academic and athletic Competitions to include materials, supplies, registrations, transportation, supervision and coaching	<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	1. The student demographics is proportional with the demographic make-up of our school.		
Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$8000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$4000	Contracts/Services	Edit	Delete

Actions/Services 1.2.6

Principally Targeted Student Group				
<ul style="list-style-type: none"> All Black or African American EL Hispanic or Latino 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide Databases, Software, Hardware, Instructional Materials, and Resources to support student research, reading and writing which include programs like NewsELA and Turnitin.com	<i>Using Technology to Support At-Risk Students' Learning</i> (2004) – Linda Darling-Hammond, Molly B. Zieleszinski, and Shelley Goldman <i>Visible Learning</i> - John Hattie, Writing programs, .44 effect size	1. Formative assessment results from NewsELA analyzed in Social Science PLCs. 2. Increase use of formative assessments which require students to use claim-evidence-reasoning formula to answer performance based questions.		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$52000	Contracts/Services	Edit	Delete
Title I – Basic (4900/3010)	\$27001	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$1500	Contracts/Services	Edit	Delete

Actions/Services 1.2.7

Principally Targeted Student Group				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an	How will you Measure the Effectiveness of the		

Effective Practice?		Actions/Services?	
Funding Source	Amount	Description of Use	

Actions/Services 1.2.8

Principally Targeted Student Group		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Funding Source	Amount	Description of Use

Site Goal 1.3

Increase percentage of students making progress towards English language proficiency by 7% from 48% to 55%.

Metric: Progress toward English Proficiency

Actions/Services 1.3.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> EL 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide support for increased reclassification of EL students. 1. .667 FTE EL Coordinator Release Periods	McCarthey, 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.	1. Monitoring of EL Students completed by appropriate deadlines. 2. Professional Development opportunities are expanded to the rest of the EL Department and school. 3. 100% of EL Students will complete all sections of the ELPAC test by the required deadline.
Funding Source	Amount	Description of Use
EL Supplemental (7250/0000)	\$77009	Certificated Salaries
Supplemental/Concentration (7201/0000)	\$5500	Certificated Salaries

Site Goal 1.4

Increase access to technology and instructional materials, such as student planners, interactive notebooks, and writing style guides, to improve cohort graduation rate by 2% from 91% to 93%.

Metric: Other (Site-based/local assessment)

Actions/Services 1.4.1

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide students with access to technology. 1. Sustain 1X1 Chromebook access in all classes, including replacement Chromebooks for existing carts as needed 2. Provide Scientific and Graphing calculators for math and science classes	<i>Using Technology to Support At-Risk Students' Learning</i> (2004) – Linda Darling-Hammond, Molly B. Zieleszinski, and Shelley Goldman	1. 100% of the teachers continue to use Google Classroom from their time in Distance Learning.		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$30000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.4.2

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide supplemental instructional materials and supplies to support improved academic performance, e.g. student planners, interactive notebooks, writing style guide, etc.	<i>Classrooms as Contexts for Motivating Learning</i> (2006) - Perry, Turner and Meyer	1. Decrease in students earning D and F's at all grading periods by 3%.		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$17000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.4.3

Principally Targeted Student Group				
• Black or African American • EL • Hispanic or Latino • SWD				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
Provide Instructional Materials to support project-based learning Visual and Performing Arts: <ul style="list-style-type: none"> • Uniforms - \$4000 • Instruments (new and repair) - \$3500 • Clay/supplies for ceramics - \$2800 • Kiln repair- \$1200 • Paint, paper, canvas for Art class - \$2500 • Printing supplies - \$2500 • Scripts/Royalties/Building supplies/Materials - \$2500 	<i>Project-Based Learning Research Review</i> (2012) – Vanessa Vega <i>Visible Learning</i> - John Hattie, Problem-based learning, .61 effect size	1. Presentation of student projects at annual Open House event. 2. Increase student participation in District annual Art Showcase. 3. Increase the number of students submitting portfolios the AP 2D and 3D Art class.		
Funding Source	Amount	Description of Use		
Student Fees (2312/0000)	\$15000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$9000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.5

Increase percentage of students completing CTE sequences and Pathways rate from 32% to 40%.

Increase the percentage of students with disabilities CTE completion rate by 6% from 14% to 20%.

Increase the percentage of EL students CTE Completion rate by 6% from 18% to 24%.

Metric: A-G Completion

Actions/Services 1.5.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide release time and/or stipends for CTE and Pathways teachers to work with counselors, mentors, sector coaches and industry partners to increase program completion Pathways supported are in the following sectors: <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 	<i>Visible Learning</i> – John Hattie – Career Education Programs .38 effect size 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	1. Academies and pathway enrollment numbers will reach capacity for all beginner and concentrator courses.

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$2000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.5.2

Principally Targeted Student Group

- EL • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Purchase instructional equipment and materials for CTE Pathways.	<i>Visible Learning</i> – John Hattie – Career Education Programs .38 effect size 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	1. Decrease in students earning D and F's at all grading periods by 3%.

Funding Source	Amount	Description of Use		

CTE (7235/0000)	\$34000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Increase the effectiveness of PLCs analyzing student work/assessment.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>1. Provide stipends to teachers:</p> <ul style="list-style-type: none"> • To train PLC leaders about facilitation skills and time to create agendas for upcoming PLC meetings. • To develop and analyze common assessments aligned with curriculum. • For participation in PLC professional development. 	<p><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</p>	<p>1. Agendas from PLC meetings. 2. Teacher attendance at PLC meetings</p>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$20000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.1.2

Principally Targeted Student Group				
• All				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
<p>Train teachers on the use of Illuminate Software to assist in PLC data gathering and pay for GradeCam Subscription if not covered with Illuminate</p>	<p>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</p>	<p>100% Attendance rates at Illuminate trainings</p>		
Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$4500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

Teachers provide frequent, timely and meaningful feedback on student academic progress:
50% increase in percentage of writing opportunities for students as measured by data from Synergy gradebooks and Turnitin.com usage data

Metric: Other (Site-based/local assessment)

Actions/Services 2.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Sustain 1X1 teacher tablets/laptops, including replacements and additional tablets for new staff to facilitate timely feedback on student projects and writing via Google classroom and Turnitin.com. Tablets will enable teachers to give feedback on digital platform writing and projects at school and at home and can be connected to projectors for instructional purposes.	<i>Visible Learning</i> – John Hattie: Feedback .73 effect size	50% increase in percentage of writing opportunities for students as measured by data from Synergy gradebooks and Turnitin.com usage data

Funding Source	Amount	Description of Use		
Title I – Basic (4900/3010)	\$200000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

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

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Decrease percentage of students who are suspended at least once by 3% from 7.3% to 4.3%

Decrease percent of African-American students who were suspended once by 5% from 17.7% to 12.7%

Decrease percent of Latino students who were suspended once by 3% from 7.5% to 4.5%

Decrease percent of Students with Disabilities who were suspended once by 5% from 15.9% to 10.9%

Decrease percent of EL students who were suspended once by 1% from 4.9% to 3.9%

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. Support Link Crew and PBIS with training, staffing, instructional materials, signage and	<i>Horner, R., & Sugai, G. (2008). Is school-wide positive behavior support an evidence-</i>	1. Decrease the number of discipline behavioral referrals by 10% from 1158 to

promotional materials 2. Provide instructional materials to students who demonstrate PBIS behaviors.	<i>based practice? OSEP Technical Assistance Center on Positive Behavioral Interventions and Support.</i>	under 1000 per semester. 2. Create a baseline of data for classrooms using community building practices based on walk-throughs of classrooms. 3. Increase percentage of students indicating they feel connected to our school community on the SEL/Climate Culture student surveys by 5%.
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Funding Source	Amount	Description of Use		
PBIS (7440/7510)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$5000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$8000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$8000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Create PBIS inspired murals around campus.	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.	1. Increase of school connectedness as demonstrated through the SEL Survey by 10% from 51% to 61%.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$24508	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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 59% to 64%

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- Black or African American • Hispanic or Latino • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development to Counselors around the Social/Emotional competencies to establish a common approach to supporting our students.	Reducing anxiety - .4 effect size <i>Visible Learning</i> - Hattie	1. Counselors will equally meet with students for social/emotional issues and academic issues.

Funding Source	Amount	Description of Use		

Title I – Basic (4900/3010)	\$3000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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Actions/Services 3.2.2

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide support for students transitioning to high school by supporting programs like CTE Days, Panther Kick-Off Days 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	1. The number of students enrolled in each CTE program is proportionate with our overall school's demographics.

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.3

Improve cohort graduation rate by 3% from 91.2 to 94.2.

Improve cohort graduation rate of African American students by 6% from 84.6% to 90.6%.

Improve cohort graduation rate of Students with Disabilities by 6% from 67.9% to 72.9%

Metric: Cohort Graduation

Actions/Services 3.3.1

Principally Targeted Student Group

- All • Black or African American • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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. 2. Provide students with tutoring, academic support, credit recovery opportunities, enrichment and access to technology outside of the school day and school calendar year. 3. Provide equipment, materials and supplies to support instruction and enrichment outside of the school day and the school calendar year.	<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.	1. Increase student participation by 25% as told by the student interest survey and daily attendance. 2. Increase the number of students attending tutoring by 10%. 3. Increase the number of college preparation (SAT prep) classes from 0 classes to two classes. 4. Increase the number of students taking Edgenuity classes to make up credits.

Funding Source	Amount	Description of Use	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$63100	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$13000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I – Basic (4900/3010)	\$10000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 3.3.2

Principally Targeted Student Group

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

Funding Source	Amount	Description of Use		

District Strategic Goal 4:

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

District Needs and Metrics 4:

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

- Attendance Rate
- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. 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 sessions focused on a-g completion, post-secondary options and financial aid opportunities for students	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. Increase of 10% in student and parent attendance at Freshman Orientation from 40% to 50% of students and from 20% to 30% of parents/guardians. 2. Increase of 7% in parent attendance at Title I parent meeting from 13% to 20%. 3. 10% increase in PTHV visitations

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$2000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$10000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$2000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Title I - Basic (4900/3010)	\$7000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1. 5-Star Program to track parent/guardian/student participation in school events 2. One cell phone for administrators to use to contact families via text and/or non-school phone number	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)	\$3000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.1.3

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Increase the attendance of parent and community meetings (ELAC and SSC) by providing refreshments, materials and resources as needed.	Janet Chrispeels (1996) Effective Schools and Home?School?Community Partnership Roles: A Framework for Parent Involvement, School Effectiveness and School Improvement, 7:4, 297-323, DOI: 10.1080/0924345960070402	1. Have at least 4 parent/community member participants at every SSC and ELAC meeting.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide bilingual assistance in Spanish, Farsi, and Hmong for increased communication with parents, particularly around attendance and chronic absenteeism. 1. Hire three paraeducators or teaching associates on a timesheet for an	Communicating with Parents: Strategies for Teachers. http://www.adi.org/journal/ss05/Graham-Clay.pdf	1. Reduction of Chronically absent students 2. Reduction in SARB letters.

average of 8 hours per week for 36 weeks at 18.00 per hour.

Funding Source	Amount	Description of Use		
Title I - Basic (4900/3010)	\$16000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 4.2.2

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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.	Improved student attendance: Increase of 1.3% in student attendance Decrease of 1% in chronic absenteeism

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Justification of School-Wide Use of Funds

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

n/a

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Florin High School - 466

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	\$0	\$113,392	\$113,392	\$113,392	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$22,890	\$22,890	\$22,890	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$0	\$50,508	\$50,508	\$15,000	\$0	\$32,508	\$3,000	\$0
7235 CTE Site Supplies/Equipment 0000 Unrestricted	0	\$0	\$34,000	\$34,000	\$34,000	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$77,009	\$77,009	\$77,009	\$0	\$0	\$0	\$0
4900 Director of Learning Support Services 3010 NCLB: Title I, Part A, Basic Grants Low Income and Neglected	0	\$0	\$961,153	\$961,153	\$589,553	\$225,500	\$106,100	\$40,000	\$0
7233 AVID Support 7510 Low Performing Student Block	0	\$0	\$8,166	\$8,166	\$3,300	\$0	\$0	\$0	\$4,866
7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0	\$0	\$1,283,118	\$1,283,118	\$870,144	\$225,500	\$139,608	\$43,000	

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	\$961,153
Subtotal of state or local funds included for this school	\$321,965

Signatures: (Must sign in blue ink) **Date**

Benefits Calculator for Timesheets	
<input checked="" type="radio"/> Certified	Staff Amount \$ <input type="text"/>
<input type="radio"/> Classified	Benefits Amount \$ <input type="text"/>
	Total \$ <input type="text"/>

Principal **Rudy Ortega**

School Site Council Chairperson **Essence Pogue**

EL Advisory Chairperson **Melba Navarro**

_____	_____
_____	_____
_____	_____