Florin Elementary

Local Control Accountability Plan (LCAP)
2023-2024

Principal: Wilbert Villalta

County-District-School (CDS) Code: 34673146033054

Elk Grove Unified School District
Elk Grove, California

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

IV. Goals, Actions and Services

Florin Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 528)

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

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?

Our staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2023-2024 school year. Our PBIS Team met weekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess our progress towards our

goals.

During Florin Title One meetings, site data was shared and members' feedback was solicited. Our Vice Principal met periodically throughout the year with our English Language Learner Community - targeted on how we can best serve our EL Students and seeking stakeholder input that drives the LCAP planning process. Our School Site Council reviewed Florin's data related to EGUSD's Strategic Goals and our progress toward these goals. The Council provided input and suggestions based on student need. This, in conjunction with ongoing and continued conversations with all stakeholders, has provided valuable input for creating this year's LCAP. The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

Our LCAP Needs Survey: (LCAP NEEDS SURVEY: CRITICAL AREAS Power BI)

All Groups

Area	% of Importance	Importance Rank	Interpretations
Bullying Prevention	89.9%	8	High Importance Low Satisfaction
Life Skill Courses	78.8%	23	High Importance Low Satisfaction
Homework Tutoring	76.8	27	High Importance Low Satisfaction

   - Florin Grade Level Leadership Team Meetings on 09/18/23, 10/16/23,1/29/24, 04/15/24, 05/20,24
   - Florin AVID Leadership Team Meetings on 09/11/23, 10/09/23, 12/11/23, 1/22/24, 04/08/24, 05/13/24.
   - ELAC on 10/23, 12/23, 2/24, 5/24
   - Staff meetings on 08/07/23, 08/28/23, 10/02/23, 11/06/23, 12/04/23, 01/08/24, 05/05/24, 03/25/24, 04/01/24, 05/06/24.
   - Back to School Night and Title One Meeting on 8/23
   - Staff Survey in April 2024
   - EGUSD Parent, Staff and Student Surveys Fall 2023 Spring 2024
   - Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were added:

- It is recommended that the interventions in place be continued. In all, we will continue with two full-time Academic Intervention Teachers, 3 AITs para educators paid on timesheets, and 2 push in interventions teachers in Kinder and First grade - for a total of 7 AIT support teacher for students in grades kindergarten through grade 6.
- Additional interventions in place will continue to support student growth, especially with our African American students and Students with Disabilities. These include professional development for teachers, release time for observation and collaboration, data meetings, professional development, and targeted intervention during the school day.

Resource Inequities

As of the Spring of 2023, our school had the following sub-groups enter into ATSI:

Student Group	ELA	MATH	CHRONICALLY ABSENT	SUSPENSION
African American	1	1	1	
Hispanic	1	1	1	2
Students with Disabilities	1	1	1	4
Two or More	1	2	1	3

Throughout our school LCAP, we have have put goals and actions in place in order to address the inequities amongst student groups in both academics and attendance.

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: 6265) (DTS: 02/10/23)

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

Our goal is to close the achievement gap with the lowest performing subgroups in **ELA** according to the 2022 CAASPP for students in the 3rd through 6th grades. According to 2022 CAASPP ELA Data our students went from 21% meeting or exceeding standards to 13.29% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **decreased** from 2.1% meeting or exceeding standards to 0%
- EL students **decreased** from 10% meeting or exceeding standards to 7.58%
- African American students **increased** from 10% meeting or exceeding standards to 18.52%
- Latino students **maintained at** 16%
- White students **increased** from 41% meeting or exceeding standards to 46.15%
- Asian students **increased** from 24% meeting or exceeding standards to 28.42%

- Students with 2 or more races **decreased** from 29% meeting or exceeding standards to 15.38%
- Socioeconomically Disadvantaged students **decreased** from 22% meeting or exceeding standards to 20.98%.
- **ELA OVERALL/SCHOOLWIDE GOAL = Students will move from 13% to 25% meeting or exceeding standards on the 2023-2024 CAASPP.**

Our goal is to close the achievement gap with the lowest performing subgroups in **MATHEMATICS** according to the 2022 CAASPP for students in the 3rd through 6th grades. According to 2021 CAASPP ELA Data our students went from 29% meeting or exceeding standards to 13% as a whole. The following is data broken down into finer detail:

- Students with Disabilities **declined** from 5% meeting or exceeding standards to 0%
- African American students **increased** from 5% meeting or exceeding standards to 7.1%
- Latino students **declined** from 8% meeting or exceeding standards to 6.84%
- EL students **increased** from 6% meeting or exceeding standards to 7.52%
- Students with 2 or more races **decreased** from 25% meeting or exceeding standards to 23.07%
- White students **increased** from 18% meeting or exceeding standards to 23.8%
- Socioeconomically Disadvantaged students **declined from** 14% meeting or exceeding standards to 13.29%
- Asian students **increased** from 21% meeting or exceeding standards to 22.37%
- **MATHEMATICS OVERALL/SCHOOLWIDE GOAL = Students will move from 13.29% to 29% meeting or exceeding standards on the 2023 CAASPP.**

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

- ELA CAASPP increase from 21% to at least 32%
- Math CAASPP increase from 13% to at least 29%
- Students will increase a determined amount of guided reading levels, according to grade level and proficiency level. Students below grade level will increase an additional 2 guided reading levels.
- CA Dashboard will remain yellow or increase in both ELA and Math. African-American, Asian and SWD will increase from orange to yellow in ELA. African-American (orange) and SWD (red) will increase at least one color in Math.

Illuminate Data ELA T2:
Grade 1 Fluency (Report #57)   70.8% At Grade Level, 16.6% Approaching Grade Level, 12.5% Below Grade Level
Grade 2 Comprehension (Report 92574) 17.5% Proficient, 49.2% Developing, 33.3% Beginning
Grade 2 Fluency (Report) 47.8% At Grade Level, 19.7% Approaching Grade Level, 30.9% Below Grade Level
Grade 3 ELA (Report 92570) 8.7% At Grade Level, 34.8% Approaching Grade Level, 56.5% Below Grade Level
Grade 3 Fluency (Report) 39.4% Grade 3 Fluency (Report) 39.4% At Grade Level, 18.2% Approaching Grade Level, 42.4% Below Grade Level
Grade 4 ELA (Report 92572) Developing 45.8%, Beginning 54.2%
Grade 4 Fluency (Report) 17.9% At Grade Level, 32.5% Approaching Grade Level, 50.0% Below Grade Level
Grade 5 ELA (Report 92597) 4.0% At Grade Level, 46.0% Approaching Grade Level, 50.0% Below Grade Level
Grade 5 Fluency (Report) 9.8% At Grade Level, 3.2% Approaching Grade Level, 77.0% Below Grade Level
Grade 6 ELA (Report 92576) 16.7% At Grade Level, 48.5% Approaching Grade Level, 34.8% Below Grade Level
Grade 6 Fluency (Report) 26.8% At Grade Level, 29.8% Approaching Grade Level, 43.3% Below Grade Level

[CAASPP Results for 2021-2022 ELA](#)

	Grade 3	Grade 4	Grade 5	Grade 6	All Grades
Number of Students Enrolled	79	70	77	76	302
Achievement Level					
Standard Exceeded: Level 4	3.80%	10.00%	11.84%	8.00 %	8.33 %
Standard Met: Level 3	11.39%	10.00%	11.84%	18.67 %	13.00 %
Standard Nearly Met: Level 2	25.32%	17.14%	27.63%	28.00 %	24.67 %
Standard Not Met: Level 1	59.49%	62.86%	48.68%	45.33 %	54.00 %

Illuminate Math Data T2

Grade 1 Math (Report 86419) 54.5% Proficient, 45.5% Developing
Grade 2 Math (Report 86421) 33.8% Proficient, 62.0% Developing, 4.2% Beginning
Grade 3 Math (Report 86422) 7.1% Proficient, 51.8% Developing, 41.1% Beginning
Grade 4 Math (Report 86423) 39.1% Developing, 60.9% Beginning
Grade 5 Math (Report 86424) 12.7% Proficient, 49.1% Developing, 38.2% Beginning
Grade 6 Placement Math (Report 92609) Level 4 4.2%, Level 3 5.6%, Level 2 58.3%, Level 1 31.9%

[CAASPP Results for 2021-2022 MATH](#)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	All Grades
Number of Students Enrolled	79	70	77	76	302
Standard Exceeded: Level 4	2.53 %	4.29 %	3.90 %	8.00 %	4.65 %
Standard Met: Level 3	5.06 %	14.29 %	6.49 %	9.33 %	8.64 %
Standard Nearly Met: Level 2	32.91 %	25.71 %	23.38 %	22.67 %	26.25 %
Standard Not Met: Level 1	59.49 %	55.71 %	66.23 %	60.00 %	60.47 %

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

Actions/Services 1.1.1   (SiteGoalID: 6265) (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 Actions/Services?	Evaluation Cycles in 2023-2024
- 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.	- 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?	- What is working? - What is not working and why? - What modifications do you need to make?
1. Tier II Interventions: Our **Academic Intervention Teachers** will utilize small group instruction and Highly Effective Learning Strategies for struggling students in kindergarten through sixth grade. AIT teachers will support students	1. Effectiveness will be measured though the following: - The number of student exiting the Intervention will be determined each trimester. - Grade level benchmark assessments to determine	

for ELA and Math. Students that receive supports are 1-6 General Education students, who are below/far below grade level. (Salaried Teachers:
1 from District ESSER funding
1 from Title One $162,349/3010
Time-sheeted Teachers for Kindergarten & Grade 1:
Two from District ESSER funds
2 Time-sheeted Para educators (7 hours per day) to support AITs paid out of Title One $26,684/3010, and Supplemental Concentration 28,777)

2 Credentialed teachers to provide push in support for kinder and first grade paid by CPL at the District office.

Credential teacher to support Tier 2 meetings. Teachers will have time to be released from instruction to meet with Tier 2 teams. Supplemental Concentration (7101,$13,691)

2. School-wide Implementation of AVID. Purchase supplies and materials in order to support this program at our school.

3. Instructional Supplies, intervention supplies, books, workbooks, replacement equipment, ink, paper and other instructional materials and parts for purchases and intervention programs, including an open P.O with ODP/Staples (Supplies Materials $13,551 7101/3010)

Maintenance Agreement for Toshiba Copier Machine ($1044, 3010 Title One), Laminator ($323, 3010 Title One) and RISO ($458, 3010 Title One).

- students needing AIT support every trimester
- Pre/post assessments by AIT every 6-8 weeks.

2. Effectiveness will be measured by the effective implementation of our AVID Program and its annual site evaluation.

Data will be collected every trimester by our AIT and administrative team, it will be shared with SSC and leadership.

Actions/Services 1.1.2   (SiteGoalID: 6265) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
Extend Library Support Technician - Title I Librarian will provide supplemental read-a-louds modeling key reading comprehension strategies to increase students' access to high-quality literature or information selections and increase student understanding of key comprehension strategies. 1. Salaries Timesheet Classified: $13,550 /3010 Title One.	Librarian will provide supplementary support in: • Cataloguing distributing and managing supplementary intervention program materials such as the Leveled Library Book Room. Teachers utilizing the Leveled Library will increase from 74% to above 95%. • Ordering, processing and displaying multicultural books. Multicultural displays will increase from 3 cultures to 5. • Preparing and providing books for parent programs such as ELAC, Parent Nights and other parent events. Reading materials will be available at a minimum of 5 events. • The number of books students checked out of the library will increase. Data for this goal will be collected in teacher leadership every trimester and distributed to staff during staff meetings.	

Actions/Services 1.1.3	**(SiteGoalID: 6265) (DTS: 02/10/23)**	

Targeted Student Group(s)

• All • School-wide

What Specific Actions/Services will you Provide to this Student	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 • What is working?

Group?	Actions/Services?	
• 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.	• 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?	• What is not working and why? • What modifications do you need to make?
1. Professional Development: Assessment Literacy & Grade Level Data Analysis Opportunities Provide additional professional development for all teachers on how to further utilize EGUSD's Illuminate Assessments for ELA and MATH in order to assess and measure mastery of standards, identify specific needs for the whole class or small groups for reteaching, identify patterns across groups of students in order to plan small group instruction, personalize learning paths and monitor student growth over time. **2. Professional Development: AVID** Provide Professional Development in the area of AVID Strategies to school administration as well as to all interested teachers, coaches and staff members through the Summer Institute and through monthly professional development opportunities. 7 teachers attending conference in San Diego, and 3 attending in Elk Grove. (Contract/Services $21,000/3010 Title One) **3. Professional Development:** ALL staff will receive Professional Development from CPL (Curriculum & Professional Learning Department) on **Students Interacting with Content** - high quality instruction with culturally and linguistically responsive indicators. In addition, staff can select from choice examples, as well. Choice examples may include: Grading for Equity, Exploring other	**1. & 2. & 3.** Effectiveness will be measured through the following: • Sign in sheets and surveys from professional development sessions • Administration will attend weekly PLC meetings to insure practices are being implemented • Classroom walkthroughs to see implementation of culturally responsive strategies • Grade level Benchmark Assessments quarterly • Grade level common formative assessments provided through PLC reporting forms monthly • AIT will use school wide data to progress monitor. Admin team and AIT will meet with PLCs every month to monitor data and student progress. In collaboration with Tier 2 teams, teachers will be invited to complete MTSS as determined by teams. Feedback will be collected at the end of PD sessions held during monthly staff meetings.	

Cultures, Deep Dives into Instruction and Data for Equity. In addition, the following PD Opportunities for all will be available from the Equity department.
13,000 to be used for professional from Title 1. development for leadership team out of

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Actions/Services 1.1.4   (SiteGoalID: 6265) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
• 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.	• 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?	• What is working? • What is not working and why? • What modifications do you need to make?
1. GATE students will taught by time-sheeted teachers to teach **GATE enrichment classes after school** (**Stipend for GATE coordinator**) **2.** Materials or supplies will be purchased to support the GATE After School Program including paper, ink and masters. (Materials/supplies/equipment $3,397/7105 GATE Funds)	Effectiveness will be measured though the following: 1. Review site data and maintain and/or increase the percentage of students participating in our GATE program. 2. Student participation data will be reviewed twice each year 3. The administration of the yearly NNAT assessments and district GATE referral process. 4. Increase in number of students participating in NEHS from 25 to 30 5. Increase in parent involvement/participation in school events to an average of 100 Data will be collected by our GATE coordinator at the end of the year. This will be shared with our SSC and leadership team.	

Site Goal 1.2   (SiteGoalID: 6269) (DTS: 02/10/23)

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

Metric:

Actions/Services 1.2.1   (SiteGoalID: 6269) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? - 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? - 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 - What is working? - What is not working and why? - What modifications do you need to make?
Purchase subscriptions and programs such as Starfall, ReflexMath, Nearpod to supplement instruction in regular-day, and after-school programs. - Starfall @ 355.00 4900/3010 - Reflex Math (Explorer Learning) @3,995 4900/3010 - Nearpod @ 3,978 4900/3010 - Renaissance @ 4,425 4900/3010 - Purchase scholastic news subscription for all students @ 3,549 4900/3010 - Purchased books and materials for classes $5,000 4900/3010	100 % of students will use programs to help practice skills. - All classrooms will have access to use supplemental program. Teacher feedback will be collected at the end of each trimester and will be reported to SSC and teacher leadership.	

Actions/Services 1.2.2   (SiteGoalID: 6269) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
Provide enrichment activities for students to participate in enrichment activities, such as field trips for all grade students. • All 6th graders will be invited to attend outdoor education/ science camp. All lessons will be Common Core and NGSS aligned. ($30,000 7101 Supplemental Concentration)	100% of students who are interested in attending will be able to attend.	

Funding Sources for District Goal 1	Amount	Description of Use
GATE (7105/0000)	$3397	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	$13691	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	$28777	Classified- Salaries
Supplemental/Concentration (7101/0000)	$51000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	$18587	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	$162349	Certificated- Salaries
Title I – Basic (4900/3010)	$13550	Classified- Salaries

Title I – Basic (4900/3010)	$26684	Classified- Timesheets
Title I – Basic (4900/3010)	$27578	Contracts/Services/Subscriptions

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

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

Site Goal 2.1   (SiteGoalID: 6796) (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: 6796) (DTS: 03/31/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
1. *August, December, February, June:* Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.	• *August, December, February, June*: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. • *August, December, February, June*: Teachers will access their student's Illuminate	

2. *August, December, April*: Teachers will assess all below grade level students in collaboration with our Academic Intervention Teachers.

3. *August - June*: Teachers will meet monthly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or grade level data.
4. *Monthly*: Each Grade Level will complete a Data Analysis form to share with the school administrator.

data, analyze it, and determine next steps to improve student learning.
- *August and May*: The Principal will analyze the results in August 2023 and May 2024 and will share the data with teachers and the SSC.

Site Goal 2.2   (SiteGoalID: 6266) (DTS: 02/10/23)

 PLCs- All grade levels will operate as a high-functioning Professional Learning Community to share best practices and participate in the cycle of inquiry focused on using data, to inform instruction in order to increase the percentage of students reaching proficiency by 5% as measured by the CAASPP and curriculum embedded assessments, and on reducing achievement gaps for targeted subgroups. Grade Level PLCs will use the cycle of inquiry to identify priority standards, analyze data, plan instruction and identify students in need of additional support. Grade level teams will increase one level on the PLC continuum in each area: norms, Identification of Essential Outcomes, Collaboration, Intervention/Extension, Common Formative Assessments. Based on grade level minutes 100% of staff were reviewing formative assessments during PLC 100% were developing.
instructional strategies 100% of staff were discussing the needs of specific students.

Year long plans will be developed in collaboration with instructional coaches. Year long professional development plan with collaboration with the following departments: ELD Coach, Instructional Coach, Family and Community Engagement Office, Positive Behavior Intervention Systems Coach, Mental Health Therapist, AVID coaches and Equity Coach.

The professional development will be around these areas.

- Effective PLCs Development
    - Student Talk
    - Active Participations
- AVID Goals: To be determined at the next AVID conference at the end of July 2023.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1   (SiteGoalID: 6266) (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 Actions/Services?	Evaluation Cycles in 2023-2024
• 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.	• 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?	• What is working? • What is not working and why? • What modifications do you need to make?
Provide release times during instructional time and time-sheet after hours for teachers to analyze student data and plan accordingly in co-ops. **1. Data Analysis** Teachers will meet each week during their Early Out Wednesdays Collaboration time to discuss their students' progress utilizing grade level or school-wide data.	**1.** Effectiveness will be measured though the following: • A Teacher Self-Efficacy Rubric/Survey will be given to teachers at the beginning (to determine our baseline) and end of the school year in order help determine if teacher efficacy is increasing. • Teacher Survey Results • Grade level PLC meeting minutes	

Site Goal 2.3   (SiteGoalID: 6270) (DTS: 02/10/23)

English Learners need high quality programs and services that are based on the outcome of ELPAC administration and analysis. We aim to increase the frequency and quality of the use of research proven ELD practices throughout the instructional day. We will use ELPAC data to drive ELD instruction in both designated and integrated ELD instruction. Teachers will provide designated ELD to EL students 40 min per day, 5 days per week (K- 15 mins) as required by law.

Our re-designation rate for our English Language Learners has been the following: 9% for 2018-2019; 0% for 2019-2020 and 7% for 2020-2021, 8.4% for 2021-2022. The goal for 2023-2024 will be 10% or more.

Our overall ELPAC scores will be maintained at a **HIGH** Level. During the 2018-2019 school year, 60.8**%** of our EL students were making progress towards English language proficiency which equated to a HIGH rate of performance as determined by the California State Department of Education's Dashboard.
During the 2019-2020 school year we were at 58.8%, and declined to 21.4 for the 2020-2021 school year.
We aimed to increase this to 55**%**, **maintaining the HIGH Level of performance.** The progress towards English Proficiency for the 2022-2023 is 67.6%. Our goal is to continue above 55% for the 2023-2024 school year.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.3.1   (SiteGoalID: 6270) (DTS: 02/10/23)

Targeted Student Group(s)

• EL

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
1. Our ELPAC & EL Coordinator is an administrator at our school site who will ensure that the initial and summative ELPAC assessments are completed according to timelines. Data from assessments will be used to guide ELD instruction. The assessments will be conducted by certificated staff members. (Certificated Timesheets $10,000/7150 EL Supplemental) **2.** EL Coordinator will plan ELAC Meetings, participate in DELAC meetings, RFEP Monitoring, and re-designating of students. 3. Allocate release time for teachers to work with instructional coaches and to hold meetings to review tier 2 interventions, year long plans, and professional development around ELD (Certificated Timesheets $6,296/7150 EL Supplemental)	Effectiveness will be measured though the following: **1.** Our goal is to ensure all students are assessed according to required timelines and that an additional 13% of our EL students become re-designated. In addition, we will measure our students' overall progress towards English language proficiency by administering the ELPAC Assessment. Our goal is to have 67% or more of our EL students making progress towards English proficiency. **2.** The goal is for ELAC meetings to have 10% more attendees than the previous year. **3.** This data will be monitored by our administrative team and our EL Coordinator every trimester.	

Funding Sources for District Goal 2	Amount	Description of Use
EL Supplemental (7150/0000)	$16296	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	$10000	Certificated- Salaries

District Strategic Goal 3:

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

District Needs and Metrics 3:

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

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

Site Goal 3.1   (SiteGoalID: 6267) (DTS: 02/10/23)

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

Our goal is to decrease the disproportionality amongst subgroups in regards to the number of **SUSPENSIONS** according to the California's Accountability Dashboard. This goal has been met, as we have had 5 suspensions during the 2022-2023 school year (as of April 25, 2023). Our goal would be to continue to address behavior concerns in a restorative way with all students.

- **SUSPENSIONS OVERALL/SCHOOLWIDE as measured by the student discipline dashboard Power BI:**
- 2021-2022 Incidents for the year: 458, Breakdown of data for these incidents.
    - No Action: 7.4%
    - Exclusionary: 3.13%
    - Teacher Managed: 31.58%
    - Other Means of Correction 57.89%
- 2022-2023 Incidents for the year as of April 2023: 217, Breakdown of data for these incidents.
    - Exclusionary 1.73%
    - Teacher Managed 57.42%
    - Other Means of Correction 40.85

DISPROPORTIONALITY AT A GLANCE: (Student Behavior Reponses 2022-2023: Total Disparity as measured by Power Bi)

- SDW 4.9
- Two or More 4.9
- African American 2.5
- Latino 1.6
- EL 1.0

STUDENT DISCIPLINE EFFICACY: (Student Behavior Reponses 2022-2023: Student Discipline Efficacy as measured by Power Bi)

Other Means of Corrections:
Total Dispositions: 46

Escalations	34.8% RO	Post Dispositions Days to RO 120.4
Patterned Behaviors 23.9% RO		Avg. Days to RO 130.4

Teacher Managed: 166

Escalations	64.0% RO	Post Dispositions Days to RO 73.3
Patterned Behaviors 41.0% RO		Avg. Days to RO 110.3

Exclusionary: 5

Escalations	20.0% RO	Post Dispositions Days to RO 154.6
Patterned Behaviors 20.0% RO		Avg. Days to RO 154.6
RO=Reoffending		

Average Suspension Days (Report U-IDS1609)

	2021-2022 Suspensions				2022-2023 Suspension		
	Enrollment	Days	#	Average	Enrollment	Days	#	Average
Florin ES	561	31.0	19	1.6	545	7.0	5	1.4
AA	52	2.0	2	1.0	47	1.0	1	1.0
ASIAN	166	13.0	5	2.6	171	0	0	0
HISPANIC	265	14.0	10	1.4	260	5.0	3	1.7
WHITE	26	0	0	0	25	0	0	0
TWO OR MORE	35	2.0	2	1.0	27	1.0	1	1.0
EL	247	16.0	8	2.0	239	4.0	2	2.0
NON_EL	314	15.0	11	1.4	306	3.0	3	1.0
FOSTER	3	1.0	1	1.0	3	0	0	0
NON_FOSTER	558	30.0	18	1.7	542	7.0	5	1.4
SED	510	30.0	18	1.7	388	5.0	3	1.7
NON_SED	51	1.0	1	1.0	157	2.0	2	1.0
SWD	115	3.0	1	3.0	136	3.0	3	1.0
NON_SWD	446	28.0	18	1.6	409	4.0	2	2.0

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1   (SiteGoalID: 6267) (DTS: 02/10/23)

Targeted Student Group(s)

• All • School-wide

What Specific Actions/Services will you Provide to this Student	How will you Progress Monitor the Implementation of	Evaluation Cycles in 2023-2024 • What is working?

Group? • 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? • 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?	• What is not working and why? • What modifications do you need to make?
• **1.** Decrease the disproportionality of our suspension rate by having **ASSIST** work with students during recess and lunch times - keeping students focused and interacting in a positive manner with each other. (Contracts: Supplemental Concentration $56,529/7101)	**1.** Effectiveness will be measured though the following: • Monitoring the suspension rate monthly with the staff; monitoring student progress through the use of data at bi-weekly PBIS Tier II Meetings. If we are successful in meeting our goals, we will have eliminated the disproportionality in our suspension data. • Student, staff and parent surveys Data will be collected monthly and shared with admin team, leadership team and SSC, Tier 1 and Tier 2 teams. Data includes incident breakdown by sub groups, grades and location.	

Site Goal 3.2   (SiteGoalID: 6272) (DTS: 02/10/23)

Full implementation of PBIS Tier 1 & 2. Develop Major/Minor Behaviors, Teacher/Admin Behaviors. Increase the amount of time in class learning by decreasing time spent in office and/or suspensions. Increase use of character strong lessons by classrooms teachers to increase SEL across the school.

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.2.1   (SiteGoalID: 6272) (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 • What is working? • What is not working and why?

- 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?

- 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?

- What modifications do you need to make?

1. <u>Positive Reward Systems</u> Support the PBIS Program by providing positive signage, and hold Student of the Month Assemblies in our daily morning assemblies. (Supplies: PBIS $1,000/7440) **2.** Develop consistency in practice with PBIS in every classroom as well as in all parts of our school. **3.** Increase implementation to Character Strong curriculum and school wide implementation.	**1-2.** Effectiveness will be measured though the following: - Decrease in our suspension rate (to be less than 1%) and an increase in a positive school culture as indicated on our student surveys **2.** Effectiveness will be measured though the following: - Our <u>Tier I</u> Fidelity Score was 87% for 2022-2023. We aim to increase this to be above 95% for 2023-2024. - Our <u>Tier II</u> Fidelity Score was 100% for 2022-2023. We aim to stay at a 100% for 2023-2024. - Continue to use Character strong lesson in the classroom, and align student awards to character strong traits. Data will be collected by admin team and shared with PBIS tier 1 and tier 2 teams, Teacher leadership and SSC monthly.	

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	$1000	Certificated- Salaries
Supplemental/Concentration (7101/0000)	$56529	Contracts/Services/Subscriptions

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and involve family	Students need parent, family and community stakeholders as direct partners in their education

as measured by:

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

Site Goal 4.1   (SiteGoalID: 6268) (DTS: 02/10/23)

Our goal is to increase the productivity and frequency of home/school partnerships, to increase student attendance/decrease chronic absenteeism and to increase student engagement.

CHRONICALLY ABSENT STUDENTS OVERALL/SCHOOLWIDE (as noted in Attendance Dashboard 2022-2023 PowerBi Report)=
As noted 15.4% in 2018; Dropped to 14.8% in 2019-2020; 22.1% in 2020-2021.

As of April 2023 our data shows:

22.1% Chronically Absent Students
Breakdown by Race
African American 43.2%
American Indian 75.0%
Asian 24.7%
Latino 41.2%
Pacific Islander 83.3%
Two or More 28.6%
White 41.7%
Breakdown By Grade Level
PS 62.5%
KN 59.3%
01 38.6%
02 28.8%
03 35.4%
04 28.4%
05 34.4%
06 20.3%

90.9% Attendance to Date
Breakdown by Race
African American 88.7%
American Indian 88.3%
Asian 93.1%
Latino 92,9%
Pacific Islander 85.7%
Two or More 90.8%
White 90.0%
Breakdown By Grade Level
PS 85.9%
KN 87.3%
01 90.6%
02 92.2%

03 91.1%
04 92.1%
05 91.0%
06 93.2%

Our Goal for 2023-2024 is 10.0% or less.

Home Visits:
Provide PD for home visits within professional development staff meetings and promote PD participation through our FACE office. Increase home visits across all grade levels.

Metric: Attendance Rate

Actions/Services 4.1.1   (SiteGoalID: 6268) (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 Actions/Services?	Evaluation Cycles in 2023-2024
- 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.	- 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?	- What is working? - What is not working and why? - What modifications do you need to make?
1. Personal phone calls home or text messages from teachers regarding attendance. When chronic, administrative phone calls home. Follow school policy as laid out in the District Handbook for tracking and monitoring tardies via the SARB process. 2. Hold monthly PBIS/Intervention team meetings. 3. Train and promote the use of Parent Teacher home visits.	**1-3.** Effectiveness will be measured though the following: - Gather and analyze attendance data monthly. To close the achievement gap, particularly log and monitor the attendance and tardy frequencies for the African American, white and foster youth students. - Review and monitor students who meet the Chronically Absent (10% or more absence rate) biweekly with the PBIS Tier II Committee. - Parent/Student surveys Data will be collected every two weeks by our Attendance Intervention Office and our Admin team, will be communicated to	

	families in our newsletter and to our teachers.	

Actions/Services 4.1.2   (SiteGoalID: 6268) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? - 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? - 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 - What is working? - What is not working and why? - What modifications do you need to make?
Pay Parent Liaison to meet/conference with parents in the mornings as well as to make contact with parents to increase parent participation at events. $8000 4900/3010	- Increased parent participation at events from average of 100 to 125-150 - Increased attendance at parent conference to 85% of parents - Survey will be conducted at the end of each academic night in order to gauge the effectiveness of information presented: - quality of presentation - usefulness of information to student learning - input for decision making for next presentation Data will be collected after each academic night and shared with SSC.	

Site Goal 4.2   (SiteGoalID: 6271) (DTS: 02/10/23)

Increase opportunities to participate in school-wide events by focusing on parent groups who do not traditionally attend school functions, including SSC, ELAC, parent conferences, Parent University nights, Student Study Team, and school-wide community events such as Open House, Carnival, Band Concerts, Choir Performances, and our School Harvest Festival. Our goal is to receive favorable ratings in our school surveys collected in the fall and spring.
Targeted parents demographic included African American families, Latino Families and Asian Families.

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

As noted in **LCAP Needs Survey 2023:Critical Areas: Parent Survey**: Fun Programs, Events and Clubs received at 81.7% on importance and 62.5% in satisfaction. The goal is to increase satisfaction by providing programming that is relevant and engaging to our families.

Metric: Parents indicating opportunities for parent involvement

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Actions/Services 4.2.1   (SiteGoalID: 6271) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • 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?** • 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** • What is working? • What is not working and why? • What modifications do you need to make?
1. Increase school-wide Family and Community Engagement programs and communication such as: • Parent/Teacher conferences • Back to School Night • Open House - Music & Art Night • Parent-Vue Usage & Training • Ensure home/school communications/flyers are translated • Make phone calls to personally invite families to events • Establish & communicate current events in print, website, social media • Utilize FACE personnel to host a Family Writing Night. • Utilize *Sierra Nevada Journeys* for a Family Science Night • Utilize AVID personnel to host AVID Education Night	**1.** Effectiveness will be measured though the following: Increase in participation of Parent Surveys and increase in participation of Family and Community Engagement activities via the sign-in sheets from these events. Increase in the parental attendance at scheduled parent meetings such as Student Study Meetings. Increased usage of our school website and Facebook posts. Teachers will log positive communications within a central location. **2.** Effectiveness will be measured though the following: Increased daily usage of teacher-student-parent communication through the use of student planners. **3.** Effectiveness will be measured though the following: Increased parent participation in	

- Family Lunch Time in the Quad each month.
- Each teacher will communicate with at least 2 families per week with a positive message.

2. Support home-to-school communication through Communication Folders and School-wide organization systems with grade-level resources and supplies.

3. Hold Parent Universities in the area of Science, AVID, Parent Vue and Reading.

4. Parent-Teacher Home Visits will be conducted by teachers who have or will be trained in this parent engagement strategy.

our parent education opportunities.

4. Effectiveness will be measured though the following:
The number of home visits will be logged throughout the school year.

Actions/Services 4.2.2   (SiteGoalID: 6271) (DTS: 02/10/23)

Targeted Student Group(s)

• All

What Specific Actions/Services will you Provide to this Student Group? • 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? • 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 • What is working? • What is not working and why? • What modifications do you need to make?
Decrease Chronic Absenteeism by: • Establish Tier 2 Supports including individualized incentives, progress monitoring, parent communication • Check-in check-out for attendance-intensive students • Establish referral system for Tier 2/3 Attendance support	Decrease Chronic Absenteeism: • Decrease Chronic Absenteeism from 31% to 10% (district goal is 10% by 23-24). • Increase SART meetings from 4 to 10 • African American, Whites, and SWD will increase one color band on the CA Dashboard from red to orange	

- Making attendance a larger part of student culture at Florin by having visuals including bulletin boards, signage.
- Establish reward programs for individuals, classes, etc. and recognize students at monthly assemblies
- Attendance Goals
  - Teachers will reach out to all students who have missed two days in a row
  - Admin/office will support teachers by making phone calls, auto-dialers and home visits for students who have missed 2+consecutive days
  - Admin will focus on chronically absent students

- Hispanic, EL, and SED students will increase one color band on the CA Dashboard from orange to yellow.

Data will be collected by our AIO and admin team and shared with staff and families monthly.

Funding Sources for District Goal 4	Amount	Description of Use
Title I – Basic (4900/3010)	$8000	Classified- Salaries

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
EL Supplemental (7150/0000)	Certificated- Timesheets		$16296			$16296
GATE (7105/0000)	Materials/Supplies/Equipment	$3397				$3397
PBIS (7440/0000)	Certificated- Salaries			$1000		$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries		$10000			$10000
Supplemental/Concentration (7101/0000)	Certificated- Timesheets	$13691				$13691

Supplemental/Concentration (7101/0000)	Classified- Salaries	$28777		$28777
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	$51000	$56529	$107529
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	$18587		$18587
Title I – Basic (4900/3010)	Certificated- Salaries	$162349		$162349
Title I – Basic (4900/3010)	Classified- Salaries	$13550	$8000	$21550
Title I – Basic (4900/3010)	Classified- Timesheets	$26684		$26684
Title I – Basic (4900/3010)	Contracts/Services/Subscriptions	$27578		$27578

Justification of School-Wide Use of Funds

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

N/A

V. Funding

Florin Elementary (261) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) **0000** Unrestricted	0.0000	$0	$28,302	$28,302	$28,302	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$178,584	$178,584	$112,055	$10,000	$56,529	$0	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$3,397	$3,397	$3,397	$0	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$16,296	$16,296	$0	$16,296	$0	$0	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000	$0	$238,161	$238,161	$230,161	$0	$0	$8,000	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$465,740	$465,740	$373,915	$26,296	$57,529	$8,000	

Fund Subtotals

Subtotal of additional federal funds included for this school	$238,161
Subtotal of state or local funds included for this school	$227,579

	Signatures: (Must sign in blue ink)	Date
Principal Wilbert Villalta		
School Site Council Chairperson Emmeline Calona		
EL Advisory Chairperson Rosa Montantes		