

Franklin Elementary

Local Control Accountability Plan (LCAP) 2015 - 2016

Principal (Print Name): _____

(Signature): _____

**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.

A. Stakeholder Engagement

Stakeholder Engagement Process	Impact on site LCAP
<p>How have parents, community members, pupils, local bargaining units, and other stakeholders been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?</p> <p>Our School Site Council received a brief overview of LCFF and LCAP at our meeting on January 28, 2015, and then had an opportunity to provide input in developing the LCAP site goals.</p> <p>Our staff worked together to create site goals based on data that aligned with EGUSD goals for a three year plan.</p> <p>Community members (Sun Grove Church, Migrant Education and MiniCorps, New Songs Music, Healthy Start and Elk Groe Food Bank) were also included in the conversation as the LCAP was created.</p> <p>During our ELAC meeting on April 9, 2015, members received an overview of LCAP and were given an opportunity to provide their feedback and support of our goals addressing our English Learners, as well as six additional goals.</p> <p>Our Student Leadership provides their input, especially in regards to pupil engagement and school climate, during bi-monthly student leadership meetings.</p> <p>Additionally, at our Franklin PTA monthly meetings LCAP site goals are always reviewed and input sought from PTA members and parents.</p> <p>In monthly site newsletters, LCAP goals are highlighted and progress toward meeting goals is noted. This newsletter is sent home with families as a hard copy as well as posted on our website.</p> <p>At another SSC meeting on April 29, 2015, members provided feedback on the developed plan and voted on the adoption of the LCAP and its funding. At our SSC meeting on January 28, 2015, review of LCAP, including district and site goals, was the focus, with members providing input and feedback.</p>	<p>The SSC, ELAC reviewed input from all stakeholders. They synthesized input to include the following goals in the LCAP over the next three years:</p> <ol style="list-style-type: none"> 1. Provide extended learning opportunities for students after school and during the summer months (including a VAPA program). 2. Increase parent involvement by surveying parents, determining their needs, and designing parent programs/events to meet their needs. 3. Continue current partnerships and seek out new community partnerships for increased collaboration. 4. Provide professional development to teaching staff for implementation of Common Core State Standards and research-based teaching strategies. 5. Refine attendance site goal to include recommendations for improved traffic flow and parking to reduce tardies; increase safety measures (signage and enforcement) on Franklin Blvd and Hood-Franklin Road; encourage parents to plan appointments for children after the school day and plan well for traveling during high traffic times.
<p>How have stakeholders been included in the site's process in a timely manner to allow for engagement in the development of the LCAP?</p> <p>Parents, community members, students and all staff members are all included in the development of the LCAP with opportunities for engagement at different intervals throughout the year.</p>	<p>The ongoing inclusion of our stakeholders allowed them to provide meaningful input that we were able to integrate into the LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.</p>
<p>What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the site to inform the LCAP goal setting process?</p> <p>Common grade level assessments, CELDT scores and redesignation numbers for EL students, suspension/expulsion data, attendance and tardiness rates, along with staff (classified, certificated, management)</p>	<p>The data reviewed influenced the goals and actions in the following ways:</p> <ol style="list-style-type: none"> 1. Continuation of goal focused on implementation of Common Core State Standards and professional development for teaching staff 2. Refined the goal regarding the implementation of Professional Learning Communities (PLCs)

observations were made available to inform the goal setting process. Parent and student observations were also included in the goal setting process.

3. Addition of goal reflecting on-grade level reading in K-3
4. Continuation of existing goal of extended learning opportunities for students after school and during the summer months
5. Continuation of existing goal of increasing parent and community engagement, involvement, and collaboration
6. Refinement of attendance goal to take into consideration traffic, parking and parent outreach.

B. Goals, Actions, and Progress Indicators

<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction & curriculum as measured by:</p> <ul style="list-style-type: none"> • Credential/certification audit • Interim assessments • CAASPP • CELDT • College and Career Plan Utilization Report • CAHSEE • AP/IB Assessments 	<p>District Strategic Goal 1:</p> <p>ALL students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap.</p>
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Site Goal 1.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students need high quality classroom instruction as measured by:</p> <p>Metric:</p> <p>Common assessments</p> <p>District assessments</p> <p>State assessments</p>	<p>Site Goal 1.1</p> <p>Increase the number of students who will attain proficiency in English Language Arts and mathematics</p>	<ul style="list-style-type: none"> • School-wide 	<p>5% increase in the number of students who are proficient in ELA and mathematics based on common assessments, district assessments and CAASPP</p>	<p>5% increase in the number of students who are proficient in ELA and mathematics based on common assessments, district assessments and CAASPP</p>	<p>5% increase in the number of students who are proficient in ELA and mathematics based on common assessments, district assessments and CAASPP</p>	<p>Conditions of Learning:</p> <p><input checked="" type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 1.1</p> <p>Increase the number of students who will</p>	<p>1,2,7,4,8</p>	<p>Provide professional development to all teaching staff on Common Core State Standards implementation Create Action Plans with SMART goals for each grade level Continue RtI, biannual "CoOp"</p>	<ul style="list-style-type: none"> • School-wide 	<p>Action/Service: Provide CCSS PD Create annual SMART goals Continue</p>	<p>Action/Service: Provide CCSS PD Create annual SMART goals Continue</p>	<p>Action/Service: Provide CCSS PD Create annual SMART goals Continue</p>

attain proficiency in English Language Arts and mathematics		meetings, and Student Study Team meetings for progress monitoring and determining interventions and supports Provide PL for differentiated instruction Provide parent engagement opportunities for GL teacher teams to present CCSS ELA and math workshops for parents	interventions and supports	interventions and supports	interventions and supports
			Funding Source: Title II GATE Parent Engagement	Funding Source: Title II GATE Parent Engagement	Funding Source: Title II GATE Parent Engagement

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

Site Goal 1.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students need high quality classroom instruction as measured by:</p> <p>Metric:</p> <p>Common assessments</p> <p>District assessments</p> <p>State assessments</p>	<p>Site Goal 1.2</p> <p>Increase the number of students meeting grade level reading proficiency standards in grades K-3</p>	<ul style="list-style-type: none"> School-wide EL Foster Youth Low Income 	5% increase in the number of students who are meeting grade level reading proficiency standards in grades K-3 based on common assessments and district assessments	5% increase in the number of students who are meeting grade level reading proficiency standards in grades K-3 based on common assessments and district assessments	5% increase in the number of students who are meeting grade level reading proficiency standards in grades K-3 based on common assessments and district assessments	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 1.2</p> <p>Increase the number of students meeting grade level reading proficiency standards in grades K-3</p>	2,7,4,8	Provide release time for grade level teams to function as Grade Level Collaborative Teams (GLC Teams) to analyze student data, share best practices, and revise instruction for students not meeting grade level reading proficiency standards Provide professional learning (PL) for components of an exemplary literacy program	<ul style="list-style-type: none"> School-wide 	<p>Action/Service:</p> <p>Provide release time for collaboration Provide PL for exemplary literacy programs</p>	<p>Action/Service:</p> <p>Provide release time for collaboration Provide PL for exemplary literacy programs</p>	<p>Action/Service:</p> <p>Provide release time for collaboration Provide PL for exemplary literacy programs</p>
				<p>Funding Source:</p> <p>Title II EGUSD CPL</p>	<p>Funding Source:</p> <p>Title II EGUSD CPL</p>	<p>Funding Source:</p> <p>Title II EGUSD CPL</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?

There are no Additional Actions for this Site Goal

Site Goal 1.3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students need high quality classroom instruction as measured by:</p> <p>Metric:</p> <p>Common assessments</p> <p>District assessments</p> <p>CELDT and redesignation data</p> <p>AMAOs</p>	<p>Site Goal 1.3</p> <p>Continuously improve the English proficiency of English learners and meet federally mandated AMAOs for English learners</p>	<ul style="list-style-type: none"> EL 	5% increase in number of English learners who increase one CELDT performance level and 5% increase in number of English learners redesignated as English proficient within 5 years	5% increase in number of English learners who increase one CELDT performance level and 5% increase in number of English learners redesignated as English proficient within 5 years	5% increase in number of English learners who increase one CELDT performance level and 5% increase in number of English learners redesignated as English proficient within 5 years	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 1.3</p> <p>Continuously improve the English proficiency of English learners and meet federally mandated AMAOs for English learners</p>	2,7,4	<p>Provide ELD professional development to all teaching staff (ELD standards, research-based instructional strategies, alignment with CCSS) Continue teaching Avenues ELD instruction with fidelity in every grade level from September - May Provide additional support to grade levels with the highest concentration of EL students to reduce teacher to student ratio Continue utilizing the entire CELDT testing window, through October 31st Provide extended learning opportunities for EL students (after-school, summer) Continue partnerships with Migrant Ed and MiniCorps to support Migrant Ed students</p>	<ul style="list-style-type: none"> School-wide 	<p>Action/Service:</p> <p>Extended learning opportunities for English learners (after-school, summer); CELDT testing of all English Learners; ELD professional Development; additional support for high concentration GL</p> <p>Funding Source:</p> <p>EL Supplemental EL Tutoring ASES</p>	<p>Action/Service:</p> <p>Extended learning opportunities for English learners (after-school, summer); CELDT testing of all English Learners; ELD professional Development</p> <p>Funding Source:</p> <p>EL Supplemental EL Tutoring ASES</p>	<p>Action/Service:</p> <p>Extended learning opportunities for English learners (after-school, summer); CELDT testing of all English Learners; ELD professional Development</p> <p>Funding Source:</p> <p>EL Supplemental EL Tutoring ASES</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018

District Needs and Metrics 2:

District Strategic Goal 2:

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

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

- Student interim, formative and summative assessments
- District EL walk thru form
- Program implementation evaluation protocols
- Instructional Rounds
- Observational data
- CELDT
- CAASPP

Site Goal 2.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>All students need teachers to work together collaboratively to respond to student data, share best practices, and collectively improve student learning as measured by:</p> <p>Metric:</p> <p>PLC benchmark assessment tool</p> <p>Common assessments</p> <p>District assessments</p> <p>State assessments</p>	<p>Site Goal 2.1</p> <p>Continue to move toward full implementation of Professional Learning Communities and Grade Level Collaborative Teams (work together collaboratively to respond to data, share best practices, and collectively improve student learning) among all grade level teams</p>	<ul style="list-style-type: none"> ● School-wide ● EL ● Foster Youth ● Low Income 	Increase implementation of GLC Teams at each grade level	Increase implementation of GLC Teams at each grade level	Increase implementation of GLC Teams at each grade level	<p>Conditions of Learning:</p> <p><input checked="" type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input checked="" type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input type="checkbox"/> Priority 3</p> <p><input type="checkbox"/> Priority 5</p> <p><input type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 2.1	1,2,7,4,8	Provide professional development for the full	● School-wide	Action/Service: Continue PLC/GLC	Action/Service: Full	Action/Service: Full

Continue to move toward full implementation of Professional Learning Communities and Grade Level Collaborative Teams (work together collaboratively to respond to data, share best practices, and collectively improve student learning) among all grade level teams	implementation of PLCs/Grade Level Collaborative Teams	Teams professional development	implementation of PLCs/GLC Teams	implementation of PLCs/GLC Teams
		Funding Source: No Cost - Early Out	Funding Source: No Cost - Early Out	Funding Source: No Cost - Early Out

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

District Needs and Metrics 3: Students need a safe and engaging academic, social-emotional, and physical school environment as measured by: <ul style="list-style-type: none"> • CHKS data • Discipline data • PBIS data • SISWEB data • Student, staff and parent surveys • Facilities Inspection Tool • Attendance data • Graduation rate • Retention data 	District Strategic Goal 3: All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.
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Site Goal 3.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: All students need a safe, positive school climate in which to learn as measured by: Metric: SISWEB attendance data	Site Goal 3.1 Decrease absences, tardies, and early dismissals for all students	<ul style="list-style-type: none"> • School-wide 	Decrease tardies and early dismissals by 5% Decrease absences to less than 5.5%	Decrease tardies and early dismissals by 5% Decrease absences to less than 5%	Decrease tardies and early dismissals by 5% Decrease absences to less than 4.75%	Conditions of Learning: <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7 Pupil Outcomes: <input type="checkbox"/> Priority 4 <input type="checkbox"/> Priority 8 Engagement: <input type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Priority 5 <input checked="" type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018

Site Goal 3.1 Decrease absences, tardies, and early dismissals for all students	5,6	Provide positive incentives for "Every Day, On Time" campaign Utilize SARB process for chronically truant families Provide parents with research regarding student success and its relationship to truancy Continue to 1) work with CHP for traffic concerns and enforcement, 2) Sacramento County Department of Transportation for road improvements and school signage, and 3) EGUSD Facilities & Planning to increase parking and ingress/egress options. Remind families to schedule appointments after the school day and to plan well when accessing the school during high-traffic times.	<ul style="list-style-type: none"> School-wide 	Action/Service: Positive incentives for individual students and classrooms; SARB Process; Collaboration with CHP, Sacramento County and EGUSD for traffic concerns; communication with families	Action/Service: Positive incentives for individual students and classrooms; SARB Process; Collaboration with CHP, Sacramento County and EGUSD for traffic concerns; communication with families	Action/Service: Positive incentives for individual students and classrooms; SARB Process; Collaboration with CHP, Sacramento County and EGUSD for traffic concerns; communication with families
				Funding Source: Alternate Funding Source	Funding Source: Alternate Funding Source	Funding Source: Alternate Funding Source

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

Site Goal 3.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
Need: All students need a safe, positive school climate in which to learn as measured by: Metric: SISWEB discipline data	Site Goal 3.2 Decrease the suspension and expulsion rate for at risk students	<ul style="list-style-type: none"> Black or African American Hispanic or Latino EL Foster Youth Low Income 	Reduce the disproportionality of suspension and expulsion rates for at risk students by 5%	Reduce the disproportionality of suspension and expulsion rates for at risk students by 5%	Reduce the disproportionality of suspension and expulsion rates for at risk students by 5%	Conditions of Learning: <input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 7 Pupil Outcomes: <input type="checkbox"/> Priority 4 <input type="checkbox"/> Priority 8 Engagement: <input type="checkbox"/> Priority 3 <input checked="" type="checkbox"/> Priority 5 <input checked="" type="checkbox"/> Priority 6

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Site Goal 3.2 Decrease the suspension and expulsion rate for at risk students	5,6	PBIS training and implementation (all tiers) Provide structure for mental health therapist referrals (individual and small group) Site to initiate requests for Foster Youth support as needed (tutoring, counseling, etc.)	<ul style="list-style-type: none"> School-wide 	Action/Service: Participate in PBIS Training Year 2; Implement Year 2 Training at site Funding Source: Alternate Funding Source	Action/Service: Participate in PBIS Training Year 3; Implement Year 3 Training at site Funding Source: Alternate Funding Source	Action/Service: Full implementation of PBIS Funding Source: Alternate Funding Source

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

Site Goal 3.3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>All students need a safe, positive school climate in which to learn as measured by:</p> <p>Metric:</p> <p>SISWEB discipline data</p> <p>Surveys</p> <p>Observations</p>	<p>Site Goal 3.3</p> <p>Provide interventions and supports for at-risk students to reduce inappropriate behavior and consequences which impact learning</p>	<ul style="list-style-type: none"> Black or African American Hispanic or Latino SWD EL Foster Youth Low Income 	<p>Training and implementation of PBIS continues; monthly PBIS data analysis team meetings; professional development driven by "gap"; addition of Tier 2 & 3</p>	<p>Training and implementation of PBIS; monthly PBIS data analysis team meetings; professional development driven by "gap"; all three tiers implemented</p>	<p>Full implementation of PBIS</p>	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input type="checkbox"/> Priority 2</p> <p><input type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input checked="" type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input checked="" type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 3.3</p> <p>Provide interventions and supports for at-risk students to reduce inappropriate behavior and consequences which impact learning</p>	4,3,5,6	<p>PBIS training and implementation (all tiers) Provide structure for mental health therapist and psychologist referrals (individual and small group) Site to initiate requests for Foster Youth support as needed (tutoring, counseling, etc.) Parent engagement plan to offer family support and intervention</p>	<ul style="list-style-type: none"> School-wide 	<p>Action/Service: PBIS training and implementation Year 2 Parent engagement opportunities</p> <p>Funding Source: EGUSD Parent Engagement</p>	<p>Action/Service: PBIS training and implementation Year 3 Parent engagement opportunities</p> <p>Funding Source: EGUSD Parent Engagement</p>	<p>Action/Service: Full implementation of PBIS Parent engagement opportunities</p> <p>Funding Source: EGUSD Parent Engagement</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct

District Strategic Goal 4:

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

partners in their education as measured by:

- Participation survey (parents, families, community service organizations, businesses and educational institutions)
- Attendance percentage or rates in programs/events
- Participation percentage in decision making processes
- Volunteerism
- Communication artifacts

Site Goal 4.1

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students need parents, family, and community members as direct partners in their education as measured by:</p> <p>Metric:</p> <p>Parent survey</p> <p>% attendance and/or participation determined by sign-in sheets</p> <p>Observations</p>	<p>Site Goal 4.1</p> <p>Increase attendance and/or participation at school, PTA, ELAC events after determining the needs of the community and designing a program to address those needs</p>	<ul style="list-style-type: none"> • School-wide • EL • Foster Youth • Low Income 	10% increase in attendance and/or participation in school, PTA, ELAC events	10% increase in attendance and/or participation in school, PTA, ELAC events	10% increase in attendance and/or participation in school, PTA, ELAC events	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input checked="" type="checkbox"/> Priority 2</p> <p><input checked="" type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input checked="" type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 4.1</p> <p>Increase attendance and/or participation at school, PTA, ELAC events after determining the needs of the community and designing a program to address those needs</p>	2,7,3,5,6	Create survey to address the needs of the community Design a program to support student learning through the increased engagement and participation of parents and guardians Collaborate with regional elementary and middle schools to offer "regional" trainings at different sites	<ul style="list-style-type: none"> • School-wide 	<p>Action/Service: Provide events and opportunities for parent engagement and participation based on the surveyed needs</p> <p>Funding Source: Parent Engagement</p>	<p>Action/Service: Provide events and opportunities for parent engagement and participation based on the surveyed needs</p> <p>Funding Source: Parent Engagement</p>	<p>Action/Service: Provide events and opportunities for parent engagement and participation based on the surveyed needs</p> <p>Funding Source: Parent Engagement</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?

There are no Additional Actions for this Site Goal

Site Goal 4.2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals		What will be different and/or improved for students? (based on identified metric)			Related State Priorities (All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	District Goals and Related Site Goals (Please identify 1-3 site goals aligned to each district goal.)	Applicable Pupil Subgroup(s)	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018	
<p>Need:</p> <p>Students need parents, family, and community members as direct partners in their education as measured by:</p> <p>Metric:</p> <p>% increase in community partnerships</p>	<p>Site Goal 4.2</p> <p>Continue and increase current community partnerships for increased collaboration and support of student learning</p>	<ul style="list-style-type: none"> School-wide Black or African American Hispanic or Latino SWD EL Foster Youth Low Income 	Increase community partnerships by 10%	Increase community partnerships by 10%	Increase community partnerships by 10%	<p>Conditions of Learning:</p> <p><input type="checkbox"/> Priority 1</p> <p><input type="checkbox"/> Priority 2</p> <p><input type="checkbox"/> Priority 7</p> <p>Pupil Outcomes:</p> <p><input type="checkbox"/> Priority 4</p> <p><input type="checkbox"/> Priority 8</p> <p>Engagement:</p> <p><input checked="" type="checkbox"/> Priority 3</p> <p><input checked="" type="checkbox"/> Priority 5</p> <p><input checked="" type="checkbox"/> Priority 6</p>

Site Goals	Related State Priorities	Annual Actions and Services For School-wide and Targeted Subgroups	Level of Service Indicate if school-wide or by subgroup (Ethnicity and SWD)	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<p>Site Goal 4.2</p> <p>Continue and increase current community partnerships for increased collaboration and support of student learning</p>	3,5,6	Continue and strengthen current community partnerships (Sun Grove Church, New Songs Music, Healthy Start, Elk Grove Food Bank, Migrant Ed, MiniCorps) Seek out new partnerships to increase collaboration and support of student learning	<ul style="list-style-type: none"> School-wide 	<p>Action/Service:</p> <p>Maintain and strengthen current partnerships and seek out new organizations to partner; invite new potential partners to Open House "vendor" fair</p> <p>Funding Source:</p> <p>None</p>	<p>Action/Service:</p> <p>Maintain and strengthen current partnerships and seek out new organizations to partner; invite new potential partners to Open House "vendor" fair</p> <p>Funding Source:</p> <p>None</p>	<p>Action/Service:</p> <p>Maintain and strengthen current partnerships and seek out new organizations to partner; invite new potential partners to Open House "vendor" fair</p> <p>Funding Source:</p> <p>None</p>

Site Goals	Related State Priorities	Additional Actions and Services for LCAP Subgroups	Level of Service-By specific subgroup	What actions are performed or services provided in each year? What are the anticipated expenditures for each action? What funding source?		
				Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
<i>There are no Additional Actions for this Site Goal</i>						

C. 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.

IV. Funding

Franklin Elementary - 265

Object Code	Object Description	Title I Basic (4900-3010)	Title I Parental Involvement (4900-3010)	Title I 10% Prof. Dev't (4900-3010)	Title I (3010) SubTotal	Title I After School (4900-5858)	GATE (7105-0000)	EL Supplemental (7150-0000)	EL Tutoring (7405-0000)	Parent Engagement (7415-0000)	Title II (Prof. Dev't) (4040-4035)	Total
Carry Over (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Preliminary Allocation (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$3,200	\$10,220	\$0	\$0	\$0	\$13,420
Final Allocation (As of: 7/1/2015)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal		\$0	\$0	\$0	\$0	\$0	\$3,200	\$10,220	\$0	\$0	\$0	\$13,420
1000	Certificated Personnel Contracted Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Contracted Certificated Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
1000	Certificated Timesheets and Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Certificated Timesheets and Stipends Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000	Contracted Classified Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Contracted Classified Staff Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000	Classified Timesheets and Stipends	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000	Classified Personnel Non Contracted Staff benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000	Supplies and Non-Capitalized Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000	Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Balance		\$0	\$0	\$0	\$0	\$0	\$3,200	\$10,220	\$0	\$0	\$0	\$13,420

Signatures: (Must sign in blue ink)

Date

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

Principal **Sheila Caruthers**

School Site Council Chairperson **Bob Coates**

EL Advisory Chairperson **Perla Martinez**
