Franklin Elementary

Local Control Accountability Plan (LCAP)
2017 - 2018

Principal:

(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.

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.

A. Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Our School Site Council had an opportunity to provide input into developing the LCAP site goals at our meeting on September 14, 2017, for the upcoming 2017-18 school year. Our School Site Council regularly and has conversations and requests information about various programs and initiatives regarding site and district goals.

Starting in May of 2014, Our staff has staff worked together to create site goals based on data that aligned with EGUSD goals for a three year plan and for our 17/18 LCAP. This was done through various staff and grade level meetings throughout the school year as evidenced by meeting agendas.
During our ELAC meetings on March 14, 2016, and April 26, 2016, and October 17, 2016, and September 13, 2017, members again 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.

Our Student Leadership provides their input, especially in regards to pupil engagement and school climate, during bi-monthly student leadership meetings.
Additionally, at our Franklin PTA monthly meetings LCAP site goals are always reviewed and input sought from PTA members and parents.
In monthly site newsletters and weekly mass emails, LCAP goals are highlighted and progress toward meeting goals is noted. A Franklin Community Meeting was held on April 19, 2016, at 8:15 am and again at 6:00 pm, to review goals and progress toward meeting those goals. At Back-to-School Night, August 8, 2017, LCAP goals were highlighted and progress toward meeting those goals were noted.

Impact of LCAP and Annual Update

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

The SSC reviewed input from all stakeholders. They synthesized input to include/consider the following goals in the LCAP :
1. Provide during the day and extended learning opportunities for students after school and during the summer months (including a VAPA program). Explore providing an after-school tutoring program.
2. Increase parent involvement, determining their needs, and designing parent programs/events to meet their needs. Continue Parent University opportunities for parents to learn more about CCSS and how to support their children at home. Explore bringing back EGACE English classes to Franklin Elementary.
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 and incentives; increase safety measures (signage and enforcement) on Franklin Blvd and Hood-Franklin Road; Increase security around campus; add security cameras around the premises.
6. Continue PBIS school-wide and provide more opportunities for parents to understand the PBIS philosophy, behavior matrix, incentives, and supports/interventions. Continue to work with EGUSD SSHS for additional outside support for classrooms who have students with high behavioral needs. Continue to provide more afterschool opportunities for students to feel connected (athletics, VAPA, STEM).

B. Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 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.	Students need high quality classroom instruction and curriculum as measured by: - Access to Courses (Honors, AP/IB, CTE) - A-G Completion - AP/IB Exams - CAASPP - Content Standards Implementation - CTE Sequence Completion - EAP - Instructional Materials - Progress toward English Proficiency - Redesignation - Teacher Assignment

Site Goal 1.1

Increase the number of students who will attain proficiency in English Language Arts and Mathematics based on CCSS

Metric: Content Standards Implementation

Actions/Services 1.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional development to all teaching staff on Common Core State Standards implementation, in addition to PL for PLCs and continued implementation of "Reading Wonders" curriculum and "GO Math! - California edition). Identify critical standards for learning at each grade level. Continue Early Out Wednesday (EOW) Grade Level Meetings focused on student learning, expansion of RTI services with progress monitoring, and Student Study Team meetings for progress monitoring and determining interventions and supports. Provide PL for differentiated instruction. Provide teachers with grade level and cross grade level release time to plan instruction based on CCST and Data Provide trained certificated and classified intervention support, including WIN and push-in pull-out support to small groups of students Increase the use of technology in the classroom to support students with CCSS; Provide staff development to teachers (Google Docs; etc)	- Instructional quality effect size 1.0 - Teacher Clarity effect size .75 - Professional Development effect size .62 - Small Group Learning Effect Size .49 - Technology in the Classroom: http://www.teach-nology.com/tutorials/techinclass/	- CAASP Results - EGMAP Results - Classroom Assessments - Feedback from Trainings

What funding source will you use?

S/C 7160

- Teacher Release Time for planning, 3 times per year - $12000

- Time-sheeted and substitute release for teachers to develop materials/attend trainings to support CCSS, and to work with site Coaches - $10000
- Time-sheeted Intervention Teacher (1) - $22,000
- Paraprofessional intervention, 0.5 FTE Para (4hrs/5days a week) =$11,500.00
- Technology (1 Chromebook Cart; Classrooms projectors; etc.) - $38000

Site Goal 1.2

Increase the number of students meeting grade level reading proficiency standards in grades K-6.

Metric: Other (Site-based/local assessment)	

Actions/Services 1.2.1

Principally Targeted Student Group

• All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional learning (PL) for components of an exemplary literacy program through OGLR (On Grade Level Reading) district initiative Provide OGLR materials to K-3 Teachers Provide professional learning (PL) for adoption of "Reading Wonders" curriculum for grades K-3 Provide parent engagement opportunities for GL teacher teams to present OGLR workshops for parents	• Instructional quality effect size 1.0 • Teacher Clarity effect size .75 • Professional Development effect size .62 • Reading is Fundamental Access to Print Materials Improves Children's Reading	• CAASP Results • EGMAP Results • Classroom Assessments

What funding source will you use?

S/C 7160

- Teacher Release and Stipend for Professional Learning opportunities, $3000
- Teacher stipend for parent training, $3000
- Materials - $5000

Actions/Services 1.2.2

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Extended learning opportunities (after-school, summer): Robotics, STEM, VAPA, athletics, garden-based learning (registration fees & timesheets) GATE Coordinator stipend	Small Group Learning Effect Size .49	• Formative Assessments • Interim & Summative Assessments • Student & parent surveys

What funding source will you use?

GATE
Stipend - $1,000
Registration - $500
Timesheets - $2,500

Site Goal 1.3

Continuously improve the English proficiency of English learners and meet federally mandated AMAOs for English learners

Metric: Redesignation	

Actions/Services 1.3.1

Principally Targeted Student Group

• Asian • EL • Hispanic or Latino • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide ELD professional development to all teaching staff (ELD standards, research-based instructional strategies, alignment with CCSS); Training and implementation of Wonders ELD component Provide additional support to grade levels with the highest concentration of EL students and Newcomers Continue utilizing the entire CELDT testing window, through spring, 2018 Provide extended learning opportunities for EL students (after-school, summer) - ELD instruction and targeted skill instruction. Continue partnerships with Migrant Ed and MiniCorps to support Migrant Ed students. Continue to provide information regarding AMAOs, CELDT testing, and redesignation to ELAC members to build their knowledge base and understanding	• Professional Development effect size .62 • Small Group Learning Effect Size .49 • Effectiveness of Out of School Time Strategies to Assist Low Achieving Students, Beckett.	AMAO CELDT/ELPAC EGMAP CAASP Classroom Formative and Summative Assessments

What funding source will you use?

SC 7160

- Teacher Release and Stipend to attend trainings, $2000
- Paraprofessional intervention, 0.5 FTE Para (4hrs/5days a week) =$11,500.00
- After-school Teacher Stipend, $5000

EL Supplemental

- Conduct CELDT/ELPAC Assessment, $10,000
- Classified Newcomer and EL Support, @2400

District Strategic Goal 2:	District Needs and Metrics 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.	Students need high quality programs and services driven by assessment, data analysis, and action as measured by:
	• Assessment System • Data and Program Evaluation • Student Information System

Site Goal 2.1

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

Metric: Other (Site-based/local assessment)

Actions/Services 2.1.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide professional learning and on-site coaching through District and site level support for the full implementation of PLCs/Grade Level Collaborative Teams with use of Solution Tree Resources and our own PLC Leadership Team. Focus on effective assessment and progress monitoring. Continue weekly EOW for Grade Level collaboration and staff meetings focused on PLC professional learning based on 4 Critical Questions. Provide release time for collaboration among Instructional Leadership Team to design professional learning for PLC for whole staff and to review data	• Professional Development effect size .62	• CAASP • EGMAP • Teacher Summative Assessments

What funding source will you use?

SC 7160

• Teacher Release and Stipend to attend trainings, $5000

Site Goal 2.2

Students benefit when teachers have support to conduct formative and summative assessments for the purpose of designing interventions to meet the needs of all students

Metric: Other (Site-based/local assessment)

Actions/Services 2.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Provide teachers support for diagnostic and	• Instructional Quality effect size 1.0	• School Diagnostic Assessments

| progress monitoring assessments | • Teacher Clarity effect size .75 | • EGMAP |

What funding source will you use?

S/C 7106

- Teacher Release and Substitute (in class) - $3000

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:

- **Attendance**
- **Chronic Absenteeism**
- **Cohort Graduation**
- **Expulsion**
- **Facilities**
- **HS Dropout**
- **MS Dropout**
- **School Climate**
- **Suspension**

Site Goal 3.1

Decrease the referral, suspension and expulsion rate for at risk students

| **Metric:** Suspension | |

Actions/Services 3.1.1

Principally Targeted Student Group

• Black or African American • Foster Youth • Hispanic or Latino • Low Income

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue 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.). Provide additional information to parents regarding PBIS (behavior matrix, incentives, tiered supports) - how it can be supported at home. Provide additional after-school opportunities for students to feel connected at school (athletics, VAPA, STEM, extended learning). Continue mentoring program (through Watch DOGS and local community agencies) for at-risk students in grades 4-6.	• Classroom Management effect size .56 • Classroom Cohesion effect size .53 • Teacher Student Relationship effect size .52	• School Referral Data • School Suspension Data

What funding source will you use?

PBIS, $1000

- Incentives
- Tier 11 Training

S/C 7106

- Extended Day Learning and Enrichment (CCSS Art Program; VAPA) - $3000

Site Goal 3.2

Decrease absences, tardies, and early dismissals for all students

Metric: Attendance	

Actions/Services 3.2.1

Principally Targeted Student Group

• All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue to provide positive incentives for "Every Day, On Time, All Day" campaign (individual students and classrooms). Provide time-sheeted classified paraprofessional support to run our monthly attendance program; make positive phone calls home to encourage student excitement for being at school Utilize SARB process for chronically truant families. Provide parents with research regarding student success and its relationship to truancy. Counsel and caution families regarding extended vacations during the instructional calendar. Continue to 1) work with CHP for traffic concerns and enforcement, 2) coordinate with Safe Schools Coordinator & 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.	• Applied Survey Research and Attendance Works, 2011) - Students are at high risk for failure with 10% truancy rate in K-1.	• Monthly Attendance Reporting • SARB Results

What funding source will you use?

SC 7160

- Classified time-sheeted support, $2000

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District Strategic Goal 4:

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

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District Needs and Metrics 4:

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

- **Family and Community Engagement**

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Site Goal 4.1

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

| **Metric:** Family and Community Engagement | |

Actions/Services 4.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
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 Increase parent use of our school website to access school information and resources to support their child(ren) at home Increase opportunities for parents to attend site PTA and other school events	Coleman's Reseach - Students benefit most when parents and schools work together	• Attendance sign-ins

What funding source will you use?

S/C 7106

- Materials - $1000

Site Goal 4.2

Continue and increase current community partnerships for increased collaboration and support of student learning

| **Metric:** Family and Community Engagement | |

Actions/Services 4.2.1

Principally Targeted Student Group

- All • EL • Hispanic or Latino

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Continue and strengthen current	https://www.pridesurveys.com/index.php/blog/community-	• Participation in School Events

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.	involvement-in-schools/

What funding source will you use?

N/A

Local Control Accountability Plan (LCAP)
Year 2017 - 2018

IV. Funding

Franklin Elementary - 265

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) **0000** Unrestricted	0	$0	$22,211	$22,211	$22,211	$0	$0	$0	$0
1511 Regular Education (TK-6) - Allocated FTE **0000** Unrestricted	33.8752	$0	$4,004,883	$4,004,883	$4,004,883	$0	$0	$0	$0
1512 Subject Matter Teachers **0000** Unrestricted	0.8	$0	$96,797	$96,797	$96,797	$0	$0	$0	$0
1580 Summer School/Extended Learning (TK-6) **0000** Unrestricted	0	$14,544	$0	$14,544	$14,544	$0	$0	$0	$0
5495 Allocated FTE Leave **0000** Unrestricted	0.0001	$0	$50,404	$50,404	$50,404	$0	$0	$0	$0
5634 Custodial Services **0000** Unrestricted	2	$0	$129,038	$129,038	$0	$0	$129,038	$0	$0
7101 LCFF Supple/Conc TK - 6 **0000** Unrestricted	0	$0	$122,400	$122,400	$107,400	$8,000	$6,000	$1,000	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0	$0	$4,000	$4,000	$3,300	$200	$0	$500	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0	$0	$12,400	$12,400	$2,000	$10,000	$0	$400	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
5610 Food and Nutrition Services Center **5310** Child Nutrition: School Programs	1.3125	$0	$60,557	$60,557	$0	$0	$60,557	$0	$0
5610 Food and Nutrition Services Center **5320** CACFP Claims - Centers and Family Day Care	0.125	$0	$7,573	$7,573	$0	$0	$7,573	$0	$0
4900 Director of Learning Support Services **6010** After School Education and Safety (ASES)	0	$0	$97,435	$97,435	$97,435	$0	$0	$0	$0
3200 Language Speech and Hearing (LSH) **6500** Special Education	0.6	$0	$48,771	$48,771	$48,771	$0	$0	$0	$0
3410 Special									

Education Mild/Moderate **6500** Special Education	1.875	$0	$134,683	$134,683	$134,683	$0	$0	$0	$0
3660 Full Inclusion - Paraeducators in lieu of NPA **6500** Special Education	0.75	$0	$33,474	$33,474	$33,474	$0	$0	$0	$0
3770 Full Inclusion **6500** Special Education	3.75	$0	$184,769	$184,769	$184,769	$0	$0	$0	$0
1510 Regular Education (TK-6) **9327** Kaiser-Get Moving!	0	$24	$0	$24	$24	$0	$0	$0	$0
Totals	45.0878	$14,568	$5,010,395	$5,024,963	$4,800,695	$18,200	$204,168	$1,900	

Benefits Calculator	
Certificated	Staff Amount $
	Benefits Amount $
Classified	Total $

Signatures: (Must sign in blue ink)   Date

Principal **Larry Quismondo**

School Site Council Chairperson **Mark Brown**

EL Advisory Chairperson **Maria Padilla**