Franklin Elementary

Local Control Accountability Plan (LCAP)
2025-2026

Principal: Diane Davis-Quidgeon

County-District-School (CDS) Code: 34673146033062

Elk Grove Unified School District
Elk Grove, California

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

IV. Goals, Action Plans and Progress Monitoring

Franklin Elementary | Focused Work: 2025-2026

Goal Setting (lcapid: 760) | goalsComplete: 0

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 Curriculum, Instruction & Assessment
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

Goal 2: Targeted Supports & Interventions
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

Goal 3: Wellness
- All students will learn in an equitable, 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 engage 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?

Franklin Elementary 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 2025-2026 school year. The PBIS Tier 1 Team met monthly and PBIS Tier 2 team met weekly to track student discipline data, and both teams completed the PBIS Fidelity Inventory to assess progress towards our goals.

During Franklin Leadership, PBIS, School Site Council, and ELAC meetings, site data was shared and members' feedback was solicited. Data was also periodically shared through email and occasional Staff Meetings.

The following were opportunities for stakeholders to be a part of the planning process for this LCAP/Annual Review and Analysis:

- Grade Level Leadership Team Meetings on 9/18/24, 10/16/24, 12/18/24, 1/29/25, 4/2/25, 4/30/25
- School Site Council on 9/23/24, 12/9/2024, 2/3/25, 5/5/24, 5/19/25
- ELAC on 9/18/24, 1/15/24, 4/16/25
- Staff meetings on 9/4/24, 10/9/24, 11/13/24, 12/4/24, 1/15/25, 2/12/25, 3/26/2025, 5/14/25
- Back to School Night on 8/13/24
- Staff Survey in April 2025
- EGUSD Parent, Staff and Student Surveys Spring 2025
- 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 adjusted:

- The goal 1.1.2 and 2.2.1 funded releases days for certificated staff to meet with grade levels and administer assessments and analyze data. Not all certificated staff opted to use their release days. The money was adjusted and moved to support after-school intervention and extension by certificated staff.
- Goal 1.1.1 (6) did not happen for several reasons including funding vendor visits through families and/or attend field trips
- The stakeholders recognize the achievement gaps indicated in the data for Franklin Elementary. Ongoing dialogue and analysis are needed to help to find effective strategies and supports for all students - including those underachieving.

Resource Inequities (ATSI, TSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.

Inequities will be addressed through Site LCAP goals and action plans.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:

High-Quality Curriculum, Instruction & Assessment

All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

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

- A-G Completion - Percent of Graduates Completing A-G Requirements
- AP/IB Exams - Percent of Graduates Passing an AP/IB Exam
- CAASPP (ELA, Math, Science) - Distance from Standard
- CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded
- CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence
- Progress toward English Proficiency - Percent Increasing ELPI Level
- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

Site Goal 1.1   (SiteGoalID: 8947) (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

Action 1.1.1   (SiteGoalID: 8947) (DTS: 03/11/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
• *August, December, February, May:* Teachers will administer Illuminate Assessments to all	• *August, December, February, May:* Principal will pull Illuminate reports to ensure at least 95% of all eligible	• Average completion of Diagnostic Math was _____ and ELA was ____ due _____. Interim assessments due by

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 - May:* Teachers will meet weekly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or grade level data.
- *Each Trimester:* Each Grade Level will create and share a SMART Goal for ELA and Math based on Illuminate and/or grade level data.
- Annually: EL students will be administered the ELPAC assessment initially within 30 days of enrollment and the summative will be administered annually until redesignation.
- Annually: All students in grades 3-6 will be administered the CAASPP summative assessment within the testing window designated by the state.

Certificated Timesheets for ELPAC testing- EL Supplemental
$14,406

students have taken the Illuminate Assessments each trimester.
- *August, December, February, May:* Teachers will analyze their student's data, and determine next steps in order to improve student learning.
- *August and May:* The Principal will collect SMART goals along with pre- and post-data
- ELPAC within 30 days of enrollment as well as annually
- *Spring*: Credentialed teachers will be trained and then administer the summative CAASPP wo all students (unless exempt) within the assessment window.

_____. As of _____, the completion rates for ELA averaged to ___, Math was ___, and fluency was ___.
- Weekly PLC notes indicate data is reviewed by most grade levels on a regular basis.
- SMART goals submitted by _____ of grade levels. Trimester 2 SMART goals due by _____.

Site Goal 1.2   (SiteGoalID: 8742) (DTS: 02/13/25)

1.1 To increase the number of students who meet or exceed standards in ELA for all students in grades 3-6 by 4% or more

- EL students increase from 24% to 28%, or higher, meets or exceeds on the CAASPP
- Students with Disabilities 24% to 28% or higher, meets or exceeds on the CAASPP
- Students with lower SES 57% to 61%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 65% to 69% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 58% to 62% or higher, meets or exceeds on the CAASPP
- Students described as Hispanic will increase from 54% to 58% or higher, meets or exceeds on the CAASPP

- Students described as White will increase from 74% to 78% or higher, meets or exceeds on the CAASPP

1.1 To increase the number of students who meet or exceed standards in MATH for all students in grades 3-6 by 4% or more

- EL students increase from 34% to 38%, or higher, meets or exceeds on the CAASPP
- Students with Disabilities 21% to 25% or higher, meets or exceeds on the CAASPP
- Students with lower SES 56% to 60%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 67% to 71% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 44% to 48% or higher, meets or exceeds on the CAASPP
- Students described as Hispanic will increase from 46% to 50% or higher, meets or exceeds on the CAASPP
- Students described as White will increase from 73% to 77% or higher, meets or exceeds on the CAASPP

5th Grade Science CAST

- In addition, 2023-2024 5th Grade Science CAST scores indicate 48% met or exceeded standards. This will increase to 52% or higher.

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

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Action 1.2.1   (SiteGoalID: 8742) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
- Describe your step by step plan for intervention, for at-risk students, as related to your goal.	- Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	- Throughout the year, report the results of the formative data as you collect it. - In March, summarize your data collection results. - Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
Staffing - CAASPP assessments will be administered by classroom credentialed teachers with RSP administering CAASPP to students in a separate setting - Teachers will administer all required assessments in Illuminate to all students	AVID - Review AVID CCI score annually. - Conduct walkthroughs with district AVID coaches twice per year to observe AVID strategies. Academic Intervention – AIT & Para (Staffing, Supplies)	

- Supplemental intervention will be provided by classified and/or credentialed staff on a timesheet during the school day and/or after school
- Extension activities will be provided by classified and/or credentialed staff on a timesheet after school
- After school vendors to provide remedial and/or extension activities to all grades (SC $10,000)
- Student Study Team (SST) Coordinator to communicate with staff and administration to schedule, coordinate and attend SST meetings throughout the year. Facilitate discourse to better understand and meet the needs of students underperforming academically and/or behaviorally.
- Increased access for students to literature and expository text through read alouds and the ability to check out materials representative of their interests, culture, backgrounds, and family structures in the library. Increase librarian on campus (SC $11000)
- Increased access for Students with Disabilities, homeless and foster youth, and migrant students to targeted supports in the areas of ELA, math, and attendance.

Professional Development

- Provide training for new teachers on CAASPP, ELPAC, and Illuminate assessments and administration of these assessments
- Provide training for returning teachers on best practices and expectations for administering assessments

- AITs report progress to principal every six weeks and to Tier 2/3 team regularly.
- Review Illuminate and assessment data in PLCs each trimester to monitor student growth.

Vice Principal – EL & PBIS Support (Staffing)

- Monitor PBIS TFI progress in collaboration with SEL coach and report to PBIS Team.
- Review CICO and referral data each trimester with PBIS Team and Tier 2/3 Team.

Library & Supplemental Materials (Staffing, Supplies)

- Confirm that all classes have access to supplemental books aligned to content areas and multicultural topics.

Subscriptions/Computer Programs (Supplies, Contracts)

- Monitor Lexia usage each trimester for students and teachers.

Instructional Planning & Data (PLC Work) (PD, Release Days) Conduct FONT observations to monitor alignment with EGUSD Instructional Framework

- PLC time will be used to review and discuss student data from Illuminate and grade-level assessments
- Provide PD and discussion around improving school culture and instructional practice through a book study
- Provide PD opportunities to better meet the academic needs of students through attending conferences and trainings
- Provide professional development to staff on:
    - Illuminate data monitoring
    - AVID instructional strategies
- Provide release time to attend AVID trainings

Release Days

- All teachers can schedule release days to administer assessments and analyze data. Teachers will discuss strategies to best meet the needs of students
- All teachers can schedule release days to plan and discuss strategies to best meet the needs of students as a grade-level team based on data
- Teachers will be released to collaborate and discuss student data, progress and potential supports. Meetings will be held during the school by means of a substitute (20 days @ $210/day = $4200).
- Teachers will be released to meet with a support team to discuss data and concerns about student achievement. Effective strategies and support will be discussed. (Co-ops) ($210/day x 8 days = $1680)

Supplies

- Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal (e.g.

AVID implementation support, books, manipulatives, and materials that reinforce grade-level standards in ELA and Math including for remediation and extension)
- Purchase books for staff book study to improve school culture and instructional practice.

Contracts

- Maintain subscriptions (e.g. Lexia paid through May 2025, Scholastic @ $7,100, Reflex and Frax @ $4500, Educeri @ $2,500, etc.) (SC15,000)
- AVID Trainings through SCOE, Summer Institute, etc.
- Partner with vendors or specialists to lead interest-based enrichment opportunities for GATE students

Classified Timesheets - Title I
$35,000

Classified Timesheets - Supplemental
$20,000

Certificated Timesheets - Title 1
$121,922

Certificated Timesheets - Supplemental
$41,000

Contracts/Services/Subscriptions - Supplemental
$35,408 (AVID, other PD)

Materials/Supplies/Equipment - Supplemental
$12,000 (AVID, book study, etc.)

Site Goal 1.3   (SiteGoalID: 9363) (DTS: 04/22/25)

Teachers will increase their use of success criteria from 45% to 55% as measured by FONT Data at the end of Trimester 2 in 2025-2026 looking at the FONT report "Derived Implementation Levels" and band Success Criteria Explicit.

Metric: Success Criteria

Action 1.3.1   (SiteGoalID: 9363) (DTS: 04/22/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan The Franklin Region will use initial FONT data from the 24/25 school year, separating out scores for the areas of relevant, explicit, and accessible and compare those scores to FONT Data pulled at the end of each trimester. Staffing • The Franklin Region will work with their CPL coaches to create common professional development modules delivered to staff on the topic of Success Criteria during the 24/25 school year. • CPL coach and EL coach will support teachers in lesson planning, observation calibration, and model lessons as needed. Professional Development • Collaborate with CPL coaches and regional leaders to develop and deliver site PD on Success	**Progress Monitoring** • Observations of teamwork during planning times in staff meetings and early out Wednesdays. • Walk-though observations that give teachers feedback. • FONT observations that provide both feedback for teachers as well as a data point for measuring progress.	**Evaluation**

Criteria from the EGUSD Instructional Framework.
- Use staff meetings and PLC time to discuss Success Criteria and plan instructional adjustments

Supplies

- Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal

__Materials/Supplies/Equipment - Supplemental__
$10,000

Site Goal 1.4   (SiteGoalID: 9364) (DTS: 04/22/25)

For the 2025-2026 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 68% to 72% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

- English Learners (EL) making progress by one level on the Summative ELPAC will increase by 4% (24%-28%).
- Long Term English Learners (LTEL) or students At-Risk of becoming an LTEL who declined by one level on the Summative ELPAC will decrease by 4% (88%-92%).

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1   (SiteGoalID: 9364) (DTS: 04/22/25)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?

Action Plan	Progress Monitoring	Evaluation

Staffing
 	
 • ELPAC Initial assessments will be administered by a certificated teacher paid on a timesheet within the first 30 days of a student's enrollment
 • ELPAC Summative assessments will be administered by a credentialed teacher paid on a timesheet
 • EL coordination and support will be provided by the Vice Principal (EL coordinator duties may include: identification/placement of EL students, reclassification, RFEP monitoring, and support for ELAC meetings).
 • Provide supplemental academic support for EL students during the school day and/or after school
 • Monitor and provide support for students who maintained or regressed as measured by the ELPAC
 • Vice principal and classroom teacher will discuss and plan instructional strategies to support EL students
 • Provide translation and interpretation services to ensure access to learning for EL students and their families
 	
 Professional Development
 	
 • Utilize district EL and Instructional coaches to provide professional development during Staff Meetings, Release Days, and/or PLC meetings (ELPAC scores, Illuminate, CAASPP, LTELs, and effective English Language Proficiency, etc.)
 • Utilize district EL and Instructional coaches to provide professional development during Staff Meetings, Release Days,
	Writing Samples (3x/year)
	
	 • Intervention Staff: Collect a short writing sample from each EL in fall, winter, and spring.
	  ○ Look for growth in sentence structure, vocabulary, and clarity.
	  ○ Talk about it during PLCs.
	
	 Teacher Observations (Ongoing)
	
	 • During class, note if students are:
	  ○ Using complete sentences
	  ○ Using new vocabulary
	  ○ Participating in discussions
	
	 PLC Data Conversations (3x/year)
	
	 • Use existing PLC time to ask:
	  ○ Who is growing?
	  ○ Who needs more support?
	  ○ What are we seeing in writing and Illuminate?	

and/or PLC meetings on effective strategies for Newcomers.

<u>Release Days</u>

- Grade-levels can schedule a Release Day to specifically discuss EL students, their data, and how to best meet their needs

<u>Supplies</u>

- Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal.

<u>Contracts</u>

- Explore professional development opportunities for effective strategies for teacher EL students

<u>Certificated Timesheets - Title 1</u>
$20,000

<u>Materials/Supplies/Equipment - Title I</u>
$10,000

Funding Sources for District Goal 1 (DEV - LCAP ID: 760)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	118818	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	38000	Classified- Timesheets
Title I – Basic (4900/3010)	11000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions

Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	41000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	28000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	24000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	35408	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	14406	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 2:

Targeted Supports & Interventions

Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

District Needs and Metrics 2:

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

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

Site Goal 2.1   (SiteGoalID: 8743) (DTS: 02/13/25)

Decrease Chronic Absenteeism:

- Chronic absenteeism for African American Students will decrease 24.4% to 20% by the end of the 25-26 school year.
- Chronic absenteeism for SWD will decrease from 20.6% to 16.6% by the end of the 25-26 school year.

Metric: African American Disparity

Action 2.1.1   (SiteGoalID: 8743) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Staffing • Time-sheeted staff may be compensated to support attendance tracking, communication, and support for families as needed. • Explore the addition of a Black Excellence Parent Club to partner with schools to better meet the needs of the community Professional Development • Provide culturally responsive training resources for staff related to Black family engagement as well families of students with disabilities and advocacy Supplies • Purchase allowable, reasonable, and necessary	**Progress Monitoring** • weekly, monthly and trimester student information system (Synergy) attendance rate reports • weekly, monthly and trimester student information system (Synergy) chronic absentee reports • Individual student attendance incentive contract data Data collection and sharing of the data: • Attendance data will be collected by our administrative team and shared with school site council, staff, students, and families. • Attendance data will also be shared with our families in our Franklin Elementary Newsletter for families.	**Evaluation**

supplies to complete the action plan for this goal (e.g signage, promotion materials to encourage attendance, etc.)

Classified Timesheets - Title I
$3000

Materials/Supplies/Equipment - Title I
$1000

Funding Sources for District Goal 2 (DEV - LCAP ID: 760)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	3000	Classified- Timesheets
Title I – Basic (4900/3010)	1000	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries

EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:

Wellness

All students will learn in an equitable, 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 Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 8744) (DTS: 01/01/10)

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Metric: Other

Action 3.1.1   (SiteGoalID: 8744) (DTS: 02/13/25)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**

ACTION 1: July-June Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess. ACTION 2: July - June PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks). ACTION 3: July-June Designated areas for specific games on the playground with adequate supervision. ACTION 4: July-June Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year. ACTION 5: July-June PD for yard supervisors regarding active yard supervision, de-escalation skills, restorative practices, and game and activity rules and expectations. ***Classified Timesheets - Supplemental*** ***$4,000*** ***Materials/Supplies/Equipment - Supplemental*** ***$2000***	July-June Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly. July-June PBIS Tier I to monitor incident data and share with staff monthly. July-June Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed. July-June Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations.	Review monthly recess referral data to evaluate number of incidents.

Site Goal 3.2   (SiteGoalID: 9537) (DTS: 05/15/25)

Continue proactive practices which set clear expectations for students.

- Increase our PBIS tier 1 tiered fidelity inventory score from 90% to 94% in the 2025-26 school year.
- Increase our PBIS tier 2 tiered fidelity inventory score of from 88% to 92% in the 2025-26 school year.
- Increase our PBIS tier 3 tiered fidelity inventory score of from 41% to 60% in the 2025-26 school year.

Franklin Elementary had a home suspension rate of 0% for 2024-2025. Continue to use alternatives to suspension when appropriate.

Reduce incident rates for all students including African American students who represent 9.5% of the student population and 69.6% rate of recorded incidents.

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1   (SiteGoalID: 9537) (DTS: 05/15/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan	**Progress Monitoring**	**Evaluation**
• Review the PBIS Tier 1 "Flow Chart" at preservice • Review the MTSS process for Tier 2 & 3 supports at preservice • Invite appropriate team members to serve on Tier 1 and Tier 2/3 PBIS teams to best understand needs from various perspectives • Review and analyze Student, Parent, and Staff Perspective Survey results to better understand concerns from various stakeholders. • Regularly meet with PBIS Tier 1, 2, and 3 teams • Regularly share discipline data with staff at Staff Meetings, Leadership, and PBIS meetings • Leadership will review both academic and behavioral data ***Classified Timesheets - Supplemental***	• Monthly data will be reviewed at Leadership, Staff Meetings, PBIS Tier 1 meetings • Individual academic and behavioral data will be reviewed at weekly Tier 2/3 meetings through the MTSS process • School Site Council will review behavioral data at various meetings • Formative assessments will be given incrementally by Intervention Teachers. Data will be reviewed at PLC meetings • Adjustments to supervision and other systems will be made to align with data discussions	

$10,000

Funding Sources for District Goal 3 (DEV - LCAP ID: 760)		
Funding Source	**Amount**	**Description of Use**
Title I – Basic (4900/3010)	0	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	0	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	4000	Classified- Salaries
Supplemental/Concentration (7101/0000)	10000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	2000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions

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District Strategic Goal 4:

Family & Community Engagement

All students will benefit from programs and services designed to inform and engage 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:

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

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Site Goal 4.1   (SiteGoalID: 8745) (DTS: 02/13/25)

Our goal is to also ensure all subgroups attain the desired outcome of a 95% or higher attendance rate while eliminating disproportionality.

- Hispanic students will increase from a 92.5% attendance rate to a 95% or higher attendance rate.
- African American students will increase from a 92.6% attendance rate to a 95% or higher attendance rate.
- Pacific Islander students will increase from an 95.3% attendance rate to a 95% or higher attendance rate.
- English learner students will increase from a 94.7% attendance rate to a 95% or higher attendance rate.
- Students with disabilities will increase from a 93.7% attendance rate to a 95% or higher attendance rate.
- Socioeconomically disadvantaged students will increase from a 92.8% attendance rate to a 95% or higher attendance rate.
- Homeless students will increase from a 90.6% attendance rate to a 95% or higher attendance rate.
- No data available on American Indian students at Franklin Elementary due to no/low enrollment

OVERALL CHRONIC ABSENTEEISM GOAL:
Our site goal is to reduce overall chronic absenteeism from 18.3% to 10% or lower while eliminating disproportionality.
Our goal is to also ensure all subgroups attain the desired outcome of an 8% or lower chronic absentee rate while eliminating disproportionality.

- African American students will decrease from a 24.4% chronic absentee rate to 10% or lower.
- Asian students will decrease from a 14.5% chronic absentee rate to a 10% or lower.
- Filipino students will decrease from a 8.9% chronic absentee rate to 8% or lower.
- American Indian students will decrease from a 100% chronic absentee rate to 10% or lower.
- Hispanic students will decrease from a 24.9% chronic absentee rate to 10% or lower.
- Pacific islander students will decrease from a 33.3% chronic absentee rate to 10% or lower.
- White students will decrease from a 15.4% chronic absentee rate to 10% or lower.
- English learner students will decrease from a 18.7% chronic absentee rate to 10% or lower.
- Homeless students will decrease from a 33.3% chronic absentee rate to 10% or lower.
- Students with Disabilities 20.6%
- English Learner students will decrease from a 17.2% chronic absentee rate to 10% or lower.
- Socio-economically disadvantaged students will decrease from a 23.9% chronic absentee rate to 10% or lower

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 8745) (DTS: 02/13/25)

Targeted Student Group(s)

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
• Describe your step by step plan for intervention, for at-risk students, as related to your goal.	• Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often?	• Throughout the year, report the results of the formative data as you collect it. • In March, summarize your data collection results. • Based on your summary, what will you adapt/adopt/abandon?
Action Plan Staffing • Staff will lead the attendance team, monitor attendance data, and coordinate outreach. • Support students through Tier 2 interventions, check-ins, and goal-setting. • Share schoolwide and subgroup attendance data during PLCs or staff meetings. • Provide opportunities for parents to attend evening meetings around how to best provide support in the areas of ELA, math, and/or attendance. • Encourage parent attendance by providing light refreshments and training materials for ELAC meetings Supplies • Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal (e.g. incentives, attendance signs, Pocket Talks, etc.)	**Progress Monitoring** • Monitor attendance data monthly (sitewide and by subgroup) • Document Tier 2 supports provided by counselor in Tier 2/3 Team meetings	**Evaluation**

Classified Timesheets - Title I ***$4000***		

Funding Sources for District Goal 4 (DEV - LCAP ID: 760)

Funding Source	Amount	Description of Use
Title I – Basic (4900/3010)	3104	Certificated- Salaries
Title I – Basic (4900/3010)	0	Certificated- Timesheets
Title I – Basic (4900/3010)	0	Classified- Salaries
Title I – Basic (4900/3010)	4000	Classified- Timesheets
Title I – Basic (4900/3010)	0	Materials/Supplies/Equipment
Title I – Basic (4900/3010)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7150/0000) [0] Contracts/Services/Subscriptions

Funding Source Summary for All District Goals

Title I – Basic (4900/3010)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$3104	$3104
Certificated- Timesheets	$118818	$0	$0	$0	$118818
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$38000	$3000	$0	$4000	$45000
Materials/Supplies/Equipment	$11000	$1000	$0	$0	$12000
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

Title I – Basic (4900/3010) Total: **$178,922**

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$41000	$0	$0	$0	$41000
Classified- Salaries	$0	$0	$4000	$0	$4000
Classified- Timesheets	$28000	$0	$10000	$0	$38000
Materials/Supplies/Equipment	$24000	$0	$2000	$0	$26000
Contracts/Services/Subscriptions	$35408	$0	$0	$0	$35408

Supplemental/Concentration (7101/0000) Total: **$144,408**

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$14406	$0	$0	$0	$14406
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0

EL Supplemental (7150/0000) Total: **$14,406**

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

Franklin Elementary (265) | 2025-2026

Fund Source *Mgmt. Code / Description* *Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Targeted Supports & Interventions	3. Wellness	4. Family Engagement	
4900 Director of School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$178,922	$167,818	$4,000	$0	$7,104	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$144,408	$128,408	$0	$16,000	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$14,406	$14,406	$0	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$337,736	$310,632	$4,000	$16,000	$7,104	

Fund Subtotals	
Subtotal of additional federal funds included for this school	$178,922
Subtotal of state or local funds included for this school	$158,814

Title I Centralized Services			
Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0