



Franklin Elementary

Local Control Accountability Plan (LCAP) 2026-2027

Principal: Diane Davis

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: 2026-2027

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 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 its 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 2026-2027 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 10/22/25, 1/28/26, 2/18/2026, 4/1/26, 4/29/26
- School Site Council on 9/15/25, 11/3/2025, 1/12/2026, 2/10/26, 4/13/26, 4/27/26, 5/11/26
- ELAC on 9/10/25, 1/7/26, 5/6/26
- Staff meetings on 9/3/25, 10/8/25, 11/12/25, 12/3/25, 1/14/26, 2/11/26, 3/25/2026, 4/15/26

- Back to School Night on 8/12/25
- Staff Survey in April 2026
- EGUSD Parent, Staff and Student Surveys Spring 2026
- 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:

- Goal 1.1.1 The addition of school-wide Target 1 funding allowed for the addition of an Academic Intervention Teacher for 2026-2027 This will be funded 80% by Title 1 and 20% by Supplemental Concentration
- Several Actions were eliminated within goals because of funding and staffing changes. These include eliminating/reducing money allocated to actions such as AVID trainings, classified intervention, after-school vendors, book study, and others
- 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.

NA

Goals, Actions, and Progress Indicators

District Strategic 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.

District Needs and Metrics 1:

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

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 25% to 28%, or higher, meets or exceeds on the CAASPP

- Students with Disabilities 27% to 30% or higher, meets or exceeds on the CAASPP
- Students with lower SES 62% to 65%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 69% to 72% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 57% to 60% or higher, meets or exceeds on the CAASPP
- Students described as Hispanic will increase from 54% to 57% or higher, meets or exceeds on the CAASPP
- Students described as White will increase from 77% to 80% 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 31% to 34%, or higher, meets or exceeds on the CAASPP
- Students with Disabilities 24% to 27% or higher, meets or exceeds on the CAASPP
- Students with lower SES 53% to 56%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 68% to 71% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 42% to 45% 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 67% to 70% 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 53% or higher.

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

Action 1.1.1

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 <i>formative student data</i> will you collect and how often?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan 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 • 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 • Increased access for students to literature and expository text through	Progress Monitoring Academic Intervention – AIT & Para (Staffing, Supplies) • 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,	Evaluation

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 \$11,000)

- Increased access for Students with Disabilities, homeless and foster youth, and migrant students to targeted supports in the areas of ELA, math, and attendance.
- 1.0 AIT funded 0.8 through Title 1 and 0.2 through supplemental concentration funds. Increase support for students in acquiring prereading and reading skills including those who are significantly below grade level by adding an additional AIT. AIT would follow the EGUSD AIT Handbook and focus on ELA.

Professional Development

- Provide training for new teachers on CAASPP, ELPAC, and Illuminate assessments and administration of these assessments
- PLC time will be used to review and discuss student data from Illuminate and grade-level assessments
- Provide professional development to staff on:
 - Illuminate data monitoring
 - Writing Strategies

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 = \$4,200).
- 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 = \$1,680)

Supplies

- Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal (e.g. manipulatives, and materials that reinforce grade-level standards in ELA

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

and Math including for remediation and extension) Contracts • Maintain subscriptions (e.g. Lexia paid through May 2025, Scholastic @ \$7,100, Reflex and Frax @ \$4500, Educeri @ \$2,500, etc.) (SC15,000) • Partner with vendors or specialists to lead interest-based enrichment opportunities for GATE students <u>Classified Timesheets - Supplemental</u> \$11,000 <u>Certificated Salary - Title 1</u> \$140,000 <u>Certificated Salary - Supplemental</u> \$30,000 <u>Certificated Timesheets - Supplemental</u> \$46264 <u>Certificated Timesheets - Title 1</u> \$3736 <u>Contracts/Services/Subscriptions - Supplemental</u> \$35,408 <u>Materials/Supplies/Equipment - Supplemental</u> \$12,000		
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Site Goal 1.2

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 1.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made

		based on the data collected.
Action Plan • <u>August, December, February, May</u>: Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. • <u>August - May</u>: 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. • <u>Each Trimester</u>: 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. <u>Certificated Timesheets for ELPAC testing- EL Supplemental</u> \$12,462	Progress Monitoring • <u>August, December, February, May</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. • <u>August, December, February, May</u>: Teachers will analyze their student's data, and determine next steps in order to improve student learning. • <u>August and May</u>: The Principal will collect SMART goals along with pre- and post-data • ELPAC within 30 days of enrollment as well as annually • <u>Spring</u>: Credentialed teachers will be trained and then administer the summative CAASPP with all students (unless exempt) within the assessment window.	Evaluation • Average completion of Diagnostic Math was ____ and ELA was ____ due _____. Interim assessments due by _____. 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 1.3

Teachers will increase their use of success criteria from 62% to 67% as measured by FONT Data at the end of 2026-2027 as reported in the FONT "Derived Implementation Levels" and band Success Criteria "Explicit."

Metric: Success Criteria

Action 1.3.1

Targeted Student Group(s)

- School-wide

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the
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		actual implementation. Describe any changes that will be made based on the data collected.
Action Plan	Progress Monitoring	Evaluation
The Franklin Region will use initial FONT data from the 25/26 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 26/27 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 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	- Observations of teamwork during planning times in staff meetings and early out Wednesdays. - Walk-through observations that give teachers feedback. - FONT observations that provide both feedback for teachers as well as a data point for measuring progress.	

Site Goal 1.4

For the 2026-2027 school year, the percentage of our English Learners making adequate progress towards English language proficiency will increase from 82.9% to 86.9% as determined by the English Learner Progress Indicator (ELPI) on the California State Department of Education's Dashboard.

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1

Targeted Student Group(s)

- EL

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Action Plan Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation - Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan 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, and/or PLC meetings on effective strategies for Newcomers. Release Days - Grade-levels can schedule a Release Day to specifically discuss EL students, their data, and how to best meet their needs Supplies	Progress Monitoring 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?	Evaluation

• Purchase allowable, reasonable, and necessary supplies to complete the action plan for this goal. Contracts • Explore professional development opportunities for effective strategies for teacher EL students		
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Funding Sources for District Goal 1		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$182,267	Certificated- Salaries
Title I Basic (4900/3010)	\$43,040	Certificated- Timesheets
Title I Basic (4900/3010)	\$32,939	Classified- Salaries
Title I Basic (4900/3010)	\$0	Classified- Timesheets
Title I Basic (4900/3010)	\$2,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$9,000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$85,000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	\$0	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$35,000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	\$11,500	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$14,091	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	\$0	Certificated- Salaries
EL Supplemental (7150/0000)	\$19,341	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	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
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targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

- Students with Disabilities Disparity
- Students in Foster Youth Disparity

Site Goal 2.1

- Decrease Chronic Absenteeism:
- Chronic absenteeism for African American Students will decrease 28% to 24% by the end of the 26-27 school year.
 - Chronic absenteeism for SWD will decrease from 22% to 18% by the end of the 26-27 school year.
 - Chronic absenteeism for Homeless students will decrease from 29% to 25% by the end of the 26-27 school year.
 - Chronic absenteeism for SWD will decrease from 22% to 18% by the end of the 26-27 school year.

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
Action Plan Staffing • Time-sheeted staff may be compensated to support attendance tracking, communication, and support for families as needed (e.g. Preparing and proving welcome packets to new families) • 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 supplies to complete the action plan for this goal (e.g signage, promotion materials to encourage	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

attendance, etc.)		
<u>Classified Timesheets - Title I</u> \$3000		

Funding Sources for District Goal 2		
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)	\$10,000	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
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Site Goal 3.1

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

Action 3.1.1

Targeted Student Group(s)

- All

Action Plan • Describe your step by step plan for intervention, for at-risk students, as related to your goal.	Progress Monitoring Plan • Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?	Data Collection & Evaluation • Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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. ACTION 6: Supplement recess supervision and increase structured interactions with students by contracting with an outside vendor (e.g. ASSIST) Periodic Character Assemblies to unify language and support direct teaching of PBIS expectations. Calendar of regularly planned PBIS blitz school-wide to emphasize re-teaching of specific expectations.	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. Collaborate as a PBIS team to determine PBIS focus and schedule behavior "blitz" activities. Compare data before and after the "blitz" to set next goals. 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 by location and by grade.

Contracts/Services/Subscriptions - Title 1
\$23,834

Site Goal 3.2

Continue proactive practices which set clear expectations for students.

- Increase our PBIS tier 1 tiered fidelity inventory score from 97% to 99% in the 2026-27 school year.
- Increase our PBIS tier 2 tiered fidelity inventory score to maintain at 100% in the 2026-27 school year.
- Increase our PBIS tier 3 tiered fidelity inventory score from 97% to 99% in the 2026-27 school year.

Franklin Elementary had a home suspension rate of 1.2% for 2025-2026. 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: Active Participation

Action 3.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.
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	• 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	Trimester 2: Data is shared regularly with staff at Yard Supervisor meetings, PBIS Team meetings, Tier 2 meetings, and staff meetings. Major behavior incidents have decreased since Fall. Ongoing Tier 1 coaching for staff, addition of Yard Supervisor hiring, and successful acquisition of special education supports for high-needs students contributed to this improvement.

- Regularly share discipline data with staff at Staff Meetings, Leadership, staff communications, and PBIS meetings - Leadership will review both academic and behavioral data		
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Site Goal 3.3

Student Survey in spring 2025 results indicate an overall favorability in

- School Connectedness and belonging of 81%. African American student results indicate a favorability of 76%, those described as Homeless scored 74% and Students with Disabilities had a favorability rate of 75%
- The overall favorability rate for Climate of Support for Academic Learning as 84% while the Filipino subgroup scored 64% favorability and Homeless scored 81%, African American students was 84%, SWD 82%
- In the area of Safety, students rated 68% favorability while the African American subgroup scored 66% and those described as Homeless scored 59%, SWD 64%

This goal is to increase the amount of connectedness ALL students feel at school by 4% as indicated on the Student Perspective Survey. This includes all subgroups including but not limited to those identified as African American, Filipino, and Homeless.

Metric: School Climate - Average Favorability Rating

Action 3.3.1

Targeted Student Group(s)

- All • 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 <i>formative student data</i> will you collect and how often?	- Describe the overall implementation and effectiveness of this action plan. - Describe any major differences between the planned implementation and the actual implementation. - Describe any changes that will be made based on the data collected.
Action Plan Staffing - Continue to offer opportunities for students to connect to others both during and after school. This includes offering Student Leadership, Spirit/Character Assemblies, band, BSU, cultural activities (e.g. Culture Day), and after-school sports. (funded in 1.2.1) Materials/Supplies - Increased access for students to	Progress Monitoring Participation rates will be monitored. Review the Perspective Survey Results in Spring of 2026 to compare favorability. Circulation rates could be monitored to better understand which books students prefer.	Evaluation

literature and expository text through the ability to check out materials representative of students' interests, culture, backgrounds, and family structures in the library. Increase and replace literature for the library • Provide Welcome Packets to new families (e.g. translated schedules, school expectations) <u>Certificated/Classified Timesheets - Supplemental</u> <u>Funded in 1.2.1</u> <u>Materials/Supplies/Equipment - Supplemental</u> <u>\$10000</u>		
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Funding Sources for District Goal 3		
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)	\$12,714	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)	\$10,000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$1	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 4:	District Needs and Metrics 4:
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Family & Community Engagement

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

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

Site Goal 4.1

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 92.3% attendance rate to a 95% or higher attendance rate.
- African American students will increase from a 90.2% attendance rate to a 95% or higher attendance rate.
- Pacific Islander students will increase from an 96% attendance rate to a 95% or higher attendance rate.
- English learner students will increase from a 93.4% attendance rate to a 95% or higher attendance rate.
- Students with disabilities will increase from a 91.6% attendance rate to a 95% or higher attendance rate.
- Socioeconomically disadvantaged students will increase from a 92.1% attendance rate to a 95% or higher attendance rate.
- Homeless students will increase from a 91.7% 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 19.3% to 10% or lower while eliminating disproportionality.

Our goal is to also ensure all subgroups attain the desired outcome of an 10% or lower chronic absentee rate while eliminating disproportionality.

- African American students will decrease from a 28% chronic absentee rate to 10% or lower.
- Asian students will decrease from a 13% chronic absentee rate to a 10% or lower.
- Filipino students will decrease from a 15.1% chronic absentee rate to 10% or lower.
- American Indian students will decrease from a 100% chronic absentee rate to 10% or lower.
- Hispanic students will decrease from a 26.4% chronic absentee rate to 10% or lower.
- Pacific islander students will decrease from a 7% chronic absentee rate to 10% or lower.
- White students will decrease from a 15.8% chronic absentee rate to 10% or lower.
- English learner students will decrease from a 17% chronic absentee rate to 10% or lower.
- Homeless students will decrease from a 29% chronic absentee rate to 10% or lower.
- Students with Disabilities 21%
- English Learner students will decrease from a 17% chronic absentee rate to 10% or lower.
- Socio-economically disadvantaged students will decrease from a 23.3% chronic absentee rate to 10% or lower

Metric: Attendance Rate

Action 4.1.1

Targeted Student Group(s)

- All

Action Plan

- Describe your step by step plan for intervention, for at-risk students, as related to your goal.

Progress Monitoring Plan

- Describe your step by step plan for progress monitoring your action plan. What **formative student data** will you collect and how often?

Data Collection & Evaluation

- Describe the overall implementation and effectiveness of this action plan.
- Describe any major differences between the planned implementation and the actual implementation.
- Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
Staffing • Staff will lead the attendance team, monitor attendance data, and coordinate outreach. Outreach can include preparing & providing translated materials (packets) to incoming families • 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.) <u>Classified Timesheets - Title I</u> \$4000	• Monitor attendance data monthly (sitewide and by subgroup) • Document Tier 2 supports provided by counselor in Tier 2/3 Team meetings • Attendance rate will be communicated schoolwide during announcements, to parents in the monthly newsletter, and reviewed at SSC meetings.	

Site Goal 4.2

Franklin Elementary will increase the overall favorability score from 89% to 93% as measured by the Parent Perspective Survey for Parent Involvement.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1

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?	• Describe the overall implementation and effectiveness of this action plan. • Describe any major differences between the planned implementation and the actual implementation. • Describe any changes that will be made based on the data collected.

Action Plan	Progress Monitoring	Evaluation
- Franklin will increase the number of family nights which support ELA, STEAM, and Math from 1 to 3. - The purpose of Family Nights is to support parents and guardians with practical tools and strategies to support their student with academic learning. - Parent Nights will utilize district-approved resources to reinforce classroom instruction. - These sessions will strengthen the home-school partnership and improve student outcomes. - Increase the number of opportunities for parents to come to campus for connection with students and staff (e.g. Lunch on the Green)	To measure the effectiveness of Franklin's Parent Nights, a short parent survey will be administered immediately following each event. The survey will include questions about parents' understanding of grade-level expectations, confidence in supporting their child's learning at home, and the usefulness of the strategies and resources provided. Feedback will be reviewed by the school leadership team and tier 2 team to identify trends, inform future topics, and make improvements, with results shared at School Site Council and ELAC meetings to ensure transparency and continued growth.	

Funding Sources for District Goal 4		
Funding Source	Amount	Description of Use
Title I Basic (4900/3010)	\$3,000	Certificated- Salaries
Title I Basic (4900/3010)	\$0	Certificated- Timesheets
Title I Basic (4900/3010)	\$0	Classified- Salaries
Title I Basic (4900/3010)	\$500	Classified- Timesheets
Title I Basic (4900/3010)	\$3,000	Materials/Supplies/Equipment
Title I Basic (4900/3010)	\$500	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$20,000	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	\$0	\$0
Certificated- Timesheets	\$143,736	\$0	\$0	\$0	\$143,736
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$3,000	\$0	\$4,000	\$7,000
Materials/Supplies/Equipment	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$0	\$0	\$23,834	\$0	\$23,834

Title I Basic (4900/3010) Total: \$174,570

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$30,000	\$0	\$0	\$0	\$30,000
Certificated- Timesheets	\$46,264	\$0	\$0	\$0	\$46,264
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$11,000	\$0	\$0	\$0	\$11,000
Materials/Supplies/Equipment	\$12,000	\$0	\$10,000	\$0	\$22,000
Contracts/Services/Subscriptions	\$35,408	\$0	\$0	\$0	\$35,408

Supplemental/Concentration (7101/0000) Total: \$144,672

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	\$12,462	\$0	\$0	\$0	\$12,462
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: \$12,462

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) | 2026-2027

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	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	\$174,570	\$143,736	\$3,000	\$23,834	\$4,000	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	\$144,672	\$134,672	\$0	\$10,000	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	\$12,462	\$12,462	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$331,704	\$290,870	\$3,000	\$33,834	\$4,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$174,570
Subtotal of state or local funds included for this school	\$157,134