



## **Franklin High School**

# **Local Control Accountability Plan (LCAP) 2025-2026**

**Principal:** Adam Wood

**County-District-School (CDS) Code:** 34673143430873

**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 High School | Focused Work: 2025-2026

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Goal Setting (Icapid: 761) | 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.
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### 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 staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to EGUSD's Strategic Goals. The leadership team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for

goal setting for 2023-2024 school year. The PBIS Tier 1 Team met monthly and PBIS Tier 2 team met biweekly to track student discipline data and both teams completed the PBIS Fidelity Inventory to assess progress towards our goals.

During 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:

- Leadership meetings 08/12/24, 09/09/24, 10/07/24, 11/04/24, 01/06/25, 02/03/25, 03/03/25, 04/07/25, 05/05/25.
- School Site Council on 10/21/24, 11/18/24, 02/24/24, 04/21/25, 05/13/25.
- ELAC on 10/03/24, 11/14/24, 02/13/25, 04/16/25
- Staff meetings on 9/11/24, 11/13/24, 1/29/25, 2/26/25, 4/02/25, 5/21/25
- Staff survey in April 2025
- EGUSD parent, staff and student surveys in April 2025

2. Impact of LCAP and Annual Update

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

More resources will be allocated to professional development conferences and planning time for teachers. These opportunities are returning with less sub restrictions and more conferences.  
More tutoring funds for math, ELA, world language, and ELD.  
Prop 28 has replaced the need for some VAPA equipment purchases so those have been allocated to tutoring and school connectedness.

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.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
High-Quality Curriculum, Instruction & Assessment	Students need high quality classroom instruction and curriculum as measured by:
All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.	<ul style="list-style-type: none"><li>• A-G Completion - Percent of Graduates Completing A-G Requirements</li><li>• AP/IB Exams - Percent of Graduates Passing an AP/IB Exam</li><li>• CAASPP (ELA, Math, Science) - Distance from Standard</li><li>• CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded</li><li>• CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence</li><li>• Progress toward English Proficiency - Percent Increasing ELPI Level</li></ul>

- Reclassified - Percent of English Learners Reclassified
- Test Participation Rate on Districtwide Assessments

#### Site Goal 1.1 (SiteGoalID: 8948) (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: 8948) (DTS: 03/11/25)

##### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b><i>formative student data</i></b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Department chairs create an assessment plan and schedule.</li> <li>Teachers administer assessments according to the identified schedule.</li> <li>We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal.</li> <li>Site release days for PLC to analyze data from Illuminate assessments.</li> </ul> <p>\$5,000 certificated timesheets</p>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>Illuminate interim assessments in English and Math</li> </ul> <p>How often will it be collected?</p> <ul style="list-style-type: none"> <li>Illuminate data collected at the end of each term.</li> </ul> <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> <li>Shared at leadership meetings monthly.</li> </ul>	

#### Site Goal 1.2 (SiteGoalID: 8746) (DTS: 02/13/25)

Narrow the achievement gap for lower performing subgroups as reported by the CA Dashboard:

**CAASPP Math**-Increase the scale score for students in subgroups that performed Low or Very Low in one or more of the previous two years:

- EL students from 128 points below standard to 100 points below standard
- Hispanic students from 81 points below standard to 70 points below standard
- SWD from 174 points below standard to 150 points below standard
- SED students from 51 points below standard to 40 points below standard
- African American students from 95 points below standard to 80 points below standard

**CAASPP ELA** - Increase the scale score for students in subgroups that performed Low or Very Low in one or more of the last two years:

- African American students from 55 points below standard to 40 points below standard
- Hispanic students from 43 points below standard to 30 points above standard
- SWD from 154 points below standard to 130 points below standard
- EL students from 123 points below standard to 100 points below standard
- SED students from 25 points below standard to 15 points above standard

**CAASPP Science** - Increase the scale score for students in subgroups that performed Low or Very Low in one or more of the last two years:

- African American students from 14 points below standard to 5 points below standard
- Hispanic students from 12 points below standard to 5 points above standard
- SWD from 26 points below standard to 15 points below standard
- EL students from 29 points below standard to 20 points below standard
- SED students from 7 points below standard to 0 points above standard

**Action 1.2.1 (SiteGoalID: 8746) (DTS: 02/13/25)**

**Targeted Student Group(s)**

- All

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• Form committee of teacher leaders and admin to create more student buy in and effort on the CAASPP.</li> <li>• Increase FONT observations and feedback.</li> <li>• Staff meeting professional development on instructional framework and FONT.</li> <li>• Provide professional development as needed in ELA, mathematics, social science, science, SpEd and ELD through site and District release day(s) for cluster and grade level PLC's</li> <li>• Plan workshops and enrichment opportunities for underperforming subgroups</li> <li>• Purchase digital technology to supplement classroom instruction</li> <li>• Continue to support academic achievement and enrichment learning with the expansion of before and after school tutoring, including targeted EL and SpEd tutoring</li> <li>• Reading Intervention Tutor for EL students to assist both</li> </ul>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Science common assessments and rubrics, recommendation from WASC report and committee</li> <li>• Illuminate interim assessments in English and Math</li> <li>• Department common assessments in English and Math</li> <li>• Tutoring attendance logs</li> <li>• Number of teachers attending conferences and professional development and sharing strategies at staff and department meetings</li> <li>• Number of zero scores on CAASPP performance task responses</li> </ul> <p>How often will it be collected?</p> <ul style="list-style-type: none"> <li>• Illuminate data collected at the end of each term.</li> <li>• Common assessments data collected weekly at PLC meetings on late start Wednesdays.</li> <li>• CAASPP data annually</li> </ul>	<p><b>Evaluation</b></p>

<p>during the school day and after school tutoring</p> <ul style="list-style-type: none"> <li>• Provide dedicated time for vertical articulation with TJMS teachers</li> <li>• Work with TJMS teachers to identify high needs SpEd students making transition to high school. Provide opportunity for them to visit campus and meet teachers in May of 8th grade.</li> <li>• ELD specific professional learning community meeting dates on late start Wednesdays with data review and teaching strategies.</li> </ul> <p>\$10,000 certificated timesheets \$10,000 contracts, services, subscriptions \$10,000 materials, supplies, equipment</p>	<p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> <li>• Shared with leadership team and department chairs at monthly leadership meetings.</li> <li>• Shared with admin team at weekly admin meetings.</li> <li>• Shared monthly at staff meetings.</li> </ul>	
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### Site Goal 1.3 (SiteGoalID: 9280) (DTS: 04/17/25)

Increase student engagement by increasing quality of VAPA programs, providing enrichment opportunities, and building programs to connect students.

**Metric:** Other

### Action 1.3.1 (SiteGoalID: 9280) (DTS: 04/17/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Provide teacher planning days with either a substitute teacher covering the class or paying for time spent outside of school day on curriculum, assessments, and reviewing student data</li> <li>• Support supplemental resources such as, but not limited to digital /technological materials/ resources to support the academic needs of our students, in all courses including VAPA, sheet music, assorted art supplies, assorted ceramic supplies, assorted dance supplies, theater scripts and royalties</li> <li>• Provide funding for band instrument repairs</li> <li>• Provide funding for theater hardware and technology</li> <li>• Provide funding for AVID teacher planning</li> <li>• AVID activities and field trips to explore college and career options</li> <li>• Purchase hardware for digital media classes</li> <li>• Counselors meet with every Junior student near course selection to review adjustments that can be made to schedules and summer school to meet A-G.</li> <li>• Increase students utilizing after school credit recovery model to meet A-G requirements.</li> <li>• During staff meetings continue work on instructional framework training that was introduced in DEI training previous school year.</li> <li>• Freshmen tours of CTE program classrooms prior to course selection</li> <li>• CCC interest survey in pathway programs given to all freshmen students</li> <li>• Purchase technology and supplies for CTE classes to supplement instruction</li> </ul>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Course requests in VAPA and A-G courses</li> <li>• Quarterly reports of D and F grades</li> <li>• Participation rates in VAPA programs</li> <li>• Common assessments administered by PLC groups</li> <li>• Percentage of English and Math teachers using Illuminate interim assessments</li> <li>• Number of AVID students participating in college planning activities</li> <li>• Number of AVID teachers participating in professional development</li> <li>• Number of students enrolled in after school credit recovery.</li> <li>• FONT scores.</li> <li>• Course selection for 9th graders entering pathways and academies</li> <li>• Course selection for 10th and 11th graders showing retention in pathways and academies</li> </ul> <p>How often will data be collected?</p> <ul style="list-style-type: none"> <li>• Course request and participation data collected annually after course selection by counselors and principal.</li> <li>• AVID data collected by AVID coordinator annually at the end of the year.</li> <li>• CTE site coordinator will work with counselors and principal to collect data after course selection.</li> </ul> <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> <li>• Review VAPA program participation numbers and course requests with program leads and department chairs at the beginning and end of each year.</li> </ul>	



<ul style="list-style-type: none"> <li>• CTE site coordinator provided release period</li> <li>• CPA coordinators provided release period</li> <li>• Cohort students in academy classes</li> <li>• Purchase supplemental instructional equipment for CTE classes</li> </ul> <p>\$40,000 materials, supplies, equipment \$30,000 contracts, services, subscriptions \$10,000 certificated timesheets</p>	<ul style="list-style-type: none"> <li>• Review planning meeting minutes and outcomes with PLC leads after each release/planning day.</li> <li>• Share course request numbers with program leads in February after course request.</li> </ul>	
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#### Site Goal 1.4 (SiteGoalID: 9282) (DTS: 04/17/25)

Narrow the achievement gap for lower performing subgroups as reported by the CA Dashboard:

##### Progress toward English proficiency rate

- Increase the rate of EL students making progress towards English language proficiency from 54% to 60%

**Metric:** Progress toward English Proficiency - Percent Increasing ELPI Level

#### Action 1.4.1 (SiteGoalID: 9282) (DTS: 04/17/25)

##### Targeted Student Group(s)

- EL • R-FEP

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
	What data will be collected?	

<ul style="list-style-type: none"> <li>• Continue to support academic achievement and enrichment learning with the expansion of before and after school tutoring, including targeted EL and SpEd tutoring.</li> <li>• Quarterly EL walk through observations using FONT</li> <li>• Reading Intervention Tutor for EL students to assist both during the school day and after school tutoring.</li> <li>• EL Coordinator release period</li> <li>• Two newcomer social science classes and one newcomer math class</li> <li>• Adding a third ELD English class</li> <li>• Light refreshments and training materials for ELAC meetings, funding from EL supplemental.</li> <li>• Timesheet funding for ELPAC coordination and administration</li> <li>• Vertical articulation with TJMS EL coordinator</li> <li>• ELD specific professional development conferences</li> <li>• Release days with EL coach and/or ELD team at TJMS</li> </ul> <p>\$17,000 EL supplemental certificated timesheets \$5000 EL supplemental materials, supplies, equipment \$5561 EL supplemental contracts, services, subscriptions</p>	<ul style="list-style-type: none"> <li>• Tutoring attendance logs</li> <li>• EL PLC meeting attendance</li> <li>• Student grades in EL math and social science classes</li> <li>• ELAC attendance</li> <li>• Rate of students moving from ELD English and EL Math and Social Science to general education classes</li> <li>• EL progress report and report card grades</li> <li>• ELPAC scores</li> <li>• FONT data from EL walk throughs</li> <li>• Large jump in EL progress rate in 21-22, took smaller step back in 22-23. Large influx on newcomer students after Franklin stopped redirecting in Fall 2022. Monitor newcomer attendance and grades</li> </ul> <p>How often will data be collected?</p> <ul style="list-style-type: none"> <li>• Grades and attendance collected at progress report and report card cutoffs</li> <li>• ELAC attendance collected after meetings</li> <li>• ELPAC scores collected after administration</li> <li>• FONT data collected after each walk through</li> </ul> <p>Who will data be shared with?</p> <ul style="list-style-type: none"> <li>• EL teachers at EL PLC meetings, collected by EL coordinator, VP, and EL coach</li> </ul>	
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#### Site Goal 1.5 (SiteGoalID: 9286) (DTS: 04/17/25)

Increase A-G percentage by 3% for the senior class.

**Metric:** A-G Completion - Percent of Graduates Completing A-G Requirements

#### Action 1.5.1 (SiteGoalID: 9286) (DTS: 04/17/25)

## Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>D-F grade analysis</li> <li>Individual academic counseling</li> <li>Small group academic support</li> <li>Personalized academic plans</li> <li>Credit recovery monitoring and support</li> <li>Counselors review course selections</li> <li>VP meets with students on D/F list</li> </ul>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>Progress report and report card grades</li> <li>Credit recovery progress</li> <li>Summer school enrollment</li> </ul> <p>How often will it be collected?</p> <ul style="list-style-type: none"> <li>Each term</li> </ul> <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> <li>Shared with leadership team and department chairs at monthly leadership meetings.</li> <li>Shared with admin team at weekly admin meetings.</li> </ul>	

### Site Goal 1.6 (SiteGoalID: 9531) (DTS: 05/15/25)

Implement recommendations from WASC report and visiting committee:

- 1) Teachers will continue to work with their departments to strengthen alignment and improve shared pacing, rubrics, etc. to create greater consistency for students across classrooms.
- 2) The teachers need to collaborate across content areas to deepen integration and ensure more intentional cross-curricular planning.
- 3) Department leads and PLCs will focus on cross-curricular collaboration, allowing teachers to reinforce the transfer of student skills across subjects and to build more meaningful real-world learning experiences.
- 4) Teachers need to increase the use of common formative and summative assessments, including increasing checking for understanding, across all courses to identify and address areas of academic need more effectively.
- 5) Teachers will continue the development of aligned rubrics across departments—especially for reading and

writing—to ensure all students equitably develop skills and content. This will also ensure equitable assessment by teachers.

Metric: Other

Action 1.6.1 (SiteGoalID: 9531) (DTS: 05/15/25)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"><li>• WASC focus group leaders will meet every other week to review progress towards and create new initiatives.</li><li>• Staff meeting professional development will focus aligning cross curriculum collaboration.</li><li>• FONT calibration with admin and leadership team.</li><li>• Compare rubrics at PLC, department, staff, leadership meetings.</li><li>• Add AP seminar and research class to course offerings.</li></ul> <p>\$5000 certificated timesheets</p>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"><li>• Number of PLC's using common rubrics.</li><li>• Number of departments using common assessments</li><li>• FONT observation data</li></ul> <p>How often will it be collected?</p> <ul style="list-style-type: none"><li>• Monthly at leadership meetings and department meetings.</li><li>• At WASC focus group leader meetings twice a month.</li></ul> <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"><li>• Shared with leadership team and department chairs at monthly leadership meetings.</li><li>• Shared with admin team at weekly admin meetings.</li></ul>	<p><b>Evaluation</b></p>

**Site Goal 1.7 (SiteGoalID: 9534) (DTS: 05/15/25)**

Teachers will increase their effective use of active participation from 73.1% to 85% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

**Metric:** Active Participation

**Action 1.7.1 (SiteGoalID: 9534) (DTS: 05/15/25)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<b>Action Plan</b> <ul style="list-style-type: none"><li>• FONT calibration with admin and leadership team.</li><li>• Increase FONT observations and feedback.</li><li>• Staff meeting professional development on instructional framework and FONT.</li></ul>	<b>Progress Monitoring</b> <p>What data will be collected?</p> <ul style="list-style-type: none"><li>• FONT observation data</li></ul> <p>How often will it be collected?</p> <ul style="list-style-type: none"><li>• Weekly admin meetings.</li><li>• Monthly at leadership meetings and department meetings.</li><li>• At WASC focus group leader meetings twice a month.</li></ul> <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"><li>• Shared with leadership team and department chairs at monthly leadership meetings.</li><li>• Shared with admin team at weekly admin meetings.</li></ul>	<b>Evaluation</b>

## Funding Sources for District Goal 1 (DEV - LCAP ID: 761)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	30000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	50000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	40000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	17000	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	5000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	5561	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

Narrow the achievement gap African American students:

**CAASPP Math**-Increase the scale score

- African American students from 95 points below standard to 80 points below standard

**CAASPP ELA** - Increase the scale score

- African American students from 55 points below standard to 40 points below standard

**Metric:** African American Disparity

**Action 2.1.1 (SiteGoalID: 8747) (DTS: 02/13/25)**

**Targeted Student Group(s)**

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <p>Create cohort of 10th grade SEASE (Supporting Emotional Academic and Social Excellence) students identified in 9th grade. Target lower performing African American students to be included in the cohort. These students are cohorted in the start of 10th grade and kept together through Advocacy, family engagement meetings, and a dedicated counselor and VP for 10th-12th grade.</p> <ul style="list-style-type: none"><li>• Provide smaller class sizes in English and Math with dedicated SEASE teacher</li><li>• Provide SEASE coordinator with timesheet compensation to meet with students</li></ul>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"><li>• SEASE student GPA</li><li>• SEASE student attendance</li><li>• SEASE student referral rate</li><li>• SEASE parent meeting participation rate</li><li>• Collected by SEASE coordinator.</li></ul> <p>How often will data be collected?</p> <ul style="list-style-type: none"><li>• At each progress report and report card and after parent meetings.</li></ul> <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"><li>• SEASE VP</li><li>• SEASE counselor</li><li>• SEASE teachers</li><li>• Wellness coordinator</li></ul>	<p><b>Evaluation</b></p>

<ul style="list-style-type: none"> <li>Identify SEASE counselor and VP</li> <li>Light refreshments at SEASE parent meetings</li> <li>Adjust SEASE course selections after identification</li> </ul> <p>\$25,000 certificated timesheets \$3,000 materials, supplies, equipment \$3,000 contracts, services, subscriptions</p>	<ul style="list-style-type: none"> <li>Shared at the progress report and report cards</li> <li>Prior to running schedules student schedules will be analyzed</li> </ul>	
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**Site Goal 2.2**    (SiteGoalID: 9539) (DTS: 05/15/25)

Increase A-G rate for students with disabilities from 17% to 25%.

**Metric:** Students with Disabilities Disparity

**Action 2.2.1**    (SiteGoalID: 9539) (DTS: 05/15/25)

**Targeted Student Group(s)**

- SWD

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>After school tutoring for special education students.</li> <li>Team teaching classes in math to match skill levels from self contained and RSP classes.</li> <li>Schedule RSP students first to ensure first access to</li> </ul>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>RSP schedule completion before ABL freeze date.</li> <li>Students in RSP classes taking A-G courses and their pass rate.</li> <li>Goals from IEP meetings regarding post secondary plans.</li> </ul>	



<p>desired electives and best fit for core A-G classes.</p> <p>\$3000 certificated timesheets</p>	<p>How often will data be collected?</p> <ul style="list-style-type: none"> <li>• Annually at IEP meetings.</li> <li>• Annually at ABL freeze date.</li> <li>• Every progress report and report card for grades.</li> </ul> <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> <li>• Vice principals</li> <li>• Case managers</li> </ul>	
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### Site Goal 2.3 (SiteGoalID: 9540) (DTS: 05/15/25)

Increase A-G rate for African American students from 50% to 60%

**Metric:** African American Disparity

### Action 2.3.1 (SiteGoalID: 9540) (DTS: 05/15/25)

#### Targeted Student Group(s)

- Black or African American

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> <li>• Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Counselors create individual A-G trackers for students on caseload.</li> <li>• African American students prioritized for junior meetings with counselors</li> <li>• African American students prioritized in tumble settings in Abl to ensure access to A-G courses</li> </ul>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• African American schedule completion before ABL freeze date.</li> <li>• African American GPA school wide at each progress report and report card</li> </ul> <p>How often will data be collected?</p>	

<ul style="list-style-type: none"> <li>• Summer school individual outreach to encourage retaking classes needed for A-G</li> </ul> <p>\$3,000 certificated timesheets</p>	<ul style="list-style-type: none"> <li>• Annually at ABL freeze date.</li> <li>• Every progress report and report card for grades.</li> </ul> <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> <li>• Vice principals</li> <li>• Counselors</li> </ul>	
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Funding Sources for District Goal 2 (DEV - LCAP ID: 761)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	31000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	3000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	3000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

District Strategic Goal 3:	District Needs and Metrics 3:
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## Wellness

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

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: 8748) (DTS: 02/13/25)

Narrow the achievement gap for lower performing subgroups as reported by the CA Dashboard:

#### Graduation Rate:

- African American students from 95.1% to 98%
- SWD from 87.7% to 90%

**Metric:** Cohort Graduation Rate

### Action 3.1.1 (SiteGoalID: 8748) (DTS: 02/13/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"><li>• Counselors meet with each junior on their caseload</li><li>• Counselor position partially funded by ESSER</li><li>• Students creating course selection plans and 4 year plans in Advocacy</li></ul>	<p>What data will be collected?</p> <ul style="list-style-type: none"><li>• Number of students meeting with counselors for academic advising</li><li>• Enrollments in A-G and graduation requirement classes</li></ul>	

<ul style="list-style-type: none"> <li>Supplies for Advocacy and course selection nights</li> <li>Funding for advocacy coordinator</li> <li>Funding for course selection nights</li> <li>Funding for scholarship, financial aid, and application workshops</li> </ul> <p>\$5,000 certificated timesheets</p>	<ul style="list-style-type: none"> <li>Parent attendance and senior parent meetings</li> <li>Attendance at course selection nights</li> <li>Percentage of students completing FAFSA</li> </ul> <p>How often will data be collected?</p> <ul style="list-style-type: none"> <li>Counseling meeting data collected in spring after junior counseling meetings</li> <li>Course request data collected in spring after course selection</li> <li>Parent meeting attendance numbers collected after fall and spring meetings</li> </ul> <p>Who will data be shared with?</p> <ul style="list-style-type: none"> <li>Course request data shared with program leads and principal by counseling leads</li> <li>Review data at the beginning of the year to measure effectiveness and success rate of summer school credit recovery programs</li> </ul>	
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### Site Goal 3.2 (SiteGoalID: 9284) (DTS: 04/17/25)

Narrow the achievement gap for lower performing subgroups as reported by the CA Dashboard by decreasing suspension rates:

#### Suspension Rate:

- African American students suspended at least one day from 7.1% to 5%
- SWD suspended at least one day from 9% to 5%
- SED students suspended at least one day from 5% to 3%
- Hispanic students suspended at least one day from 4.4% to 3%

**Metric:** Suspension Rate: Percent of Students Suspended

### Action 3.2.1 (SiteGoalID: 9284) (DTS: 04/17/25)

**Targeted Student Group(s)**

<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>	<p><b>Progress Monitoring Plan</b></p> <ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<p><b>Data Collection &amp; Evaluation</b></p> <ul style="list-style-type: none"> <li>Throughout the year, report the results of the formative data as you collect it.</li> <li>In March, summarize your data collection results.</li> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>Provide intervention programs such as Challenge Day, LINK crew, and PBIS that focus on a positive school climate and culture.</li> <li>Continued implementation of PBIS with new core values</li> <li>Provide professional development for all staff members to help strategically develop and achieve equity.</li> <li>Provide targeted services and workshops that promote the social, emotional well being of our school community.</li> <li>Provide resources and staffing for the Wellness Center where students have access when dealing with personal and/or behavioral issues.</li> <li>Provide support and training for the expansion of our mental health awareness protocols and procedures.</li> <li>Provide intervention programs such as Diamond Days, Link Crew, AVID, EL, STEM, and after school programs that focus on a positive school climate and culture.</li> <li>Provide resources for Student Equity Council, we will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal</li> </ul>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"> <li>Number of students participating in Diamond Day</li> <li>Number of students participating in Link Crew</li> <li>Number of students involved in clubs, activities, athletics, programs, and academies</li> <li>Number of students participating in the Student Equity Council</li> <li>Number of students participating in Student Senate</li> <li>Suspensions, referrals, detentions, and Saturday schools issued</li> <li>Students utilizing check in - check out</li> <li>Students meeting in group session with social worker</li> </ul> <p>How often will data be collected?</p> <ul style="list-style-type: none"> <li>Club data collected at club rush and club photo days</li> <li>Diamond Day data collected once each semester at the two Diamond Days</li> <li>Student Equity Council data collected at each meeting</li> <li>Link Crew data collected at application time for Link Crew</li> <li>Weekly admin meetings monitor discipline data</li> </ul> <p>Who will data be shared with?</p> <ul style="list-style-type: none"> <li>Link Crew coordinator records participation data and shares with VP and activities director</li> </ul>	<p><b>Evaluation</b></p>

<ul style="list-style-type: none"> <li>• Work with SEASE coordinator to monitor suspensions rate changes from cohort going from 9th to 10th grade. These students had higher suspension rates than peers in 9th</li> <li>• Check in and check out system for targeted groups with counselor or PBIS coordinator</li> <li>• Group sessions with social worker</li> </ul> <p>\$30,000 materials, supplies, equipment \$5,000 contracts, services, subscriptions</p>	<ul style="list-style-type: none"> <li>• Diamond Day data recorded by Diamond Day coordinator and shared with wellness coordinator, counselors, and admin</li> <li>• Club data collected by activities director and shared with admin and wellness coordinator</li> </ul>	
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### Site Goal 3.3 (SiteGoalID: 9538) (DTS: 05/15/25)

Implement recommendations from WASC report and visiting committee:

- 1) Teachers and administration will work with other stakeholders to develop ways to assess the new learning outcomes to ensure that all students are meeting those expectations.
- 2) The administration will establish a system for regular, quality communication of decisions, expectations, safety incidents, and initiatives including data surrounding those areas to address stakeholders concerns.
- 3) Staff and administration will create a set of agreed-upon campus policies regarding students out of class, phone usage, and any other matters regarding community safety and cohesiveness while also including relevant stakeholders to ensure accountability of student behavior and improve the school climate.
- 4) Teachers and staff desire to work collaboratively with administrators to address climate issues and implement solutions school-wide.
- 5) Enhancing communication of roles and responsibilities of all staff will increase accountability for staff and students and lead to consistent implementation of high expectations for all staff and students.
- 6) The administration should develop a process to evaluate implementation and effectiveness of existing programs in order to improve support for students.

**Metric:** Other

### Action 3.3.1 (SiteGoalID: 9538) (DTS: 05/15/25)

#### Targeted Student Group(s)

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"> <li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li> </ul>		<ul style="list-style-type: none"> <li>• Throughout the year, report the results of the formative data as you collect it.</li> <li>• In March, summarize your data collection results.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li> </ul>	<ul style="list-style-type: none"> <li>Based on your summary, what will you adapt/adopt/abandon?</li> </ul>
Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>Focus group meetings every other week from WASC committee.</li> <li>Implementation of new core value and reward system through 5 Star.</li> <li>Decrease number of hall passes that are not closed by sending reminders and data weekly</li> <li>Update campus supervisor rotations and increase role in hall pass monitoring</li> <li>Add data to weekly newsletter regarding discipline and student attendance</li> <li>Staff meetings focused on student data around discipline, referral incidents, and hall pass usage</li> <li>Teacher committee agrees on common expectations for staff</li> </ul> <p>\$5000 certificated timesheets</p>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>Discipline and referral incident, broken down by type and location</li> <li>5 Star hall passes</li> <li>PBIS points</li> </ul> <p>How often will it be collected?</p> <ul style="list-style-type: none"> <li>Monthly at leadership meetings and staff meetings.</li> <li>At WASC focus group leader meetings twice a month.</li> <li>Weekly at admin meetings</li> </ul> <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> <li>Shared with leadership team and department chairs at monthly leadership meetings.</li> <li>Shared with admin team at weekly admin meetings.</li> <li>Shared weekly in newsletter</li> </ul>	

Funding Sources for District Goal 3 (DEV - LCAP ID: 761)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	10000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets

Supplemental/Concentration (7201/0000)	30000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

#### District Strategic Goal 4:

##### Family & Community Engagement

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

#### 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

#### Site Goal 4.1 (SiteGoalID: 8749) (DTS: 02/13/25)

Decrease the percentage of chronically absent students from 2% to 1.5%.

**Metric:** Attendance Rate

#### Action 4.1.1 (SiteGoalID: 8749) (DTS: 02/13/25)

##### Targeted Student Group(s)

- EL • Low Income

Action Plan

Progress Monitoring Plan

Data Collection & Evaluation



<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
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Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> <li>• Provide clubs relevant to all students</li> <li>• Organize during and after school events and activities that meet student demand</li> <li>• Increase participation in student senate, Link Crew, leadership, and Student Equity Council</li> <li>• Provide necessary supplies and materials to Link Crew, Diamond Day, PBIS, wellness center</li> <li>• Track daily tardies and attendance</li> <li>• Wellness room coordinator meets with chronically absent students</li> <li>• Utilize 5 Start to track student attendance</li> <li>• Coordinate with Regional Attendance Improvement Technician to communicate with and identify frequently absent students</li> <li>• EL coordinator meets with students and families to share the importance of attendance for newcomers.</li> </ul> <p>\$5,000 materials, supplies, equipment  \$5,000 contracts, services, subscriptions  \$5,000 certificated timesheets</p>	<p>What data will be collected?</p> <ul style="list-style-type: none"> <li>• Attendance data by Synergy and Regional Attendance Improvement Tech</li> <li>• Detention attendance rates</li> <li>• Saturday school attendance rates</li> <li>• Attendance on dates with special on campus events</li> <li>• SARB letter rates</li> <li>• Track number of students with 8 or more personal illness days</li> <li>• Hall passes</li> </ul> <p>How often will data be collected?</p> <ul style="list-style-type: none"> <li>• Regional Attendance Improvement Technician sends report to admin every other week</li> <li>• Attendance tech, VP secretary, and VP review tardies and detention assignments each Monday</li> <li>• Principal shares first period tardies with staff at the end of each week</li> </ul> <p>Who will data be shared with?</p> <ul style="list-style-type: none"> <li>• First period tardy data goes to whole staff from principal</li> <li>• Chronic absentee data goes to admin</li> <li>• Saturday school and detention data visible on Google Sheet for whole staff, updated weekly by VP and VP secretary</li> <li>• 5 Star data reviewed at staff meetings</li> </ul>	

**Site Goal 4.2 (SiteGoalID: 9287) (DTS: 04/17/25)**

Increase parent survey response from 88% to 90% on satisfaction for a clean, well maintained, and welcoming school.

**Metric:** Parents indicating a respectful and welcoming school environment

**Action 4.2.1 (SiteGoalID: 9287) (DTS: 04/17/25)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <b>formative student data</b> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"><li>• Weekly newsletter from principal</li><li>• Streamlined communications to families</li><li>• General fund investment on improving common areas such as gym, MP room, and quad</li><li>• Host back to school night, freshmen information night, senior information night in spring and fall</li><li>• Host senior awards night</li><li>• Add parent lunch days</li></ul> <p>\$2,000 certificated timesheets</p>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"><li>• Newsletter readership numbers</li><li>• Attendance numbers at events</li><li>• PIC data</li><li>• Survey data</li><li>• Power BI data</li></ul> <p>How often will data be collected?</p> <ul style="list-style-type: none"><li>• Weekly</li><li>• After each event, activities director keeps log of previous years</li></ul> <p>Who will data be shared with?</p> <ul style="list-style-type: none"><li>• Admin team and activities director</li></ul>	<p><b>Evaluation</b></p>

**Site Goal 4.3 (SiteGoalID: 9541) (DTS: 05/15/25)**

Create formal parent committees or feedback groups based on the following from the WASC report and committee-

Foster a collaborative environment with community input focus: enhance student and community engagement through better communication and support

**Metric:** Parents indicating a respectful and welcoming school environment

**Action 4.3.1 (SiteGoalID: 9541) (DTS: 05/15/25)**

**Targeted Student Group(s)**

- All

Action Plan	Progress Monitoring Plan	Data Collection & Evaluation
<ul style="list-style-type: none"><li>• Describe your step by step plan for intervention, for at-risk students, as related to your goal.</li></ul>	<ul style="list-style-type: none"><li>• Describe your step by step plan for progress monitoring your action plan. What <i>formative student data</i> will you collect and how often?</li></ul>	<ul style="list-style-type: none"><li>• Throughout the year, report the results of the formative data as you collect it.</li><li>• In March, summarize your data collection results.</li><li>• Based on your summary, what will you adapt/adopt/abandon?</li></ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"><li>• Admin recruits diverse families, emphasizing African American families, to be a part of feedback groups and committees</li><li>• Early outreach to families with D/F grades. Vice principal is forming three committees of staff members to look at students from different demographics that have higher rates of D/F grades. One group will focus on African American students and engaging families early in freshmen year if students are credit deficient.</li><li>• Admin meet with parent groups each term to get feedback on what is working and not working for communication, family events on campus, and policies</li><li>• VP and teachers follow up with families and students after progress reports if they have D/F grades and invite</li></ul>	<p><b>Progress Monitoring</b></p> <p>What data will be collected?</p> <ul style="list-style-type: none"><li>• D/F rates at progress report compared to report card</li><li>• Parent attendance at meetings</li></ul> <p>How often will data be collected?</p> <ul style="list-style-type: none"><li>• At each grading period</li><li>• Each term with meetings and weekly with newsletter</li></ul> <p>Who will data be shared with?</p> <ul style="list-style-type: none"><li>• Parent community</li><li>• Leadership team</li><li>• Admin team</li></ul>	<p><b>Evaluation</b></p>

to tutoring, discuss attendance and missing assignments, create plans to improve grades		
\$3440 certificated timesheets		

Funding Sources for District Goal 4 (DEV - LCAP ID: 761)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	10440	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Contracts/Services/Subscriptions

## Funding Source Summary for All District Goals

### Supplemental/Concentration (7201/0000)

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	\$30000	\$31000	\$10000	\$10440	\$81440
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$50000	\$3000	\$30000	\$5000	\$88000
Contracts/Services/Subscriptions	\$40000	\$3000	\$5000	\$5000	\$53000

**Supplemental/Concentration (7201/0000) Total: \$222,440**

### EL Supplemental (7250/0000)

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	\$17000	\$0	\$0	\$0	\$17000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$5000	\$0	\$0	\$0	\$5000
Contracts/Services/Subscriptions	\$5561	\$0	\$0	\$0	\$5561

**EL Supplemental (7250/0000) Total: \$27,561**

### 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 High School (468) | 2025-2026

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	
<b>4900</b> Director of School Improvement Support <b>3010</b> ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	\$0	\$0	\$0	\$0	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	\$222,440	\$120,000	\$37,000	\$45,000	\$20,440	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	\$27,561	\$27,561	\$0	\$0	\$0	\$0
<b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>	\$250,001	\$147,561	\$37,000	\$45,000	\$20,440	

Fund Subtotals		Title I Centralized Services	
Subtotal of additional federal funds included for this school	\$0	Title I Foster Youth	\$0
		Title I Homeless	\$0
Subtotal of state or local funds included for this school	\$250,001	Title I Centralized Services	\$0
		Title I Preschool	\$0



