



Franklin High School

Local Control Accountability Plan (LCAP) 2026-2027

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: 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 staff worked together to review and analyze last year's LCAP and its impact on students as it relates to EGUSD's Strategic Goals. The leadership team met monthly to discuss actions and services that would appropriately support students and teaching.

The following were opportunities for stakeholders to be a part of the process:

- Leadership meetings held monthly: 8/11/25, 9/8/25, 10/6/25, 11/3/25, 12/1/25, 1/5/26, 2/2/26, 3/2/26, 4/6/26, 5/4/26
- School site council held five times: 3/26/25, 4/2/26, 4/23/26, 5/7/21, 5/21/26
- Staff meetings held monthly: 8/11/25, 9/17/25, 11/19/25, 12/10/25, 1/21/26, 3/11/26, 4/15/26, 5/20/26
- ELAC held four times: 9/17/25, 11/19/25, 3/11/26, 5/7/26
- EGUSD perspective survey in April 2026.

The group feedback led to the decision to allocated FTE to maintain 7.4 counseling FTE after the allocation was dropped from 7.4 to 7.0. All groups highlighted the need to continue tutoring and staff professional development.

2. Impact of LCAP and Annual Update

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

The biggest change will be using the LCAP and supplemental concentration to partially fund a counseling position after the counseling FTE was decreased. The site does not want to decrease counseling services to students.

Prop 28 continues to fund many VAPA expenses which has allowed money in this plan to be allocated elsewhere. Similarly with attendance recovery funding after school timesheet work.

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.

N/A for FRHS

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

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 133 points below standard to 100 points below standard
- Hispanic students from 73 points below standard to 60 points below standard
- SWD from 206 points below standard to 175 points below standard
- SED students from 40 points below standard to 30 points below standard
- African American students from 75 points below standard to 60 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 27 points below standard to 10 points below standard
- Hispanic students from 44 points below standard to 30 points above standard
- SWD from 158 points below standard to 130 points below standard
- EL students from 97 points below standard to 80 points below standard
- SED students from 6 points below standard to 0 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 46 points to 50 points

- Hispanic students from 51 points to 55 points
- SWD from 32 points to 40 points
- EL students from 35 points to 40 points
- SED students from 50 points to 55 points

Metric: CAASPP (ELA, Math, Science) - Distance from Standard

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 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
• Discuss importance of CAASPP scores in staff meetings and Advocacy. • Increase FONT observations and feedback. Administrators share FONT observations at weekly admin meetings to calibrate. Focus on learning targets and success criteria, the area of the FONT selected by the Franklin region. Compare FONT scores each term to measure growth. • 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. Professional development focused on learning target and success criteria implementation and WASC goals 1 and 2. • Purchase digital technology to supplement classroom instruction • Continue to support academic achievement and enrichment learning with the expansion of before and after school tutoring, including targeted EL and SpEd tutoring • Reading Intervention Tutor for EL students to assist both during the school day and after school tutoring • Provide dedicated time for vertical articulation with TJMS teachers • Work with TJMS teachers to identify high	What data will be collected? • WASC focus group leaders collect survey results • Illuminate interim assessments in English and Math • Department common assessments in English and Math • Tutoring attendance logs in 5 Star • Number of teachers attending conferences and professional development and sharing strategies at staff and department meetings • Number of zero scores on CAASPP performance task responses • PLC agendas and minutes sharing out PD with team, focus on implementation of success criteria and learning targets to address FONT focus areas. • PLC agendas and minutes focusing on real world applications and rubrics to address WASC goals 1 and 2. How often will it be collected? • Illuminate data collected at the end of each term. • Common assessments data collected weekly at PLC meetings on late start Wednesdays. • CAASPP data annually Who will it be shared with and when?	

needs SpEd students making transition to high school. Provide opportunity for them to visit campus and meet teachers in May of 8th grade. • ELD specific professional learning community meeting dates on late start Wednesdays with data review and teaching strategies. \$10,000 certificated timesheets \$10,000 materials, supplies, equipment	• Shared with leadership team and department chairs at monthly leadership meetings. • Shared with admin team at weekly admin meetings. • Shared monthly at staff meetings.	
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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 <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 • Department chairs create an assessment plan and schedule. • Teachers administer assessments according to the identified schedule. • We will purchase allowable, reasonable, and necessary supplies to complete the Action Plan for this goal. • Site release days for PLC to analyze data from Illuminate assessments. • Create calendar of testing dates for Illuminate for the second interim assessment. That percentage tested is lower for the second interim than the first. \$5,000 certificated timesheets	Progress Monitoring What data will be collected? • Illuminate interim assessments in English and Math How often will it be collected? • Illuminate data collected at the end of each term. Who will it be shared with and when? • Shared at leadership meetings monthly.	Evaluation

Site Goal 1.3

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

Metric: Other

Action 1.3.1

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 • 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 • 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 • Provide funding for band instrument repairs • Provide funding for theater hardware and technology • Provide funding for AVID teacher planning • AVID activities and field trips to explore college and career options • Purchase hardware for digital media classes • 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. • Increase students utilizing after school credit recovery model to meet A-G requirements. • Freshmen tours of CTE program	Progress Monitoring What data will be collected? • Course requests in VAPA and A-G courses • Quarterly reports of D and F grades • Participation rates in VAPA programs • Common assessments administered by PLC groups • Percentage of English and Math teachers using Illuminate interim assessments • Number of AVID students participating in college planning activities • Number of AVID teachers participating in professional development • Number of students enrolled in after school credit recovery. • FONT scores. • Course selection for 9th graders entering pathways and academies • Course selection for 10th and 11th graders showing retention in pathways and academies How often will data be collected? • Course request and participation data collected annually after course selection by counselors and principal. • AVID data collected by AVID coordinator annually at the end of the year. • CTE site coordinator will work with counselors and principal to collect data after course selection.	Evaluation

classrooms prior to course selection • CCC interest survey in pathway programs given to all freshmen students • Purchase technology and supplies for CTE classes to supplement instruction • CPA coordinators provided release period • Cohort students in academy classes • Purchase supplemental instructional equipment for CTE classes \$10,000 materials, supplies, equipment \$20,000 contracts, services, subscriptions \$32,548 certificated timesheets	Who will it be shared with and when? • Review VAPA program participation numbers and course requests with program leads and department chairs at the beginning and end of each year. • Review planning meeting minutes and outcomes with PLC leads after each release/planning day. • Share course request numbers with program leads in February after course request.	
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Site Goal 1.4

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

Progress toward English proficiency rate and reclassification rate

- Increase the rate of EL students making progress towards English language proficiency from 50% to 55% per the CA Dashboard
- Increase the rate of EL students reclassifying from 16% to 20% per the LCAP metrics report

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.4.1

Targeted Student Group(s)

- EL • R-FEP

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	Progress Monitoring	Evaluation
• Increase FONT observations for EL specific classes. For 2026-27 there are 3 EL intensive English classes and 2 EL social science classes. Support these classes with focus on student talk and active participation to ensure students are practicing speaking skills. • Work with new centralized EL support	What data will be collected? • Tutoring attendance logs • EL PLC meeting attendance • Student grades in EL math and social science classes • ELAC attendance • Rate of students moving from ELD	

teacher that works with the secondary schools in the Laguna and Franklin region to progress monitor students during the year to ensure they are placed appropriately to make the most gains towards English proficiency. • Continue to support academic achievement and enrichment learning with the expansion of before and after school tutoring, including targeted EL and SpEd tutoring. • Quarterly EL walk through observations using FONT • Reading Intervention Tutor for EL students to assist both during the school day and after school tutoring. • Two newcomer social science classes • Three ELD English classes • Light refreshments and training materials for ELAC meetings, funding from EL supplemental. • Timesheet funding for ELPAC coordination and administration • Vertical articulation with TJMS EL coordinator • ELD specific professional development conferences • Release days with EL coach and/or ELD team at TJMS \$25,759 EL supplemental certificated timesheets \$4000 EL supplemental materials, supplies, equipment \$4000 EL supplemental contracts, services, subscriptions	English and EL Math and Social Science to general education classes • EL progress report and report card grades • ELPAC scores • FONT data from EL walk throughs • Monitor newcomer attendance and grades. Newcomer enrollments have fluctuated over the last 4 years with redirecting, going back to taking enrollments, redirecting again, and now going back to taking new enrollments. How often will data be collected? • Grades and attendance collected at progress report and report card cutoffs • ELAC attendance collected after meetings • ELPAC scores collected after administration • FONT data collected after each walk through Who will data be shared with? • EL teachers at EL PLC meetings, collected by centralized EL coordinator, VP	
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Site Goal 1.5

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

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 - D-F grade analysis - Individual academic counseling - Small group academic support - Personalized academic plans - Credit recovery monitoring and support - Counselors review course selections - VP meets with students on D/F list - Maintain 7.4 counseling FTE by paying for .4 FTE out of supplemental concentration. Paying for .4 FTE, \$67,992	Progress Monitoring What data will be collected? - Progress report and report card grades - Credit recovery progress - Summer school enrollment How often will it be collected? - Each term Who will it be shared with and when? - Shared with leadership team and department chairs at monthly leadership meetings. - Shared with admin team at weekly admin meetings.	Evaluation

Site Goal 1.6

Implement recommendations from WASC report and visiting committee:

- 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.
- The teachers need to collaborate across content areas to deepen integration and ensure more intentional cross-curricular planning.
- 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.
- 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.
- 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

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

- WASC focus group leaders will meet every other week to review progress towards and create new initiatives. - Staff meeting professional development will focus aligning cross curriculum collaboration. - FONT calibration with admin and leadership team. - Compare rubrics at PLC, department, staff, leadership meetings. - Add AP seminar and research class to course offerings. \$5000 certificated timesheets	What data will be collected? - Number of PLC's using common rubrics. - Number of departments using common assessments - FONT observation data How often will it be collected? - Monthly at leadership meetings and department meetings. - At WASC focus group leader meetings twice a month. Who will it be shared with and when? - Shared with leadership team and department chairs at monthly leadership meetings. - Shared with admin team at weekly admin meetings.	
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Site Goal 1.7

Teachers will increase their effective use of learning targets from 70.1% to 80% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Learning Targets

Action 1.7.1

Targeted Student Group(s)

- School-wide

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	Progress Monitoring	Evaluation
- Share FONT walk-through data with staff at monthly staff meetings to discuss progress toward Instructional Framework goals and to celebrate success. - Teachers participate in classroom observations utilizing the Description of	- FONT data, weekly sharing at admin meetings, calibrated walks - Month to month comparison of PIC and FONT data	

Practice to support implementation of the Instructional Framework. Update site leadership team monthly regarding data from FONT walk-throughs to discuss ways to deepen the implementation of the Instructional Framework.		
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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:	District Needs and Metrics 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.	Students need high quality programs and services driven by assessment, data analysis, and action as measured by: - African American Disparity - Homeless Student Disparity - Native American Disparity - Students with Disabilities Disparity - Students in Foster Youth Disparity

Site Goal 2.1

Narrow the achievement gap African American students:

CAASPP Math-Increase the scale score

- African American students from 75 points below standard to 60 points below standard

CAASPP ELA - Increase the scale score

- African American students from 27 points below standard to 10 points below standard

Metric: African American Disparity

Action 2.1.1

Targeted Student Group(s)

- Black or African American

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 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. - Provide smaller class sizes in English and Math with dedicated SEASE teacher - Provide SEASE coordinator with timesheet compensation to meet with students - Identify SEASE counselor and VP - Light refreshments at SEASE parent meetings - Adjust SEASE course selections after identification \$25,000 certificated timesheets \$2,000 materials, supplies, equipment	Progress Monitoring What data will be collected? - SEASE student GPA - SEASE student attendance - SEASE student referral rate - SEASE parent meeting participation rate - Collected by SEASE coordinator. How often will data be collected? - At each progress report and report card and after parent meetings. Who will it be shared with and when? - SEASE VP - SEASE counselor - SEASE teachers - Wellness coordinator - Shared at the progress report and report cards - Prior to running schedules student schedules will be analyzed	Evaluation

\$2,000 contracts, services, subscriptions		
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Site Goal 2.2

Increase A-G rate for students with disabilities from 19% to 25%.

Metric: Students with Disabilities Disparity

Action 2.2.1

Targeted Student Group(s)

- 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 - Incoming 9th graders with IEPs complete a campus tour in the spring of 8th grade with case managers to acclimate them to high school, individually review course selections, and meet with case managers to form a first contact ahead of the school year. - Counselors create a D/F list every term and will share with case managers. - After school tutoring for special education students. - Team teaching classes in math to match skill levels from self contained and RSP classes. - Schedule RSP students first to ensure first access to desired electives and best fit for core A-G classes. - Counselors create individual A-G trackers for students on caseload. - PLC focus on disparity in SPED student grades for CP 9th and 10th grade courses, especially Math 1, Math 2, English 9, English 10 - SPED students that are taking A-G classes that are not on pace for A-Gafter 9th grade added to student tracker and prioritized for summer school enrollment and recruitment. \$3000 certificated timesheets	Progress Monitoring What data will be collected? - RSP schedule completion before ABL freeze date. - Students in RSP classes taking A-G courses and their pass rate. - Goals from IEP meetings regarding post secondary plans. - D/F rates at progress and report cards. How often will data be collected? - Annually at IEP meetings. - Annually at ABL freeze date. - Every progress report and report card for grades. Who will it be shared with and when? - Vice principals - Case managers	Evaluation

Site Goal 2.3

Increase A-G rate for African American students from 55% to 60%

Metric: African American Disparity

Action 2.3.1

Targeted Student Group(s)

- Black or African American

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 • Counselors create individual A-G trackers for students on caseload. • PLC focus on disparity in African American grades for CP 9th and 10th grade courses, especially Math 1, Math 2, English 9, English 10 • African American students that are not on pace for A-G after 9th grade added to student tracker and prioritized for summer school enrollment and recruitment. • African American students prioritized for junior meetings with counselors • African American students prioritized in tumble settings in Abl to ensure access to A-G courses • Summer school individual outreach to encourage retaking classes needed for A-G • Counselor meetings with students with multiple D/F • Students not on pace for A-G added to check in check out list with Wellness Coordinator to connect them to on campus supports \$3,000 certificated timesheets	Progress Monitoring What data will be collected? • African American schedule completion before ABL freeze date. • African American GPA school wide at each progress report and report card • D/F reports How often will data be collected? • Annually at ABL freeze date. • Every progress report and report card for grades. Who will it be shared with and when? • Vice principals • Counselors	Evaluation

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 Narrow the achievement gap for lower performing subgroups as reported by the CA Dashboard: Graduation Rate: • African American students from 93% to 96% • SWD from 91.4% to 93%
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Action 3.1.1

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 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 • Counselors meet with each junior on their caseload • Counselor position partially funded by ESSER • Students creating course selection plans and 4 year plans in Advocacy • Supplies for Advocacy and course selection nights • Funding for advocacy coordinator • Funding for course selection nights • Funding for scholarship, financial aid, and application workshops • Offer opportunities for classified staff to attend restorative practices trainings. \$2,500 certificated timesheets \$2,500 classified timesheets	Progress Monitoring What data will be collected? • Number of students meeting with counselors for academic advising • Enrollments in A-G and graduation requirement classes • Parent attendance and senior parent meetings • Attendance at course selection nights • Percentage of students completing FAFSA How often will data be collected? • Counseling meeting data collected in spring after junior counseling meetings • Course request data collected in spring after course selection • Parent meeting attendance numbers collected after fall and spring meetings Who will data be shared with? • Course request data shared with program leads and principal by counseling leads • Review data at the beginning of the year to measure effectiveness and success rate of summer school credit recovery programs	Evaluation

Site Goal 3.2

Decrease the disparity for targeted subgroups as reported by the CA Dashboard by decreasing suspension rates:

Suspension Rate:

- African American students suspended at least one day from 15% to 5%
- SWD suspended at least one day from 13% to 5%
- SED students suspended at least one day from 5% to 3%
- Hispanic students suspended at least one day from 4.5% to 3%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.2.1

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 • Continue restorative practices training and awareness in staff meetings now that 2 year training cycle has been completed by the equity department. Identify teacher leaders to share best practices and impact. • Provide intervention programs such as Challenge Day, LINK crew, and PBIS that focus on a positive school climate and culture. • Continued implementation of PBIS with new core values • Provide professional development for all staff members to help strategically develop and achieve equity. • Provide targeted services and workshops that promote the social, emotional well being of our school community. • Provide resources and staffing for the Wellness Center where students have access when dealing with personal and/or behavioral issues. • Provide support and training for the expansion of our mental health awareness protocols and procedures. • 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. • Provide resources for Student Equity Council, we will purchase allowable,	Progress Monitoring What data will be collected? • Number of students participating in Diamond Day • Number of students participating in Link Crew • Number of students involved in clubs, activities, athletics, programs, and academies • Number of students participating in the Student Equity Council • Number of students participating in Student Senate • Suspensions, referrals, detentions, and Saturday schools issued • Students utilizing check in - check out • Students meeting in group session with social worker How often will data be collected? • Club data collected at club rush and club photo days • Diamond Day data collected once each semester at the two Diamond Days • Student Equity Council data collected at each meeting • Link Crew data collected at application time for Link Crew • Weekly admin meetings monitor discipline data Who will data be shared with? • Link Crew coordinator records	Evaluation

reasonable and necessary supplies to complete the Action Plan for this goal • 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 • Check in and check out system for targeted groups with counselor or PBIS coordinator • Group sessions with social worker \$20,000 materials, supplies, equipment \$5,000 contracts, services, subscriptions	participation data and shares with VP and activities director • Diamond Day data recorded by Diamond Day coordinator and shared with wellness coordinator, counselors, and admin • Club data collected by activities director and shared with admin and wellness coordinator	
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Site Goal 3.3

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

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
• Focus group meetings every other week from WASC committee. • Implementation of new core value and reward system through 5 Star. • Decrease number of hall passes that are	What data will be collected? • Discipline and referral incident, broken down by type and location • 5 Star hall passes	

not closed by sending reminders and data weekly • Update campus supervisor rotations and increase role in hall pass monitoring • Add data to weekly newsletter regarding discipline and student attendance • Staff meetings focused on student data around discipline, referral incidents, and hall pass usage • Teacher committee agrees on common expectations for staff \$5000 certificated timesheets	• PBIS points How often will it be collected? • Monthly at leadership meetings and staff meetings. • At WASC focus group leader meetings twice a month. • Weekly at admin meetings Who will it be shared with and when? • Shared with leadership team and department chairs at monthly leadership meetings. • Shared with admin team at weekly admin meetings. • Shared weekly in newsletter	
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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:**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

Decrease the percentage of chronically absent students from 10.7% to 9% as reported by LCAP metrics report.

Metric: Percent Chronically Absent

Action 4.1.1**Targeted Student Group(s)**

- EL • Low Income

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 • Provide clubs relevant to all students • Organize during and after school events and activities that meet student demand • Increase participation in student senate, Link Crew, leadership, and Student Equity Council • Provide necessary supplies and materials to Link Crew, Diamond Day, PBIS, wellness center • Track daily tardies and attendance • Wellness room coordinator meets with chronically absent students • Utilize 5 Start to track student attendance • Coordinate with Regional Attendance Improvement Technician to communicate with and identify frequently absent students • EL coordinator meets with students and families to share the importance of attendance for newcomers.	Progress Monitoring What data will be collected? • Attendance data by Synergy and Regional Attendance Improvement Tech • Detention attendance rates • Saturday school attendance rates • Attendance on dates with special on campus events • SARB letter rates • Track number of students with 8 or more personal illness days • Hall passes How often will data be collected? • Regional Attendance Improvement Technician sends report to admin every other week • Attendance tech, VP secretary, and VP review tardies and detention assignments each Monday • Principal shares first period tardies with	Evaluation

\$5,000 materials, supplies, equipment \$5,000 contracts, services, subscriptions \$5,000 certificated timesheets	staff at the end of each week Who will data be shared with? • First period tardy data goes to whole staff from principal • Chronic absentee data goes to admin • Saturday school and detention data visible on Google Sheet for whole staff, updated weekly by VP and VP secretary • 5 Star data reviewed at staff meetings	
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Site Goal 4.2

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

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
• Schedule an on campus event for parents during the perspective survey window to create an opportunity to increase parent participation in the survey. • Weekly newsletter from principal • Streamlined communications to families • General fund investment on improving common areas such as gym, MP room, and quad • Host back to school night, freshmen information night, senior information night in spring and fall • Host senior awards night • Add parent lunch days \$2,000 certificated timesheets	What data will be collected? • Newsletter readership numbers • Attendance numbers at events • PIC data • Survey data • Power BI data How often will data be collected? • Weekly • After each event, activities director keeps log of previous years Who will data be shared with? • Admin team and activities director	

Site Goal 4.3

Increase response rate from 7% to 20% on the EGUSD perspective survey.

Metric: Parents indicating opportunities for parent involvement

Action 4.3.1

Targeted Student Group(s)

- School-wide

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	Progress Monitoring	Evaluation
• Schedule on campus events for parents to attend during the perspective survey window. • Distribute perspective survey QR codes during senior awards nights, senior parent info night, parent lunch days. • Create quarterly parent information nights to get feedback and share program updates, similar to parent advisory committee at the district level.	• Weekly updates on perspective survey response rate. • Perspective survey data. • Event attendance.	

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	\$0	\$0	\$0	\$0	\$0
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

Title I Basic (4900/3010) Total: \$0

Supplemental/Concentration (7201/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	\$67,992	\$0	\$0	\$0	\$67,992
Certificated- Timesheets	\$52,548	\$31,000	\$7,500	\$7,000	\$98,048
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$2,500	\$0	\$2,500
Materials/Supplies/Equipment	\$12,000	\$2,000	\$20,000	\$5,000	\$39,000
Contracts/Services/Subscriptions	\$12,000	\$2,000	\$5,000	\$5,000	\$24,000

Supplemental/Concentration (7201/0000) Total: \$231,540

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	\$25,759	\$0	\$0	\$0	\$25,759
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Materials/Supplies/Equipment	\$4,000	\$0	\$0	\$0	\$4,000
Contracts/Services/Subscriptions	\$4,000	\$0	\$0	\$0	\$4,000

EL Supplemental (7250/0000) Total: \$33,759

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) | 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	\$0	\$0	\$0	\$0	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	\$231,540	\$144,540	\$35,000	\$35,000	\$17,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$33,759	\$33,759	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$265,299	\$178,299	\$35,000	\$35,000	\$17,000	

Fund Subtotals	
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$265,299