



Franklin High School

Local Control Accountability Plan (LCAP) 2024-2025

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: 2024-2025

Goal Setting (Icapid: 653)

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

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

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will 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 08/07/23, 09/11/23, 10/02/23, 11/06/23, 01/02/24, 02/05/24, 03/04/24, 04/01/24, 05/06/24.
- School Site Council on 10/10/23, 11/28/23, 03/26/24, 04/16/24, 05/07/24.
- ELAC on 10/05/23, 11/16/23, 02/15/24, 04/18/24
- Staff meetings on 9/20/23, 10/18/23, 11/29/23, 1/17/24, 2/21/24, 4/24/24, 5/15/24
- Staff survey in April 2024
- EGUSD parent, staff and student surveys in fall 2023 and spring 2024

2. Impact of LCAP and Annual Update

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

Less resources will be devoted to Advocacy lessons in Goal 3. Staff did not want to add more Advocacy days. 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. EL tutoring and support will be added again, this continues to be popular.

Resource Inequities (ATSI 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:

All students will receive high quality classroom instruction and curriculum 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

Site Goal 1.1 (SiteGoalID: 7641) (DTS: 12/13/23)

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 106 points below standard to 90 points below standard
- Hispanic students from 43 points below standard to 35 points below standard
- SWD from 195 points below standard to 160 points below standard
- SED students from 51 points below standard to 40 points below standard
- African American students from 115 points below standard to 100 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 42 points below standard to 35 points below standard
- Hispanic students from 10 points above standard to 15 points above standard
- SWD from 127 points below standard to 100 points below standard
- EL students from 74 points below standard to 60 points below standard
- SED students from 4 points below standard to 5 points above standard

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

Action 1.1.1 (SiteGoalID: 7641) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none">• Describe your step by step plan for intervention for at-risk students.	<ul style="list-style-type: none">• How will you measure implementation?• How will you measure student improvement using formative data?• Who will collect the data, how often, and who will it be shared with?	<ul style="list-style-type: none">• Are you making progress towards your desired outcome?• What is working or what is not working?• How will you modify your plan if you are not making progress?
Action Plan <ul style="list-style-type: none">• Provide professional development as needed in ELA, mathematics, social science, science, SpEd and	Progress Monitoring <p>What data will be collected?</p> <ul style="list-style-type: none">• Illuminate interim assessments in English and Math	Evaluation

ELD through site and District release day(s) for cluster and grade level PLC's

- Plan workshops and enrichment opportunities for underperforming subgroups
- 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 green dot days where teachers can observe colleagues.
- Assign focus group leaders in each department for WASC self study
- Provide dedicated time for vertical articulation with TJMS teachers
- 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.
- ELD specific professional learning community meeting dates on late start Wednesdays with data review and teaching strategies.

- Department common assessments in English and Math
- Tutoring attendance logs
- Number of teachers attending conferences and professional development and sharing strategies at staff and department meetings
- Participation rates on green dot days
- WASC self study updates.

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.
- Green dot day data collected once a term after green dot days.
- WASC data collected monthly at focus group 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 monthly at staff meetings.

Action 1.1.2 (SiteGoalID: 7641) (DTS: 12/13/23)

Targeted Student Group(s)

- Black or African American • Hispanic or Latino • Low Income • SWD

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> How will you measure implementation? How will you measure student improvement using formative data? Who will collect the data, how often, and who will it be shared with? 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> Are you making progress towards your desired outcome? What is working or what is not working? How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <p>Create cohort of 10th grade SEASE (Supporting Emotional Academic and Social Excellence) students identified in 9th grade</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> SEASE student GPA SEASE student attendance SEASE student referral rate SEASE parent meeting participation rate Collected by SEASE coordinator. <p>How often will data be collected?</p> <ul style="list-style-type: none"> At each progress report and report card and after parent meetings. <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Evaluation</p>

Site Goal 1.2 (SiteGoalID: 7644) (DTS: 12/13/23)

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

College and Career percentage Prepared:

- African American students from 48% prepared to 55% prepared
- Hispanic students from 45% prepared to 55% prepared
- SWD from 14% prepared to 17% prepared

- SED students from 52% prepared to 60% prepared
- EL students from 17% prepared to 20% prepared

Metric: Other

Action 1.2.1 (SiteGoalID: 7644) (DTS: 12/13/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino • Low Income • SWD

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> • 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 	<p>Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> • 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. <p>How often will data be collected?</p> <ul style="list-style-type: none"> • Course request and participation data collected annually after course 	<p>Evaluation</p>

<ul style="list-style-type: none"> • 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. • During staff meetings continue work on instructional framework training that was introduced in DEI training previous school year. 	<p>selection by counselors and principal.</p> <ul style="list-style-type: none"> • AVID data collected by AVID coordinator annually at the end of the year. <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> • 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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Action 1.2.2 (SiteGoalID: 7644) (DTS: 04/23/24)

Targeted Student Group(s)

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> • Freshmen tours of CTE program 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 	<p>Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> • Course selection for 9th graders entering pathways and academies • Course selection for 10th and 11th graders showing retention in pathways and academies 	<p>Evaluation</p>

<ul style="list-style-type: none"> • CTE site coordinator provided release period • CPA coordinators provided release period • Cohort students in academy classes • Purchase supplemental instructional equipment for CTE classes 	<ul style="list-style-type: none"> • Attendance numbers at STEAM night <p>How often will data be collected?</p> <ul style="list-style-type: none"> • CTE site coordinator will work with counselors and principal to collect data after course selection. <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Discuss data, retention efforts, and outcomes at monthly CTE/STEAM site meetings 	
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Site Goal 1.3 (SiteGoalID: 7646) (DTS: 12/13/23)

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 55% to 60%

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Action 1.3.1 (SiteGoalID: 7646) (DTS: 12/13/23)

Targeted Student Group(s)

- EL • Foster Youth • Hispanic or Latino • Low Income • SWD

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p>	<p>Progress Monitoring</p>	<p>Evaluation</p>

<ul style="list-style-type: none"> • 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. • EL Coordinator release period • Two newcomer social science classes and one newcomer math class • Two levels of ELD English class • Light refreshments and training materials for ELAC meetings • 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 	<p>What data will be collected?</p> <ul style="list-style-type: none"> • Tutoring attendance logs • EL PLC meeting attendance • Student grades in EL math and social science classes • ELAC attendance • Rate of students moving from ELD 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 • 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 <p>How often will data be collected?</p> <ul style="list-style-type: none"> • 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 <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • EL teachers at EL PLC meetings, collected by EL coordinator, VP, and EL coach 	
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Site Goal 1.4 (SiteGoalID: 7871) (DTS: 05/06/24)

Implementation of effectively communicated success criteria amongst the Franklin Region Schools will increase from 64.2% to 74.2% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: Other

Action 1.4.1 (SiteGoalID: 7871) (DTS: 05/06/24)

Targeted Student Group(s)

- All

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Continue Instructional Framework professional development picking up from DEI sessions in 2023-24 school year. • Increase admin class observations to measure effective communication of success criteria. 	<p style="text-align: center;">Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> • Staff attendance at PD • Survey data on teaching and learning • FONT data on class observations <p>How often will data be collected?</p> <ul style="list-style-type: none"> • Observation data collected weekly • Survey data annually • Attendance data monthly at staff meetings <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Admin • Leadership • Whole staff 	<p style="text-align: center;">Evaluation</p>

Funding Sources for District Goal 1 (DEV - LCAP ID: 653)

Funding Source	Amount	Description of Use
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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)	2000	Classified- Timesheets
Supplemental/Concentration (7201/0000)	25000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	50850	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	16737	Certificated- Timesheets
EL Supplemental (7250/0000)	0	Classified- Salaries
EL Supplemental (7250/0000)	0	Classified- Timesheets
EL Supplemental (7250/0000)	2000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	2000	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Test Participation Rate on Districtwide Assessments
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Site Goal 2.1 (SiteGoalID: 7649) (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 2.1.1 (SiteGoalID: 7649) (DTS: 12/13/23)

Targeted Student Group(s)

- All

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> • Provide funding for timesheets for department chairs to organize and gather data from Illuminate and other grade level assessments so that they are prepared to discuss results in department and PLC meetings • Calendar assessment dates at the beginning of the year after site master calendar is finalized • Create and administer PLC common assessments to create a culture of grade level assessment completion, data review, and reteaching • Schoolwide emphasis on importance of Illuminate assessments discussed in WASC focus group meetings 	<p>Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> • Illuminate and other grade level assessment completion percentage and outcomes <p>How often will data be collected?</p> <ul style="list-style-type: none"> • At the end of each term by department chairs and VPs • Monthly WASC focus group meetings will review data when relevant <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Department chairs meet with administrator each month to review assessment progress and rates • Scores reviewed at department and PLC meetings on late start Wednesdays • Data shared in WASC focus groups 	<p>Evaluation</p>

Funding Sources for District Goal 2 (DEV - LCAP ID: 653)

Funding Source	Amount	Description of Use
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Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="20000"/>	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

<p>District Strategic Goal 3:</p> <p>All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • 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 (SiteGoalID: 7642) (DTS: 12/13/23)

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

Suspension Rate:

- African American students suspended at least one day from 7% to 6%
- SWD suspended at least one day from 5.8% to 5%

- SED students suspended at least one day from 3.4% to 3%
- Hispanic students suspended at least one day from 4.2% to 3.5%

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1 (SiteGoalID: 7642) (DTS: 12/13/23)

Targeted Student Group(s)

- Black or African American • Low Income • SWD

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> • 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 developed during WASC self study and similar programs that assist students to become positive decision makers. • 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 	<p>Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> • 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 <p>How often will data be collected?</p> <ul style="list-style-type: none"> • Club data collected at club rush and club photo days 	<p>Evaluation</p>

<p>personal and/or behavioral issues.</p> <ul style="list-style-type: none"> • 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, 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 	<ul style="list-style-type: none"> • 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 <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Link Crew coordinator records 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 3.2 (SiteGoalID: 7647) (DTS: 12/13/23)

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

Graduation Rate:

- African American students from 98.1% to 98.5%
- EL students from 97.6% to 98%
- SWD from 87.8% to 90%
- SED students from 97.5% to 98%

Metric: Cohort Graduation Rate

Action 3.2.1 (SiteGoalID: 7647) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • EL • Low Income • SWD

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> • 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 <p>How often will data be collected?</p> <ul style="list-style-type: none"> • 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 <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Evaluation</p>

Site Goal 3.3 (SiteGoalID: 7648) (DTS: 12/13/23)

Increase School Climate average favorability rating from 76% to 80% for students.

Metric: School Climate - Average Favorability Rating

Action 3.3.1 (SiteGoalID: 7648) (DTS: 12/13/23)

Targeted Student Group(s)

- All • School-wide

<p>Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p>Action Plan</p> <ul style="list-style-type: none"> • Utilize PBIS and similar programs/workshops that assist students to become positive decision makers. • Expand the use of positive supports for students • Provide professional development opportunities for staff members to help strategically develop and achieve equity goals including the creation of an equity team • Expand the number of PBIS and new core values Advocacy lessons • Expand signage and advertising for PBIS and new core values • Expand the number of Student Equity Advocacy Lessons. • Provide leadership programs and workshops that assist 	<p>Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> • TFI scores for tier 1 and tier 2 • Attendance at rallies, dances, club rush, after school events • Student PBIS and SEL surveys <p>How often will data be collected?</p> <ul style="list-style-type: none"> • Survey data collected annually after available from RED • TFI data collected annually by PBIS team and district coach • Attendance at events collected by activities director and principal after events <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Admin and wellness coordinator meet to review TFI metrics, participation in wellness events, and 	<p>Evaluation</p>

<p>students with advocating and implementing Student Equity across campus.</p> <ul style="list-style-type: none"> • Expand signage and advertising for Student Equity Council • Implement Character Strong SEL lessons in Advocacy • Timesheet wellness center coordinator and advocacy lesson creators for work on SEL lessons • In WASC focus groups, find ways to increase school wide emphasis on SEL lessons and importance outside of Advocacy • Increase opportunities for families to get on campus such as parent lunch days • Actively recruit parents for ELAC meetings 	<p>wellness center student outcomes</p> <ul style="list-style-type: none"> • Monthly leadership meetings cover staff development implementation data 	
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Funding Sources for District Goal 3 (DEV - LCAP ID: 653)		
Funding Source	Amount	Description of Use
Supplemental/Concentration (7201/0000)	0	Certificated- Salaries
Supplemental/Concentration (7201/0000)	12000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	0	Classified- Salaries
Supplemental/Concentration (7201/0000)	0	Classified- Timesheets
Supplemental/Concentration (7201/0000)	5000	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	25000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	0	Certificated- Salaries
EL Supplemental (7250/0000)	0	Certificated- Timesheets

EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and engage family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Parents indicating a respectful and welcoming school environment • Parents indicating opportunities for parent input in making decisions • Parents indicating opportunities for parent involvement • Percent Chronically Absent
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Site Goal 4.1 (SiteGoalID: 7643) (DTS: 12/13/23)

Decrease the percentage of students that are chronically absent from 2.2% to 1.9%.

Metric: Attendance Rate

Action 4.1.1 (SiteGoalID: 7643) (DTS: 12/13/23)

Targeted Student Group(s)

- All

Action Plan	Progress Monitoring	Evaluation
<ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	Progress Monitoring	Evaluation

- 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

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 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

Site Goal 4.2 (SiteGoalID: 7863) (DTS: 05/02/24)

Increase parent survey response from 87% 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: 7863) (DTS: 05/02/24)

Targeted Student Group(s)

- All

<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • Describe your step by step plan for intervention for at-risk students. 	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> • How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with? 	<p style="text-align: center;">Evaluation</p> <ul style="list-style-type: none"> • Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
<p style="text-align: center;">Action Plan</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">Progress Monitoring</p> <p>What data will be collected?</p> <ul style="list-style-type: none"> • Newsletter readership numbers • Attendance numbers at events • PIC data • Survey data • Power BI data <p>How often will data be collected?</p> <ul style="list-style-type: none"> • Weekly • After each event, activities director keeps log of previous years <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Admin team and activities director 	<p style="text-align: center;">Evaluation</p>

Funding Sources for District Goal 4 (DEV - LCAP ID: 653)

Funding Source	Amount	Description of Use
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Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Certificated- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="5000"/>	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Salaries
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Classified- Timesheets
Supplemental/Concentration (7201/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
Supplemental/Concentration (7201/0000)	<input type="text" value="5000"/>	Materials/Supplies/Equipment



EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Certificated- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Salaries
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Classified- Timesheets
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	<input type="text" value="0"/>	Materials/Supplies/Equipment



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	\$10000	\$20000	\$12000	\$5000	\$47000
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$2000	\$0	\$0	\$0	\$2000
Contracts/Services/Subscriptions	\$25000	\$0	\$5000	\$0	\$30000
Materials/Supplies/Equipment	\$50850	\$0	\$25000	\$5000	\$80850

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	\$16737	\$0	\$0	\$0	\$16737
Classified- Salaries	\$0	\$0	\$0	\$0	\$0
Classified- Timesheets	\$0	\$0	\$0	\$0	\$0
Contracts/Services/Subscriptions	\$2000	\$0	\$0	\$0	\$2000
Materials/Supplies/Equipment	\$2000	\$0	\$0	\$0	\$2000

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.

Franklin High School has 36.1 % of unduplicated students. Quality classrooms and schools evolve around powerful teaching and learning for ALL students. Examination of our school wide performance data, and our stakeholder survey data indicates that we need to minimize the achievement gap for our under performing subgroups, decrease the number of students who are suspended and increase the number of at risk populations meeting the "met" category in almost all sections of the dashboard. The services and programs requested in our Supplemental LCAP funding will help us to advance our practice and ensure that ALL students receive the tools and skills necessary to become successful, mentally and physically healthy, socially and emotionally competent, life-long learners.

V. Funding

Franklin High School (468) | 2024-2025

Fund Source Mgmt. Code / Description Resc. Code / Description	EGUSD Strategic Goals					Balance
	Allocation	1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 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	\$159,850	\$87,850	\$20,000	\$42,000	\$10,000	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	\$20,737	\$20,737	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$180,587	\$108,587	\$20,000	\$42,000	\$10,000	

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	\$180,587	Title I Centralized Services	\$0	Title I Preschool	\$0

		Signatures: (Must sign in blue ink)	Date
Principal	Adam Wood		
School Site Council Chairperson	Omaar Sahir		
EL Advisory Chairperson	Ping Zhang		