Franklin Elementary

Local Control Accountability Plan (LCAP)
2024-2025

Principal: Diane Davis-Quidgeon

County-District-School (CDS) Code: 34673146033062

Elk Grove Unified School District
Elk Grove, California

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

Goal Setting (Icapid: 615)

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.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

Franklin Elementary staff worked together to review and analyze last year's LCAP plan and it's impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2024-2025 school year. The PBIS Tier 1 Team met monthly and PBIS Tier 2 team met weekly to track student discipline data, and both teams completed the

PBIS Fidelity Inventory to assess progress towards our goals.

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

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

    - Grade Level Leadership Team Meetings on 9/27/23, 10/11/23, 12/6/23, 1/10/24, 2/7/24, 3/6/24, 4/24/24, 5/8/24
      - School Site Council on 9/11/23, 11/30/2023, 1/29/24, 4/11/24, 5/13/24
      - ELAC on 9/14/23, 11/3/23, 1/18/24, 4/18/24
      - Staff meetings on 8/30/23, 9/20/23, 10/18/23, 11/29/23, 1/17/24, 2/14/23, 3/27/2024, 5/1/24
      - Back to School Night and Title One Meeting on 8/8/23
      - Staff Survey in April 2024
      - EGUSD Parent, Staff and Student Surveys Spring 2024
      - Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

The ongoing inclusion of our stakeholders allowed them to provide meaningful input which we were able to integrate into our LCAP. This process also allowed us to gather feedback from stakeholder groups that had not previously participated in the school plan development process.

The following budget items were adjusted:

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

Resource Inequities (ATSI 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.

ATSI indicates a disproportionate rate of chronic absenteeism in Filipino population at Franklin Elementary. In addition, CAASPP score reflect that several subgroups underachieve compared to their counterparts. Scores also dropped in several subgroups other than white.

CAASPP Scores: 2022 - 2023 % Indicates Students who met or exceeded standards.

<u>ELA</u>
EL 28% - 26%

SWD 30% - 22%
Lower SES 48% - 56%
Asian 62% - 64%
African American 50% - 48%
Hispanic 54% - 56%
White 70% - 76%
Math
EL 29% - 27%
SWD 19% - 22%
Lower SES 36% - 53%
Asian 54% - 59%
African American 39% - 39%
Hispanic 39% - 47%
White 48% - 63%

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

Goals, Actions, and Progress Indicators

District Strategic Goal 1:	District Needs and Metrics 1:
All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.	**Students need high quality classroom instruction and curriculum as measured by:** • **A-G Completion - Percent of Graduates Completing A-G Requirements** • **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam** • **CAASPP (ELA, Math, Science) - Distance from Standard** • **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded** • **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence** • **Progress toward English Proficiency - Percent Increasing ELPI Level** • **Reclassified - Percent of English Learners Reclassified**

Site Goal 1.1   (SiteGoalID: 7276) (DTS: 12/13/23)

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

- EL students increase from 26% points to 30%, or higher, meets or exceeds on the CAASPP
- Students with Disabilities 22% to 26% or higher, meets or exceeds on the CAASPP
- Students with lower SES 56% to 60%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 64% to 68% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 48% to 52% or higher, meets or exceeds on the CAASPP
- Students described as Hispanic will increase from 56% to 60% or higher, meets or exceeds on the CAASPP
- Students described as White will increase from 76% to 80% or higher, meets or exceeds on the CAASPP
- Two or More races will maintain or increase in their rate of increase in points above standard

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

- EL students increase from 27% points to 31%, or higher, meets or exceeds on the CAASPP
- Students with Disabilities 22% to 26% or higher, meets or exceeds on the CAASPP
- Students with lower SES 53% to 57%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 59% to 63% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 39% to 43% or higher, meets or exceeds on the CAASPP
- Students described as Hispanic will increase from 47% to 51% or higher, meets or exceeds on the CAASPP
- Students described as White will increase from 63% to 67% or higher, meets or exceeds on the CAASPP
- Two or More races will maintain or increase in their rate of increase in points above standard

5th Grade Science CAST

- In addition, 2022-2023 5th Grade Science CAST scores indicate 35% met or exceeded standards. This will increase to 39% or higher.

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

Action 1.1.1   (SiteGoalID: 7276) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *June*: Administration and representative staff participation in AVID membership and supplies ($4000) 2) *September - May*: Academic Intervention Teacher to implement targeted instruction within the school day on a time sheet. (e.g. 1 intervention certificated teacher $20,000)	1) *December, April, and May*: Teachers attending AVID training will will report percentage of students demonstrating greater organization at the AVID meetings at the end of each trimester. 2-3) *August - May*: Academic Intervention Teacher and Instructional Coach will collect and compare Illuminate data, CAASPP scores and letter grades on report	

3) *September - May*: Provide trained classified intervention support, including WIN and push-in pull-out support to small groups of students based on student need using current, ongoing data. ($10,000)	cards at least monthly. Illuminate data will include fluency, spelling inventory, phonemic awareness, letter names and sounds as well as publisher assessments. Teachers and intervention staff will assess students every 6-8 weeks to measure academic growth toward standards and dismiss from intervention as needed.
4) *August - May*: Provide students with district-approved virtual subscriptions to support reading acquisition and comprehension skills (e.g. Lexia paid through May 2025, Scholastic @ $7,100, Reflex and Frax @ $4500, Educeri @ $2,500, etc.)	4) *September - May*: Usage of online supports will be monitored by school staff. Usage of students at risk will be compared to letter grades earned in class (report card).
5) *September - May*: Provide students with opportunities for extension and/or remediation using a district-approved vendors after school (e.g. STEAM)	5) *September - May*: Results of Student Climate Survey will be analyzed to determine whether after-school opportunities increased students' positive interaction with school. Attendance logs and students surveys will be maintained. In addition, 2022-2023 5th Grade Science CAST scores indicate 35% met or exceeded standards.

Action 1.1.2   (SiteGoalID: 7276) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *August - May*: Provide teachers with grade level and cross grade level time to plan instruction based on common data based on CCSS. (32 teachers @ $210/day	1) *August - May*: Actions will be measured with ongoing summative and formative assessments and discourse such as:	

x 2-4 days = $20,160)

- Classroom Walk-throughs which will reflect more clarity and targeted instruction
- PLC notes will indicate specific, measurable goals based on data
- Informal and formal assessment data will reflect the instructional targets

Action 1.1.3   (SiteGoalID: 7276) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Foster Youth • Low Income • R-FEP • SWD

Action Plan	Progress Monitoring	Evaluation
- Describe your step by step plan for intervention for at-risk students.	- 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?	- 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**
1) *August - May*: Teachers will be released to collaborate and discuss student data, progress and potential supports. Meetings will be held during the school by means of a substitute (20 days @ $210/day = $4200). 2) *November - March*: Teachers will be released to meet with a support team to discuss data and concerns about student achievement. Effective strategies and support will be discussed. (Co-ops) ($210/day x 8 days = $1680)	1-2) *August - May*: Data will be monitored by school staff to determine how many SSTs were held and which of those meetings led to an increase of supports. This data will call out students who identify as African American, Foster Youth, Students with Disabilities, and who are English Learners. Assessment data will be analyzed to determine if students' targeted needs are being met though tier 1 and tier 2 instruction.	

Action 1.1.4   (SiteGoalID: 7276) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • Low Income • R-FEP • School-wide • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *August - May*: Student Study Team (SST) Coordinator to communicate with staff and administration to schedule, coordinate and attend SST meetings throughout the year. Facilitate discourse to better understand and meet the needs of students underperforming academically and/or behaviorally. ($3000)	1) *August - May*: Data will be monitored by school staff to determine how many SSTs were held and which of those meetings led to an increase of supports. This data will call out students who identify as African American, Foster Youth, Students with Disabilities, and who are English Learners. Assessment data will be analyzed to determine if students' targeted needs are being met though tier 1 and tier 2 instruction.	

Action 1.1.5   (SiteGoalID: 7276) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *August - May*: Increased access for students to literature and expository text through read alouds and the ability to check out	1) *August - May*: Rates of books being checked out and returned can be measured. The efficiency of curriculum materials being	

materials representative of their interests, culture, backgrounds, and family structures in the library. Increase librarian on campus 2hr/day, 4 days/week ($11000)	distributed at the beginning of the year, as student averages arrive, and when enVision manipulatives arrive.	

Action 1.1.6   (SiteGoalID: 7276) (DTS: 05/06/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) Continue staff PD for effectively written and communicated learning targets and success criteria that clearly connect to content area standards.	1) Action will be measured by formal (CAASPP, publisher assessments) and informal (anecdotal, observation) assessments. Walk through/FONT data indicate articulated/posted learning targets and success criteria. Student responses to "What are you learning right now?" and "How will you know when you have learned it?" will be monitored.	

Site Goal 1.2   (SiteGoalID: 7825) (DTS: 04/25/24)

Franklin Region Goal: Implementation of effectively communicated success criteria will increase from 64.2% to 74.2% by the end of the 2024-2025 school year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

- Student survey data regarding whether their teacher explains how students will know they learned a lesson will increase from 70% to 80%
- Teacher survey data regarding current level of implementation of success criteria will increase from 63.9% to 73.9%
- FONT implementation data will increase from 42.4% to 52.4%

Metric: Other

Action 1.2.1   (SiteGoalID: 7825) (DTS: 04/25/24)

Targeted Student Group(s)

• All

Action Plan	**Progress Monitoring**	**Evaluation**
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *August - May*: Provide ongoing professional development on defining, describing, and implementing Success Criteria as they relate to Common Core State Standards. Success Criteria will be established and communicated to students throughout the learning day.	1) *August - May*: Actions will be measured with ongoing summative and formative assessments and discourse such as: • Classroom Walk-throughs which will reflect more clarity and targeted instruction • PLC notes will indicate specific, measurable goals based on data • Informal and formal assessment data will reflect the success criteria	

Funding Sources for District Goal 1 (DEV - LCAP ID: 615)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	31000	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	21000	Classified- Timesheets
Supplemental/Concentration (7101/0000)	20000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	2000	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 2:

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

District Needs and Metrics 2:

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

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7285) (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: 7285) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American • Foster Youth • Hispanic or Latino • Low Income • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) August, December, February, May: Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments. *2) August - May:* Teachers will meet weekly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or grade level data. *3) Each Trimester:* Each Grade Level will create and share a SMART Goal for ELA and Math based on Illuminate and/or grade level data.	*1) August, December, February, May:* Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester. *2) August, December, February, May:* Teachers will analyze their student's data, and determine next steps in order to improve student learning. *3) August and May:* The Principal will collect SMART goals along with pre- and post-data	

Site Goal 2.2   (SiteGoalID: 7274) (DTS: 12/13/23)

The staff at Franklin Elementary will function as Professional Learning Communities which base instructional and planning decisions on analysis of student data and discussion. At present, 7 out of 7 grade levels indicate one SMART goal for ELA and one for Math for each trimester. This will maintain for 2024-2025.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7274) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *August - May*: Continue to provide professional learning and on-site coaching to support and organize the implementation of PLCs/Grade Level Collaborative Teams with a continued focus on effective assessment and progress monitoring. 2) *August - May*: Release time can be provided to grade-level teams to administer, analyze, and/or plan assessments according to current student data (32 teachers @ $210/day x 2-4 days = $20160)	1-2) *August - May*: Meeting Agendas for pre-service, staff and leadership meetings as well as PLC agendas/minutes will indicate discussions around student data and SMART goal progress.	

Action 2.2.2   (SiteGoalID: 7274) (DTS: 12/13/23)

Targeted Student Group(s)

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

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**

1) *August - May*: Teachers will administer assessments and enter data into Illuminate. (Tier 1)

2) *August - May*: Teachers, AIT, and/or Instructional Coach will administer specific assessments to determine the explicit academic needs of students and help to design targeted instruction for intervention (Tier 2). Metrics may include letters, phonics, fluency, mathematics inventory, etc.

3) *September - May*: Teachers will meet weekly in their PLC teams to discuss data and which students will benefit most from Tier 2 instructional intervention. Teachers will document students in groups and share data with administration and support team.

1) *September, December, and February*: Illuminate reports will be run and evaluated to to determine 95% or higher completion rate.

2) *Monthly*: Reports of Illuminate data as well as ongoing formative data will be compared to determine academic growth of students receiving formal Tier 2 Intervention through certificated and classified staff.

3) *Weekly*: PLC Agendas and Minutes indicate discussion of students based on data. At least monthly Agendas and Notes will indicate specific discussions about formal Tier 2 services.

Site Goal 2.3   (SiteGoalID: 7278) (DTS: 12/13/23)

All English Learner students will be assessed annually and initially to determine English proficiency. Assessment data will be used to determine strengths and needs of all EL students and how to best support them.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.3.1   (SiteGoalID: 7278) (DTS: 12/13/23)

Targeted Student Group(s)

• EL • R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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
1) *August - September or within 30 days of Entering School*: Administer the ELPAC to all EL students utilizing the entire ELPAC testing window, through spring, 2025. ELAC Training materials and light refreshments for meetings. 2) *Ongoing*: Teachers will regularly use effective assessment metrics and strategies both for formal and informal assessment of student learning. Teachers will use the data from assessment to design effective Tier 1 and Tier 2 instruction. 3) *August - May*: Vice Principal to serve as EL Coordinator to help oversee reclassification, EL/RFEP monitoring, and to support for ELAC meetings. Administrator will support and help. The reclassification rate in 2022-2023 was 23%	1) *Ongoing*: Completion rates and compliance 2) *Ongoing*: Actions will be measured with ongoing data analysis and discourse such as: • Completion rates of ELPAC • Completion rates of EL monitoring • Re-designation process and paperwork completed on time 3) *August - May*: Actions will be measured with ongoing data analysis and discourse such as: • Completion rates of ELPAC • Completion rates of EL monitoring • Re-designation process and paperwork completed on time • WIN/ELD instruction monitoring in classrooms and during PLC • Accurate and up-to-date information relayed to staff from DELAC and EL coordinator meetings via email and/or staff meetings	

Site Goal 2.4   (SiteGoalID: 7282) (DTS: 12/13/23)

All students in Grade 3 will be assessed for GATE qualification.   Opportunities for extension will be offered for students including those qualify for GATE.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.4.1   (SiteGoalID: 7282) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *Periodically September - May*: Provide opportunities for GATE students to participate in after-school opportunities (4 teachers @ 60/hr. x 2 hrs./week x 12 weeks = $5,760) 2) Provide GATE coordinator with stipend	1) *Fall and Spring*: Student and Parent Climate Survey and Student SEL survey results indicate an overall positive feeling toward school and after-school opportunities. 2) *September - May*: Timely feedback provided on submitted packets for GATE qualification, at least 2 GATE meetings held for parents, GATE assessment coordinated and administered in a timely fashion, all GATE communication to staff, students, and families is clear and timely.	

Action 2.4.2   (SiteGoalID: 7282) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *December - February*: Assess students in grade 3 on NGSS for potential GATE qualification	1) *December - February*: 100% of all students in grade 3 will be assessed using the NGSS. Results and percentage of students	

	qualifying for GATE will be provided to principal.	

Funding Sources for District Goal 2 (DEV - LCAP ID: 615)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	29000	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	13776	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	1200	Materials/Supplies/Equipment

District Strategic Goal 3:

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**

Site Goal 3.1   (SiteGoalID: 7275) (DTS: 12/13/23)

The Franklin Elementary school community will support the physical and emotional well-being of all students on campus by continuing to clarify site expectations through the PBIS team and other staff members.

Systems and structures at Franklin Elementary will be implemented and monitored to best meet the physical, social-emotional, and academic needs of students. PBIS reports in Synergy currently reflect a disproportionality between enrollment percentages and Major Referrals. The four targeted groups for Major Referrals are students described as African American, lower SED, Foster, and SWD. Each of these groups will maintain or better match the enrollment percentage.

Our goal is to increase the positive culture and climate at Franklin Elementary.

- 2023-2024 Suspension Rate for Franklin Elementary is less than 1%
- **Goal for 2024-2025 will be less than 1%**

- 2022-2023 Student Social Emotional Survey Overall Favorable Results: 84%
    - African American: 69%
    - Students with Disabilities: 77%
    - Hispanic: 78%
    - Filipinx: 60%
    - EL: 69%
    - Foster Youth: No scores
- **Goal for 2023-2024 will be to increase our Overall Student Social Emotional Survey Results to 80%**

- 2023-2024 Overall PBIS Tier I & Tier II TFI scores: 97% and 92% respectively
- **Goal for 2024-2025 will be to increase our Overall PBIS Tier & Tier II score will increase to 98% and 95% respectively**

Metric: Suspension Rate: Percent of Students Suspended

Action 3.1.1   (SiteGoalID: 7275) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • SWD • Two or More

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *Monthly Meeting*s: Continue PBIS training and implementation (all tiers). (no cost) 2) *Monthly*: Provide assemblies to promote positive character traits such as kindness and empathy as well as foster a culture of acceptance and equity. 3) *August, January, and April*: Provide additional information to parents regarding PBIS (behavior matrix, tiered supports) - how it can be supported at home.(no cost) 4) *September - May*: Provide additional after-school opportunities for students to feel connected at school (athletics, VAPA, STEM, extended learning). (cost covered in 1.1.1) 5) *Ongoing*: Provide positive incentives for demonstrating good character and following school-wide expectations. This may include verbal reinforcements, thumbs-up, Positive Pioneer Pride Tickets, weekly PBIS raffle, and bi-monthly BINGO. 6) *Weekly, August - May*: Analyze suspension data weekly in order to provide as much targeted supported as needed 7) September-May: Provide extra staff for structures recess activities and supervision. Staff will promote common characteristics for problem solving and relationship building (e.g.	1-2) *Ongoing*: Administration, PBIS and Leadership teams will meet regularly and discuss both academic and behavioral data: School Referral Data, School Suspension Data, Staff/Student/Parent Climate surveys, TFI Tier I and II fidelity data, CICO data 3) *Fall and Spring*: Parent Climate Surveys. PBIS Site Survey will be sent in Spring 2024. 4) *September - May*: Results of Student Climate Survey will be analyzed to determine whether after-school opportunities increased students' positive interaction with school. Attendance logs and students surveys will be maintained. 5-7) *Ongoing*: Reduction in School Referral Data, School Suspension Data, and an increase in positive feedback on the School Climate Survey from staff, students, and families. A school site PBIS survey will also be administered to students in spring. Suspension rate data.	

ASSIST)

Site Goal 3.2   (SiteGoalID: 7279) (DTS: 12/13/23)

Staff will address the needs of students in the area of social/emotional learning, trauma informed care, and support.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 7279) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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 1) *Fall and Spring*: Provide professional learning and resources to support SEL and the RTI process. (district support - no cost) 2) *August - May*: Provide adequate coverage of Yard Supervision and Teacher in Charge to support student success. (district cost)	**Progress Monitoring** 1) *August - May*: Staff meeting notes, accuracy of MTSS/RFA referrals 2) *Monthly*: Attendance Rates will be monitored to be sure there is adequate supervision coverage. The nurse and administration will meet monthly to discuss injuries from the playground. fewer injuries and behavioral referrals. Referral data is reviewed at PBIS Tier 1 and other meetings.	**Evaluation**

Site Goal 3.3   (SiteGoalID: 7280) (DTS: 12/13/23)

Academic and social-emotional needs of students who qualify for GATE or need remedial support will have opportunities for academic challenge both during their school-day through differentiation, and participating in after-school activities.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.3.1   (SiteGoalID: 7280) (DTS: 12/13/23)

Targeted Student Group(s)

• School-wide

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *September - May*: After school remedial support for students based on data (including EL, foster, and lower SES) (cost covered in 1.1.1) 2) *September - May*: After school activities (i.e. Spanish Club, Chess Club, Strategic Gaming Club, Newspaper, etc.) will be offered to students including those who qualify for GATE. (cost covered in 1.1.1)	1-2) *September - May*: Results of Student Climate Survey will be analyzed to determine whether after-school opportunities increased students' positive interaction with school. Attendance logs and students surveys will be maintained.	

Action 3.3.2   (SiteGoalID: 7280) (DTS: 12/13/23)

Targeted Student Group(s)

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *September - February*: GATE coordinator will plan and administer GATE assessment, attend GATE meetings, review GATE referrals, and assist in coordinating activities offered to students who qualify for GATE.	1) *September - May*: Attendance in after-school offerings of students who qualify for GATE will be monitored. Data for students qualifying for GATE and their school performance will be reviewed with administration and the GATE coordinator each trimester.	

Site Goal 3.4   (SiteGoalID: 7283) (DTS: 12/13/23)

 Students described as Foster Youth will be efficiently enrolled in an appropriate classroom. Academic and socio-emotional needs will be monitored and addressed by teacher, administration, and support staff.

Metric: Social Emotional Learning - Average Favorability Rating

Action 3.4.1   (SiteGoalID: 7283) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Foster Youth • SWD

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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
1) *August - May*: Creating school stability by providing immediate enrollment and minimizing changes in school placement and experiences. 2) *Ongoing*: Using data to be sure students are placed in the Least Restrictive Environment and that Academic support and counseling are provided when needed. This includes the coordination of social emotional supports and early intervention and prevention.	1) *August - May*: Evidence of collaboration with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care. 2) *August - May*: Evidence that foster youth have access to supplemental academic resources and support services necessary to ensure equity and close the academic achievement gap. Utilize data infrastructure to regularly monitor foster youth academic outcomes.	

Funding Sources for District Goal 3 (DEV - LCAP ID: 615)

Funding Source	Amount	Description of Use
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)	27000	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

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

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

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

Site Goal 4.1   (SiteGoalID: 7277) (DTS: 12/13/23)

Franklin Elementary will increase the number of opportunities for parents and families to come to the school for events. Franklin Elementary will offer at least four school-wide events for parents to attend in-person. Events including SSC, ELAC, and SST/504/IEP meetings will continue to be offered.

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7277) (DTS: 12/13/23)

Targeted Student Group(s)

• All • EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**

1) Purchase communication folders and agendas with contact information, school vision, and PBIS school-wide expectations. 2) *September, November, February, and April*: Explore more opportunities for families to come to school for activities/events that support learning (Family Science Night, Literacy Night, etc.)	1) Fall: All students in classrooms requesting will have a communication folder and agenda 2) *September, November, February, and April*: Admin will monitor and collect Flyer, sign-in sheets, feedback on the Parent Climate Survey, and data will be shared with parent groups and staff after events.	

Site Goal 4.2   (SiteGoalID: 7281) (DTS: 12/13/23)

The staff at Franklin Elementary will communicate regularly with families of students who speak more than one language.

Metric: Parents indicating opportunities for parent involvement

Action 4.2.1   (SiteGoalID: 7281) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *September, November, and April*: Conduct ELAC meetings a minimum of three times throughout the 2024-2025 school-year. Provide snacks for participants. Provide translated versions of written communication in Spanish when possible. Provide translators for parent meetings when needed. General	1) *September, November, and April*: ELAC Agenda, Minutes, and Sign-in sheets indicate meetings were held and student acquisition of English was discussed. Communications sent in different languages.	

communications through Talking Points.

Site Goal 4.3   (SiteGoalID: 7284) (DTS: 12/13/23)

The goal is to decrease the current chronically absent attendance rate of 21.9% to 17.9% or higher per Synergy attendance reports.

- African American students decreased from 25% to 21%
- Foster Youth (total of 3 students)
- Students with Disabilities decreased from 17.4% to 13.4%
- English Learners decrease from 19.2% to 15.2%
- Filipino from 24.5% to 20.5%

Metric: Attendance Rate

Action 4.3.1   (SiteGoalID: 7284) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• 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?	• 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**
1) *Monthly*: Monitor student attendance rates and encourage regular attendance through positive reinforcement including at awards assemblies. Work with the Attendance Improvement and FACE offices for SART meetings and porch visits. Porch visits will focus on relationship building and supporting families to get their student(s) to school regularly. 2) *August-May:* Monitor student	1) *Monthly*: Review attendance rates by reviewing reports 2) Continue with bi-weekly attendance meeting and record reviews. Build relationships with both students and families. Academic review of report cards and Illuminate data to determine if academics supports are needed.	

attendance of all students including those identifying as Filipino were disproportionately absent in 2022-2023. The 2023 ATSI Report indicated this discrepancy.

Funding Sources for District Goal 4 (DEV - LCAP ID: 615)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	1648	Materials/Supplies/Equipment
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	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$31000	$29000	$0	$0	$60000
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$21000	$0	$0	$0	$21000
Contracts/Services/Subscriptions	$20000	$0	$27000	$0	$47000
Materials/Supplies/Equipment	$2000	$0	$0	$1648	$3648

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$0	$13776	$0	$0	$13776
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$1200	$0	$0	$1200

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

n/a

V. Funding

Franklin Elementary (265) | 2024-2025

Fund Source *Mgmt. Code / Description Resc. Code / Description*	Allocation	EGUSD Strategic Goals				Balance
		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
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$131,648	$74,000	$29,000	$27,000	$1,648	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$14,976	$0	$14,976	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$146,624	$74,000	$43,976	$27,000	$1,648	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$146,624

Title I Centralized Services

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

		Signatures: (Must sign in blue ink)	Date
Principal	Diane Davis		
School Site Council Chairperson	Natalie Ellison		
EL Advisory Chairperson	Magda Gurrola		