



Franklin Elementary

Local Control Accountability Plan (LCAP) 2021-2022

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

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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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 have an equitable opportunity to learn in a 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 involve family and community partners.

Stakeholder Engagement

<p>Involvement Process for LCAP and Annual Update</p> <hr/> <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr/> <p>Our School Site Council had an opportunity to provide input into developing the LCAP site goals at our meeting on April 23, 2020, for the 2020-2021 school year. Our School Site Council met regularly and had conversations about various programs and initiatives regarding site and district goals.</p> <p>Over the past year, our staff has staff worked together to create site goals based on data that aligned with EGUSD goals for a three year plan and for our 2020-2021 LCAP. This was done through various staff and grade level meetings throughout the school year as evidenced by meeting agendas.</p> <p>During our ELAC meetings during the year, members again received an overview of LCAP and were given an opportunity to provide their feedback and support of our goals addressing our English Learners, as well as all additional goals.</p> <p>In the Back-to-School Night video LCAP goals were highlighted and progress toward meeting those goals were noted.</p> <p>School Site Council Meetings were held on 09/23/2020, 01/13/2021, 02/17/2021, 04/28/2021</p> <p>ELAC Meetings were held on 09/16/20, 12/10/20, 01/20/21, 02/29/21, 04/29/21, 05//21</p> <p>Staff Meetings held on 09/21/2020, 10/12/2020, 11/09/20, 12/14/20, 01/04/21, 02/01/21, 03/08/21, 04/05/21, 05/03/21</p> <p>Leadership Meetings held on 09/14/20, 10/05/20, 11/02/20, 12/07/20, 01/25/21, 02/22/21, 03/29/21</p>
<p>Impact of LCAP and Annual Update</p> <hr/> <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr/> <p>Input from school stakeholders contributed to the development and implementation of the goals within the LCAP. Analysis and discourse about school-wide data resulted in setting site-specific goals within each of the four statewide goals. Every discussion emphasized the needs of students and the data that supported the decision to create, change, or eliminate a goal. Parent, staff, and student survey results indicate that stakeholders prioritize safety, cleanliness, and outstanding instruction. Data for Franklin Elementary indicates an achievement gap between African American students and their white classmates. All stakeholders recognize the need to support struggling students both emotionally and academically. This includes students with special needs, who are socioeconomically disadvantaged, are English Learners, and/or are part of the foster care system. We will:</p> <ol style="list-style-type: none"> 1. Be sure staff has professional development that supports effective Tier I and Tier II instructional strategies for lessons based on the CCSS. 2. Provide, during the day and extended day, learning opportunities for students after school and during the summer months, if possible. Continue to provide and explore providing after school opportunities for extension and remediation. 3. Increase parent involvement, determining their needs, and designing parent programs/events to meet their needs. Continue and create more opportunities for parents to be on campus for parent learning and community building. 4. Provide professional development to teaching staff on effective Professional Learning Communities in an educational setting.

Resource Inequities

<p>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</p>

Goals, Actions, and Progress Indicators

<p>District Strategic Goal 1:</p> <p>All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.</p>	<p>District Needs and Metrics 1:</p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> • A-G Completion • Access to Courses (Honors, AP/IB, CTE) • AP/IB Exams • CAASPP • Content Standards Implementation • CTE Sequence Completion • EAP • Other (Site-based/local assessment) • Progress toward English Proficiency • Redesignation • Teacher Assignment
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Site Goal 1.1	
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<p>1.1 To increase the number of students who meet or exceed standards in ELA for all students in grades 3-6 by 10% or more</p> <ul style="list-style-type: none"> • EL students increase from 13.4 points below standard to 10, or fewer, points below meets • Students with Disabilities 81.1 points below standard to 70, or fewer, points below meets • Students with lower SES will maintain or increase in points above standard • Students described as Asian will maintain or increase in points above standard • Students described as African American, Hispanic, White, or Two or More races will maintain or increase in their rate of increase in points above standard • Students described as African American, Hispanic, White, or Two or More races will maintain or increase in their rate of increase in points above standard <p>1.1 To increase the number of students who meet or exceed standards in MATH for all students in grades 3-6 by 10% or more</p> <ul style="list-style-type: none"> • EL students increase from 17.9 points below standard to 15, or fewer, points below meets • Students with Disabilities will increase from 91.6 points below standard to 80, or fewer, points below meets • Students described as African American will increase from 37.3 points below standard to 33, or fewer, points below standard • Students with lower SES will increase from 12.9 points below standard to 10, or fewer, points below standard • Students described as Hispanic will increase from 9 points below standard to 7, or fewer points, below standard • Students described as Asian, White, or Two or More races will maintain or increase in their rate of increase in points above standard 	
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Metric: CAASPP	
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Actions/Services 1.1.1	
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Principally Targeted Student Group

<ul style="list-style-type: none"> • All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Administration and representative staff participation in AVID membership (\$3300)</p> <p>2) Academic Intervention Teacher to implement targeted instruction within the school day on a time sheet. (1 intervention certificated teacher x 130 days @\$200/day = \$26,000)</p> <p>2) 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. (\$13,000)</p> <p>3) Provide students with district-approved virtual subscriptions to support reading acquisition and comprehension skills (i.e. Lexia @ \$5,400 and Scholastic @ \$2,500)</p> <p>4) Provide students with district-approved virtual subscriptions to support mathematical concepts and skill automaticity (i.e. Reflex @ \$3,300)</p>	<p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses.</p> <p>"For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4.0." (John Hattie)</p> <ul style="list-style-type: none"> • Instructional Quality 1.0 • Reading Phonics Instruction 0.6 • Teacher Clarity 0.75 • Professional Development 0.62 • Small Group Learning 0.49 • Feedback 0.7 • Explicit Teaching Strategies 0.57 • Collective Teacher Efficacy 1.57 • CSTP 6 	<p>1-5) The following metrics will be used to measure the effectiveness of identified actions:</p> <ul style="list-style-type: none"> • Classroom Walk-throughs • Letters and Phonics decoding assessments • Classroom Assessments • Trimester Data: Fluency and Spelling Inventory • Co-op Discussions • Student academic progress

5) Provide teachers with district-approved electronic resources to support standards-based lessons designed to increase student achievement and clarity (i.e. Educeri @ \$2,500)

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$26000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$13000	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$2500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7101/0000)	\$16200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide teachers with grade level and cross grade level time to plan instruction based on common data based on CCSS. (34 teachers @ \$200/day x 3 days = \$20,400)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie) <ul style="list-style-type: none"> • Instructional Quality 1.0 • Reading Phonics Instruction 0.6 • Teacher Clarity 0.75 • Professional Development 0.62 • Small Group Learning 0.49 • Feedback 0.7 • Explicit Teaching Strategies 0.57 • Collective Teacher Efficacy 1.57 • CSTP 6 	1) Actions will be measured with ongoing summative and formative assessments and discourse such as: <ul style="list-style-type: none"> • Classroom Walk-throughs • Letters and Phonics decoding assessments • Classroom Assessments • Trimester Data: Fluency and Spelling Inventory • Co-op Discussions.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$20400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.3

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) After School Professional Development in the areas of ELA and Math for teachers to increase the effectiveness of Tier I and Tier II instruction (Guided Reading, Math Concepts, Book Club, etc) (12 teachers @ \$46/hr x 8hrs = \$4,416)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie)	1) Actions will be measured with ongoing summative and formative assessments and discourse such as: <ul style="list-style-type: none"> • Classroom Walk-throughs • Letters and Phonics decoding assessments • Classroom Assessments • Trimester Data: Fluency and Spelling Inventory • CAASPP • Co-op Discussions

	<ul style="list-style-type: none"> • Instructional Quality 1.0 • Reading Phonics Instruction 0.6 • Teacher Clarity 0.75 • Professional Development 0.62 • Small Group Learning 0.49 • Feedback 0.7 • Explicit Teaching Strategies 0.57 • Collective Teacher Efficacy 1.57 • CSTP 6 	
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$4416	Certificated Salaries	Edit	Delete

Actions/Services 1.1.4

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) After school remedial support for students based on data (including EL, foster, and lower SES) (4 teachers @ 46/hr. x 2 hrs./week x 12 weeks = \$4,416)	<p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses.</p> <p>"For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie)</p> <ul style="list-style-type: none"> • Reading Phonics Instruction 0.6 • Teacher Clarity 0.75 • Small Group Learning 0.49 • Feedback 0.7 • Explicit Teaching Strategies 0.57 • Response to Intervention 1.29 	<p>1) Actions will be measured with ongoing summative and formative assessments and discourse such as:</p> <ul style="list-style-type: none"> • Classroom Walk-throughs • Letters and Phonics decoding assessments • Classroom Assessments • CAASPP • Trimester Data: Fluency and Spelling Inventory • Co-op Discussions

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$4454	Certificated Salaries	Edit	Delete

Actions/Services 1.1.5

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Teachers will be released to attend SST meetings to discuss student data, progress and potential supports. Meetings will be held during the school by means of a substitute (7 days @ \$200/day = \$1400).	<p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses.</p> <p>"For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie)</p> <ul style="list-style-type: none"> • Small Group Learning 0.49 • Response to Intervention 1.29 • Collective Teacher Efficacy 1.57 	<p>1) Actions will be measured with ongoing summative and formative assessments and discourse such as:</p> <ul style="list-style-type: none"> • Classroom Walk-throughs • Letters and Phonics decoding assessments • Classroom Assessments • CAASPP • Trimester Data: Fluency and Spelling Inventory • Co-op Discussions • Anecdotal notes and observation

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.1.6

Principally Targeted Student Group		
<ul style="list-style-type: none"> EL Low Income R-FEP School-wide SWD 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) 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.</p>	<p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses.</p> <p>"For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie)</p> <ul style="list-style-type: none"> Instructional Quality 1.0 Reading Phonics Instruction 0.6 Small Group Learning 0.49 Ryan & Testa, 2005; Zetlin, Weinberg, & Kimm, 2003 Collective Teacher Efficacy 1.57 Interventions for students with learning needs 0.77 	<p>1) Actions will be measured with ongoing summative and formative assessments and discourse such as:</p> <ul style="list-style-type: none"> SST members arrive on time with necessary materials and current data Co-op Discussions, academic history, and attendance history is reviewed and brought to meeting Tier II Fidelity SST referral timeline and Special Education referral process fidelity

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 1.2

1.2 To increase the number of students who meet or exceed standards in ELA for all students in grades 3-6 by 10% or more

- EL students increase from 13.4 points below standard to 10, or fewer, points below meets

1.2 To increase the number of students who meet or exceed standards in MATH for all students in grades 3-6 by 10% or more

- EL students increase from 17.9 points below standard to 15, or fewer, points below meets

Metric: CAASPP

Actions/Services 1.2.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> EL R-FEP 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Provide para support in classroom during WIN and ELA to support English Learners in small groups for EL students not meeting grade level standards and/or not making progress. Funding to cover class size reduction so the classroom teacher can work with EL. (cost covered in 1.1.1)</p>	<p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses.</p> <p>"For any particular intervention to be worthwhile, it needs to show an improvement in</p>	<p>1-3) Actions will be measured with ongoing summative and formative assessments and discourse such as:</p> <ul style="list-style-type: none"> Ongoing student data discussed in PLC meetings. Reports on student progress will be made on student

<p>2) Purchase supplemental/Intervention curriculum and supplies (on district's approved list) for EL students. (white boards, markers, paper, etc.)</p> <p>3) Interpretation and translation for languages. (classified salaries)</p>	<p>student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie)</p> <ul style="list-style-type: none"> Professional Development 0.62 Small Group Learning 0.49 Effectiveness of Out of School Time Strategies to Assist Low Achieving Students, Beckett. 	<ul style="list-style-type: none"> Increase EL student Guided Reading levels by +2 by the end of the year ELPAC increase of 10% and site/district assessments
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Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$500	Classified Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 1.2.2

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Provide extended learning opportunities for EL students (after-school, summer) - ELD instruction and targeted skill instruction. (cost covered in 1.1.6)</p> <p>2) Continue partnerships with Migrant Ed and MiniCorps to support Migrant Ed students. (no cost)</p>	<p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie)</p> <ul style="list-style-type: none"> Small Group Learning 0.49 Feedback 0.7 Explicit Teaching Strategies 0.57 Response to Intervention 1.29 	<p>1-2) Actions will be measured with ongoing summative and formative assessments and discourse such as:</p> <ul style="list-style-type: none"> ELPAC Redesignation Rate Classroom Assessments Walk-throughs

Funding Source	Amount	Description of Use		

Actions/Services 1.2.3

Principally Targeted Student Group

- EL • R-FEP

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Certificated teacher to serve as EL Coordinator to help oversee re-designation, RFEP monitoring, and to support for ELAC meetings. Administrator will support and help.</p>	<p>Schools and districts are responsible for ensuring that all ELs have full access to an intellectually rich and comprehensive curriculum, via appropriately designed instruction, and that they make steady— and even accelerated— progress in their English language development. (California ELA/ELD Framework - CDE)</p>	<p>1) Actions will be measured with ongoing data analysis and discourse such as:</p> <ul style="list-style-type: none"> 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

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$1250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Site Goal 2.1

The staff at Franklin Elementary will function as Professional Learning Communities which base instructional and planning decisions on analysis of student data and discussion.

Metric: Data and Program Evaluation

Actions/Services 2.1.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) 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) Release time can be provided to grade-level teams to administer, analyze, and/or plan assessments according to current student data (34 teachers @ \$200/day x 3 days = \$20,400)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie) <ul style="list-style-type: none"> • Professional Development 0.62 • Collective Teacher Efficacy 1.57 • Planning and Prediction 0.76 • Evaluation and reflection 0.75 	1) Actions will be measured with ongoing summative and formative assessments and discourse such as: <ul style="list-style-type: none"> • Teacher Summative Assessments • Setting Collaborative SMART Goals • GLM Agenda and Notes • Walk-throughs • District Assessments 2) Actions will be measured with ongoing summative and formative assessments and discourse such as: <ul style="list-style-type: none"> • Pre- and post-assessment data • Effective Differentiation visible in classrooms • Co-op Discussions

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1900	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7101/0000)	\$18500	Certificated Salaries	Edit	Delete

Actions/Services 2.1.2

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide materials to support Tier 1 and Tier 2 assessments (copy paper, white boards, etc.)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie) <ul style="list-style-type: none"> • Evaluation and Reflection 0.75 	1) Actions will be measured with ongoing summative and formative assessments such as: <ul style="list-style-type: none"> • Pre- and pos-assessments for Tier 1 and Tier 2 instruction • Classroom Walk-throughs

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.2

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: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group				
<ul style="list-style-type: none"> EL • R-FEP 				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?		
1) Administer the EPLAC to all EL students utilizing the entire ELPAC testing window, through spring, 2022. 2) 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.	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie) <ul style="list-style-type: none"> Evaluation and reflection: 0.75 	1) Completion rates and compliance 2) Actions will be measured with ongoing data analysis and discourse such as: <ul style="list-style-type: none"> Completion rates of ELPAC Completion rates of EL monitoring Re-designation process and paperwork completed on time 		
Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$10909	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 2.3

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: Assessment System

Actions/Services 2.3.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide opportunities for GATE students to participate in after-school opportunities (4 teachers @ 46/hr. x 2 hrs./week x 12 weeks = \$4,416) 2) Provide GATE coordinator with stipend	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie) <ul style="list-style-type: none"> Small Group Learning 0.49 Feedback 0.7 	1) Actions will be measured primarily by student, staff and family surveys concerning school climate. 2) 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.

Funding Source	Amount	Description of Use		
GATE (7105/0000)	\$4197	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Actions/Services 2.3.2

Principally Targeted Student Group														
<table border="1"> <thead> <tr> <th>Specific Actions to Meet Expected Outcome</th> <th>What is the Research Confirming this is an Effective Practice?</th> <th>How will you Measure the Effectiveness of the Actions/Services?</th> </tr> </thead> <tbody> <tr> <td>1) Assess students in grade 3 on NGSS for potential GATE qualification</td> <td> <p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie)</p> <ul style="list-style-type: none"> Evaluation and Reflection 0.75 </td> <td>1) NGSS results and percentage of students qualifying for GATE.</td> </tr> </tbody> </table>					Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	1) Assess students in grade 3 on NGSS for potential GATE qualification	<p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie)</p> <ul style="list-style-type: none"> Evaluation and Reflection 0.75 	1) NGSS results and percentage of students qualifying for GATE.				
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?												
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Funding Source	Amount	Description of Use												
GATE (7105/0000)	\$200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>										

Site Goal 2.4

Teachers will relay student data to administration and support staff for the purposes of documentation, planning, and discourse concerning student supports and services.

Metric: Data and Program Evaluation

Actions/Services 2.4.1

Principally Targeted Student Group										
<ul style="list-style-type: none"> All EL Foster Youth R-FEP SWD 										
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Funding Source	Amount	Description of Use								

Supplemental/Concentration (7101/0000)	\$1200	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
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<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a 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 • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1

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 three targeted groups for Major Referrals are students described as African American, 2 or More Races, and students with IEP. Each of these groups will better match the enrollment percentage by 10% or more.

- The rate of students described as African American will move from 18% to 16%
- The rate of students described as 2 or More Races will move from 24% to 21%
- The rate of students with an IEP will move from 25% to 22%

The disproportionality of suspension rates between students described as African American will reduce by 50%.

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

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

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Continue PBIS training and implementation (all tiers). (no cost)</p> <p>2) Provide additional information to parents regarding PBIS (behavior matrix, tiered supports) - how it can be supported at home.(no cost)</p> <p>3) Provide additional after-school opportunities for students to feel connected at school (athletics, VAPA, STEM, extended learning).(cost</p>	<p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.40." (John Hattie)</p> <ul style="list-style-type: none"> • Classroom Management 0.56 • Classroom Cohesion 0.53 • Teacher Student Relationship 0.52 <p>PBIS Effectiveness and Impact - https://assets-global.website-files.com/5d3725188825e071f1670246/5f57daacfa5a0946c4ad8e88_Evidence%20Base%20PBIS%20043020.pdf</p>	<p>1-7) Actions will be measured by the following metrics:</p> <ul style="list-style-type: none"> • School Referral Data • School Suspension Data • Walk-throughs • TFI Tier I and II Data • Staff, student, community surveys about school climate • Staff, student, community surveys about clarity of expectations • Staff, student, community

covered in 2.2.3)
 4) Watch DOGS program will continue.
 5) Create or replace signage that communicates PBIS expectations and positivity
 6) Provide positive incentives for demonstrating good character and following school-wide expectations
 7) Provide assemblies to promote positive character traits such as kindness and empathy as well as foster a culture of acceptance and equity.

surveys about student conflict and safety

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 3.2

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

Metric: Social Emotional Learning

Actions/Services 3.2.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide professional learning and resources to support SEL and the RTI process. (district support - no cost) 2) Provide adequate coverage of Yard Supervision and Teacher in Charge to support student success. (district cost)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 04.0." (John Hattie) <ul style="list-style-type: none"> Classroom Management 0.56 Classroom Cohesion 0.53 Teacher Student Relationship 0.52 	1-2) Actions will be measured by the following metrics: <ul style="list-style-type: none"> Staff, student, and family surveys concerning school climate Tier II Fidelity School Referral Student safety data School Suspension Data Walk-throughs

Funding Source	Amount	Description of Use		

Site Goal 3.3			
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: Other (Site-based/local assessment)			
Actions/Services 3.3.1			
Principally Targeted Student Group			
<ul style="list-style-type: none"> School-wide 			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	
1) After school remedial support for students based on data (including EL, foster, and lower SES) (cost covered in 1.1.5) 2) 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 2.2.3)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie) <ul style="list-style-type: none"> Small Group Learning 0.49 Feedback 0.7 Interventions for students with learning needs 0.77 	1-2) Actions will be measured by the following metrics: <ul style="list-style-type: none"> School Climate Surveys by staff, students, and families Classroom Assessments 	
Funding Source	Amount	Description of Use	

Actions/Services 3.3.2			
Principally Targeted Student Group			
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?	
1) 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.	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie) <ul style="list-style-type: none"> Small Group Learning 0.49 Feedback 0.7 Interventions for students with learning needs 0.77 	1) Rates of participation in parent meetings and after school opportunities.	
Funding Source	Amount	Description of Use	

Site Goal 3.4	
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: Other (Site-based/local assessment)		
Actions/Services 3.4.1		
Principally Targeted Student Group		
• All • Foster Youth • SWD		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>1) Creating school stability by providing immediate enrollment and minimizing changes in school placement and experiences.</p> <p>2) 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.</p>	<p>In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses.</p> <p>"For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie)</p> <ul style="list-style-type: none"> • Instructional Quality 1.0 • Reading Phonics Instruction 0.6 • Small Group Learning 0.49 • Ryan & Testa, 2005; Zetlin, Weinberg, & Kimm, 2003 • https://link.springer.com/article/10.1007/s10560-019-00640-9 (Moyer & Goldberg 2019) 	<p>1) 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.</p> <p>2) 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.</p>
Funding Source	Amount	Description of Use

District Strategic Goal 4:	District Needs and Metrics 4:
All students will benefit from programs and services designed to inform and involve family and community partners.	Students need parent, family and community stakeholders as direct partners in their education as measured by: <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families

Site Goal 4.1
Franklin Elementary will increase the number of opportunities for parents and families to come to the school for events. This includes such activities as parent conferences, SSC, ELAC, PTA, Science Night, Watch DOGS, SST/IEP/504 meetings, fundraisers, BTSN and Open House.
Metric: Family and Community Engagement

Actions/Services 4.1.1		
Principally Targeted Student Group		
• All • EL		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
<p>Purchase communication folders and agendas with contact information, school vision, and school-wide expectations.</p> <p>Explore more opportunities for families to come to school for activities/events that support learning (Family Science Night, Literacy Night, etc.)</p>	<p>https://www.pridesurveys.com/index.php/blog/community-involvement-in-schools/</p>	<ul style="list-style-type: none"> • Attendance at School Events • Sign-In Sheets • Parent Vue Participation

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$1000	Materials/Supplies/Equipment	Edit	Delete

Site Goal 4.2

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

Metric: Family and Community Engagement

Actions/Services 4.2.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> EL • R-FEP 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
Conduct ELAC meetings a minimum of three times throughout the 2021-2022 school-year. Provide snacks for participants Provide translated versions of written communication in Spanish when possible. Provide translators for parent meetings when needed.	<ul style="list-style-type: none"> Increasing ELL Parental Involvement in Our Schools: Learning From the Parents by Suzanne Panferov 	<ul style="list-style-type: none"> Sign-in Sheets Response rates of Invitations Attendance of EL Parents at Campus Activities

Funding Source	Amount	Description of Use		
EL Supplemental (7150/0000)	\$500	Classified Salaries	Edit	Delete

Site Goal 4.3

Improve overall school attendance using accurate data, communication, and positive incentives. The overall attendance at Franklin Elementary will increase by 0.3% when comparing data from 2019-20 (ADA period 8) to the 2020-2021 (ADA period 8). The increase will increase from 96.52% to 96.72% (Regional Goal)

Metric: Attendance Rate

Actions/Services 4.3.1

Principally Targeted Student Group		
<ul style="list-style-type: none"> All 		
Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide time-sheeted classified paraprofessional support to run our monthly attendance program; make positive phone calls home to encourage student excitement for being at school 2) Utilize SARB process for chronically truant families. 3) Counsel and caution families regarding scheduling appointments and planning extended vacations during the instructional calendar.	Applied Survey Research and Attendance Works, 2011) - Students are at high risk for failure with 10% truancy rate in K-1.	1-3) Actions will be measured by the following metrics: <ul style="list-style-type: none"> Monthly Attendance Reporting/Rates SARB Results AIO Reports

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$6000	Classified Salaries	Edit	Delete

Site Goal 4.4

Increase parent and community engagement through a student centered news broadcast.

Metric: Family and Community Engagement

Actions/Services 4.4.1

Principally Targeted Student Group

- All

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Implement a media production program with a dedicated staff member to provide systematic media production instruction. In this program students will create school news segments that will keep families informed about events happening on campus and engage the community with what is currently happening at the school.	Cary, A. (2006) How Strong Communication Contributes to Student and School Success: Parent and Family Involvement https://www.nspr.org/files/docs/Strong_Communication_Students_School_Success.pdf	1) Increase the number of students participating in our media production program to a minimum of 10 students by the end of year one, 20 students by the end of year two and 40 students by the end of year three.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$5000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Site Goal 4.5

Increase opportunities for teachers, students, and families to observe and discuss student work and academic growth.

Metric: Family and Community Engagement

Actions/Services 4.5.1

Principally Targeted Student Group

Specific Actions to Meet Expected Outcome	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of the Actions/Services?
1) Provide additional district-approved electronic access for teachers, students, and parents to view and communicate about school progress This includes academic growth, assessed needs, and targeted instruction. (i.e. SeeSaw @ \$5.50/student x 576 students = \$3,168)	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect size of various interventions were based on 800+ meta-analyses. "For any particular intervention to be worthwhile, it needs to show an improvement in student learning of at least an average gain - that is, an effect size of at least 0.4." (John Hattie) <ul style="list-style-type: none"> • Teacher Clarity 0.75 • Feedback 0.7 • Explorations n Parent-School Relations (Hoover-Dempsey, Bassler, & Brissie)https://www.tandfonline.com/doi/abs/10.1080/00220671.1992.9941128 	1) The following metrics will be used to measure the effectiveness of identified actions: <ul style="list-style-type: none"> • Increased communication between parent and teacher • Communication between teacher and parent is focused and includes specific data about the student's progress • Student SeeSaw creations serve as artifacts to discuss and measure student progress

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7101/0000)	\$3200	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

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

**Local Control Accountability Plan (LCAP)
Year 2021 - 2022**

V. Funding

Franklin Elementary - 265

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0	\$0	\$25,603	\$25,603	\$25,603	\$0	\$0	\$0	\$0
1511 Regular Education (TK-6) - Allocated FTE 0000 Unrestricted	39.875	\$0	\$4,423,500	\$4,423,500	\$4,423,500	\$0	\$0	\$0	\$0
1512 Subject Matter Teachers 0000 Unrestricted	1	\$0	\$103,741	\$103,741	\$103,741	\$0	\$0	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$54,891	\$54,891	\$54,891	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	3	\$0	\$189,681	\$189,681	\$0	\$0	\$189,681	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0	\$0	\$127,170	\$127,170	\$89,370	\$22,600	\$0	\$15,200	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0	\$0	\$4,397	\$4,397	\$0	\$4,397	\$0	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0	\$0	\$13,159	\$13,159	\$1,750	\$10,909	\$0	\$500	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
1510 Regular Education (TK-6) 3210 Elementary & Secondary School Relief (ESSER)	0	\$0	\$6,438	\$6,438	\$6,438	\$0	\$0	\$0	\$0
1510 Regular Education (TK-6) 3212 Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$49,393	\$49,393	\$49,393	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	1.4375	\$0	\$77,959	\$77,959	\$0	\$0	\$77,959	\$0	\$0
4720 Office of Expanded Learning 6010 After School Education and Safety (ASES)	0	\$0	\$132,969	\$132,969	\$132,969	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	1.775	\$0	\$128,848	\$128,848	\$128,848	\$0	\$0	\$0	\$0
3660 Inclusive	0.75	\$0	\$37,762	\$37,762	\$37,762	\$0	\$0	\$0	\$0

Education in Lieu of NPA 6500 Special Education									
3670 Program for the Acquisition of Language and Social Skills (PALSS) 6500 Special Education	5	\$0	\$258,146	\$258,146	\$258,146	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	4.125	\$0	\$182,974	\$182,974	\$182,974	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	56.9625	\$0	\$5,817,631	\$5,817,631	\$5,495,385	\$37,906	\$268,640	\$15,700	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$133,790
Subtotal of state or local funds included for this school	\$5,683,841

Principal **Diane Davis** _____

School Site Council Chairperson **Aisha Maidu** _____

EL Advisory Chairperson **Magdalena Gurrola** _____