Franklin Elementary

Local Control Accountability Plan (LCAP)
2022-2023

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

Franklin Elementary | Focused Work: 2022-2023

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

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?

Input into the LCAP goals was collected from School Site Council members, Title 1 Planning Team, teachers other staff members,

- Leadership Team: 9/22/21, 10/20/21, 12/8/21, 1/26/22, 2/9/22, 3/23/22
- Staff Meeting: 9/1/21, 9/29/21, 10/27/21, 12/1/21, 1/19/22, 2/2/22, 3/30/22
- PBIS Team: 9/15/21, 10/13/21, 11/3/21, 1/12/22
- SSC: 10/21/22, 1/27/22, 2/10/22, 3/24/22, 5/18/22

- SEL and Climate survey data was reviewed with various teams and administration.
- An LCAP survey went to teachers in April of 2022.

Impact of LCAP and Annual Update

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

Stakeholder data including CAASPP, parent, staff, and student survey results, and anecdotal feedback was reviewed and considered when determining goals. Programs were added to goals (e.g. Boom Cards) and materials were added (e.g. printers)

Resource Inequities

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

There weren't any resource inequities discovered. With LCFF, ESSER and general funding our current students' academic needs were met to the greatest extent possible.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

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.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- **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**

Site Goal 1.1

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

- EL students increase from 30% points to 40%, or higher, meets or exceeds on the CAASPP
- Students with Disabilities 31% to 41% or higher, meets or exceeds on the CAASPP
- Students with lower SES 47% to 57%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 64% to 71% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 53% to 63% or higher, meets or exceeds on

the CAASPP
- Students described as Hispanic will increase from 51% to 61% or higher, meets or exceeds on the CAASPP
- Students described as White will increase from 58% to 68% 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 10% or more

- EL students increase from 25% points to 35%, or higher, meets or exceeds on the CAASPP
- Students with Disabilities 17% to 27% or higher, meets or exceeds on the CAASPP
- Students with lower SES 33% to 43%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 54% to 64% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 35% to 45% or higher, meets or exceeds on the CAASPP
- Students described as Hispanic will increase from 38% to 48% or higher, meets or exceeds on the CAASPP
- Students described as White will increase from 42% to 52% 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

Metric: CAASPP	

Actions/Services 1.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Administration and representative staff participation in AVID membership ($3300) 2) Academic Intervention Teacher to implement targeted instruction within the school day on a time sheet. (e.g. 1 intervention certificated teacher $20,000) 3) 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) 4) Provide students with district-approved virtual subscriptions to support reading acquisition and comprehension skills (e.g. Lexia @ $5,400 and Scholastic @ $2,500, Reflex @ $3,300, Educeri @ $2,500, Boom Cards, etc.) 5) Provide students with	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) - 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	1) Increased student organization resulting in more assignments submitted 2-3) Increased student participation and accuracy test scores including Trimester Data: Fluency and Spelling Inventory, phonemic awareness, letter names and sounds as well as publisher assessments 4) Increased opportunities for reading practice, phonics, reading comprehension, math practice resulting in increased student participation and accuracy on tests and daily work 5) Increased opportunities for regular activities for students to build upon previous knowledge and experiences. Attendance logs and students surveys will be maintained. 6) Increased opportunities for

opportunities for extension and/or remediation using a district-approved vendors after school (e.g. STEAM) 6) Provide students with opportunities for exposure to lessons and activities provided by district-approved vendors to enrich their school-day (e.g. WOW on Wheels)	• CSTP 6	expertise to be shared within the school day. Student and staff surveys will be maintained.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$10000	Classified- Timesheets	
Supplemental/Concentration (7101/0000)	$3300	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$43170	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	$21600	Certificated- Timesheets	

Actions/Services 1.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 04.0." (John Hattie) • 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	1) 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 instructional targets

- Explicit Teaching Strategies 0.57
- Collective Teacher Efficacy 1.57
- CSTP 6

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$20400	Certificated- Timesheets	

Actions/Services 1.1.3

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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). 2) 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) ($200/day x 8 days = $1600)	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) - Small Group Learning 0.49 - Response to Intervention 1.29 - Collective Teacher Efficacy 1.57 - Instructional Quality 1.0 - Teacher Clarity 0.75 - Small Group Learning 0.49 - Feedback 0.7 - Interventions 0.77 - Evaluation and Reflection 0.75	1) Increase in timely discussions about students of concern which may lead to targeted supports 2) Students referred for SSTs and notes taken for monitoring student concerns and progress toward standards. Assessment data should indicate students' targeted needs being met though tier 1 and tier 2 instruction which can be observed during walk-throughs.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1400	Certificated- Timesheets	

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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.	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) • 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	1) Actions will be measured with ongoing summative and formative assessments and discourse such as: • 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 • Increase in timely discussions about students of concern which may lead to targeted supports

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1000	Certificated- Salaries	

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 30% to 40% of students who meet or exceed on ELA CAASPP

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 25% to 35% of students who meet or exceed on Math CAASPP

Metric: CAASPP

Principally Targeted Student Group

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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) 2) Interpretation and translation for languages.(classified salaries)	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) • Professional Development 0.62 • Small Group Learning 0.49 • Effectiveness of Out of School Time Strategies to Assist Low Achieving Students, Beckett.	1-2) Actions will be measured with ongoing summative and formative assessments and discourse such as: • Ongoing student data discussed in PLC meetings. Reports on student progress will be made on student • Increase EL student Guided Reading levels by +2 by the end of the year • ELPAC increase of 10% and site/district assessments

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$1500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	$500	Classified- Timesheets	

Principally Targeted Student Group

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Provide extended learning opportunities for EL students (after-school, summer) - ELD instruction and targeted skill instruction. (cost covered in 1.1.6)	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-	1-2) Actions will be measured with ongoing summative and formative assessments and discourse such as: • ELPAC

2) Continue partnerships with Migrant Ed and MiniCorps to support Migrant Ed students. (no cost)	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) • Small Group Learning 0.49 • Feedback 0.7 • Explicit Teaching Strategies 0.57 • Response to Intervention 1.29	• Redesignation Rate • Classroom Assessments data • Walk-throughs will indicate more effective practice including gestures, sentence frames, partner tak, choral response, and other engagement strategies

Funding Source	Amount	Description of Use	

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. At present, one out of 7 grade levels indicate a SMART goal based on data in their PLC notes. This will increase to seven out of seven for 2022-2023.

Metric: Data and Program Evaluation	

Actions/Services 2.1.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Provide professional learning and on-site coaching to support and organize the implementation of PLCs/Grade Level Collaborative	In his book, Visible Learning for Teachers, John Hattie describes the effect size of various influences on student learning. The effect	1) Actions will be measured with ongoing summative and formative assessments and discourse such as:

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)	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) • Professional Development 0.62 • Collective Teacher Efficacy 1.57 • Planning and Prediction 0.76 • Evaluation and reflection 0.75	• Teacher Summative Assessments • Setting Collaborative SMART Goals • GLM Agenda and Notes • Walk-throughs indicate targeted lessons which include small-group instruction • District Assessments 2) Actions will be measured with ongoing summative and formative assessments and discourse such as: • Pre- and post-assessment data • Effective Differentiation visible in classrooms • Co-op Discussions

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$20400	Certificated- Timesheets	

Actions/Services 2.1.2

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 04.0." (John Hattie) • Evaluation and Reflection 0.75	1) Actions will be measured with ongoing summative and formative assessments such as: • Pre- and post-assessments for Tier 1 and Tier 2 instruction • Classroom Walk-throughs reflect current materials which align with CCSS and district-adopted curriculum

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

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

• EL • R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Administer the EPLAC to all EL students utilizing the entire ELPAC testing window, through spring, 2023. 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. 3) Vice Principal to serve as EL Coordinator to help oversee re-designation, RFEP monitoring, and to support for ELAC meetings. Administrator will support and help.	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) • Evaluation and reflection: 0.75 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)	1) Completion rates and compliance 2) 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) 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

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	$15000	Certificated- Timesheets	

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

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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) • 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- Timesheets	

Actions/Services 2.3.2

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student	What is the Research Confirming this is an Effective	How will you Measure the Effectiveness of each

Group?	Practice?	Action/Service?
1) Assess students in grade 3 on NGSS for potential GATE qualification	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) • Evaluation and Reflection 0.75	1) NGSS results and percentage of students qualifying for GATE.

Funding Source	Amount	Description of Use	
GATE (7105/0000)	$200	Certificated- Timesheets	

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a 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**
- **Expulsion**
- **HS Dropout**
- **MS Dropout**
- **Other (Site-based/local assessment)**
- **School Climate**
- **Social Emotional Learning**
- **Suspension**

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, lower SED, Foster, and SWD. Each of these groups will maintain or better match the enrollment percentage.

- The rate of students described as African American will maintain and/or not go over 9%
- The rate of students described as lower SED will maintain and/or not go over 36%

- The rate of students described as African American will maintain and/or not go over 1%
- The rate of students described as SWD will maintain and/or not go over 7%

Metric: School Climate

Actions/Services 3.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Continue PBIS training and implementation (all tiers). (no cost) 2) Create or replace signage that communicates PBIS expectations and positivity 3) Provide assemblies to promote positive character traits such as kindness and empathy as well as foster a culture of acceptance and equity. 4) Provide additional information to parents regarding PBIS (behavior matrix, tiered supports) - how it can be supported at home.(no cost) 5) Provide additional after-school opportunities for students to feel connected at school (athletics, VAPA, STEM, extended learning).(cost covered in 2.2.3) 6) Provide positive incentives for demonstrating good character and following school-wide expectations	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) • Classroom Management 0.56 • Classroom Cohesion 0.53 • Teacher Student Relationship 0.52 PBIS Effectiveness and Impact - https://assets-global.website-files.com /5d3725188825e071f1670246 /5f57daacfa5a0946c4ad8e88_Evidence%20Base%20PBIS%2004302 0.pdf	1-3) Actions will be measured by the following metrics School Referral Data, School Suspension Data, Staff, student, community surveys about school climate, TFI Tier I and II Data 4) Parent and community surveys about school climate 5) Staff, student, community surveys about student conflict and safety 6) School Referral Data, School Suspension Data, Staff, student, community surveys about school climate,

Funding Source	Amount	Description of Use	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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) • Classroom Management 0.56 • Classroom Cohesion 0.53 • Teacher Student Relationship 0.52	1) Staff meeting notes, accuracy of MTSS/RFA referrals 2) Adequate yard supervision is in place resulting in fewer injuries and behavioral referrals

Funding Source	Amount	Description of Use	

Site Goal 3.3

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: Other (Site-based/local assessment)	

Actions/Services 3.3.1

Principally Targeted Student Group

• School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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 04.0." (John Hattie) • Small Group Learning 0.49 • Feedback 0.7 • Interventions for students with learning needs 0.77	1) Increased student participation in after-school opportunities and accuracy test scores as measured by informal and formal assessments 2) Results of student, parent, and staff surveys

Funding Source	Amount	Description of Use	

Actions/Services 3.3.2

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. (cost covered in 2.3.1)	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) • 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1) Creating school stability by providing immediate enrollment and minimizing changes in school placement and experiences. 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.	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) • 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)	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. 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.

Funding Source	Amount	Description of Use	

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and involve 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
- 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. Due to the restrictions of the pandemic, Franklin Elementary offered one evening in-person event for parents to attend. Franklin Elementary will increase this to pre-pandemic conditions and offer at least four school-wide events for parents to attend in-person. Events including SSC, ELAC, and SST/505/IEP meetings will be offered predominantly in-person. A Zoom option may be offered depending on the event and county safety guidelines.

Metric: Attendance Rate

Actions/Services 4.1.1

Principally Targeted Student Group

• All • EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
1.) Purchase communication folders and agendas with contact information, school vision, and school-wide expectations. 2.) Explore more opportunities for families to come to school for activities/events that support learning (Family Science Night, Literacy Night, etc.)	https://www.pridesurveys.com/index.php/blog/community-involvement-in-schools/	1-2) • Attendance at School Events • Sign-In Sheets • Parent Vue Participation

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	$1200	Materials/Supplies/Equipment	

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	

Principally Targeted Student Group

• EL

What Specific Actions/Services will you Provide to this Student Group?	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of each Action/Service?**
1.) Conduct ELAC meetings a minimum of three times throughout the 2022-2023 school-year. Provide snacks for participants. Provide translated versions of written communication in Spanish when possible. Provide translators for parent meetings when needed. General communications through Talking Points. 2.) Review and purchase supplemental materials to support EL students in the school setting (e.g. technology)	Increasing ELL Parental Involvement in Our Schools: Learning From the Parents by Sudan Panferov	1-2.) • sing-in sheets • Response rates • Attendance at schoolwide and EL events

Funding Source	**Amount**	**Description of Use**	
EL Supplemental (7150/0000)	$500	Classified- Timesheets	
EL Supplemental (7150/0000)	$1038	Materials/Supplies/Equipment	

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

Metric: Family and Community Engagement	

Principally Targeted Student Group

What Specific Actions/Services will you Provide to this Student Group?	**What is the Research Confirming this is an Effective Practice?**	**How will you Measure the Effectiveness of each Action/Service?**

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 04.0." (John Hatti • 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: • 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 /Subscriptions	

Site Goal 4.4

The goal is to increase the current attendance rate of 90.5% to the pre-pandemic rate of 97.1% or higher per Synergy attendance reports.

- African American students increased from 86.7% to 97.1%
- Foster Youth increased from 87.5% to 97.1%
- Homeless Youth increase from 88.7% to 97.1%
- Two or more races increase from 88.5% to 97.1%

Metric: Attendance Rate	

Actions/Services 4.4.1

Principally Targeted Student Group
• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

1) 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 home visits.	1) Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight https://www.edweek.org/media /chronicabsence-15chang.pdf	1) Student attendance rates will return to 97.1% or higher peer Synergy attendance reports

Funding Source	**Amount**	**Description of Use**	

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) | 2022 - 2023

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	0.0000	$0	$28,240	$28,240	$28,240	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	0.0000	$0	$127,170	$127,170	$101,370	$21,400	$0	$4,400	$0
7105 Gifted and Talented Education (GATE) TK-6 **0000** Unrestricted	0.0000	$0	$4,397	$4,397	$0	$4,397	$0	$0	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	0.0000	$0	$18,038	$18,038	$1,500	$15,000	$0	$1,538	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$178,845	$178,845	$131,110	$40,797	$1,000	$5,938	

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	$0
Subtotal of state or local funds included for this school	$178,845

Signatures: (Must sign in blue ink)   **Date**

Principal: Diane Davis

School Site Council Chairperson: Aisha Madu

EL Advisory Chairperson: Magda Gurrola