



Franklin Elementary

Local Control Accountability Plan (LCAP) 2023-2024

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

IV. Goals, Actions and Services

Franklin Elementary | Focused Work: 2023-2024

Goal Setting (Icapid: 530)

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.
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Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

Franklin Elementary staff worked together to review and analyze last year's LCAP plan and its impact on students as it relates to the Eight State Priorities and EGUSD's Strategic Goals. The Leadership Team met throughout the year to discuss actions and services that would appropriately support students and teaching. Staff was provided a survey to seek input for goal setting for 2023-2024 school year. The PBIS Tier 1 Team met monthly and PBIS Tier 2 team met biweekly to track student discipline data and both teams completed the

PBIS Fidelity Inventory to assess progress towards our goals.

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

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

- Grade Level Leadership Team Meetings on 9/21/22, 10/19/22, 12/7/22, 1/18/23, 2/8/23, 3/29/23, 4/26/23, 5/10/23
- School Site Council on 9/29/22, 1/12/23, 2/9/23, 4/6/23, 5/11/23
- ELAC on 10/13/22, 12/08/22, 2/23/23, 5/18/23
- Staff meetings on 8/31/22, 9/28/22, 10/26/22, 11/30/22, 1/25/23, 2/15/23, 4/5/23, 5/3/23
- Back to School Night and Title One Meeting on 8/9/22
- Staff Survey in April 2023
- EGUSD Parent, Staff and Student Surveys Fall 2022 Spring 2023
- Continual input sought through ongoing stakeholder and parent communication through: zoom meetings, parent nights, awards assemblies & school functions

2. Impact of LCAP and Annual Update

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

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

The following budget items were added:

- The goal 1.1.5 was eliminated due to technology not being approved. Goal 3.2.2 was added in order to purchase more relevant and current copies of books for students.
- The stakeholders recognize the achievement gaps indicated in the data for Franklin Elementary. Ongoing dialogue and analysis are needed to help to find effective strategies and supports for all students - including those underachieving.

Resource Inequities

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

ATSI indicates a disproportionate suspension rate of 2.5% for the Filipino population at Franklin Elementary. In addition, CAASPP score reflect that several subgroups underachieve compared to their counterparts. Scores also dropped in several subgroups other than white.

CAASPP Scores: 2021 - 2022 % Indicates Students who met or exceeded standards.

ELA

EL 30% - 28%

SWD 31% - 30%

Lower SES 47% - 48%

Asian 64% - 62%

African American 53% - 50%

Hispanic 51% - 54%

White 58% - 70%

Math

EL 25% - 29%

SWD 17% - 19%

Lower SES 33% - 36%

Asian 54% - 54%

African American 35% - 39%

Hispanic 38% - 39%

White 42% - 48%

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 (SiteGoalID: 6284) (DTS: 02/10/23)

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

- EL students increase from 28% points to 32%, or higher, meets or exceeds on the CAASPP
- Students with Disabilities 30% to 34% or higher, meets or exceeds on the CAASPP
- Students with lower SES 48% to 52%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 62% to 66% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 50% to 54% or higher, meets or exceeds on the CAASPP
- Students described as Hispanic will increase from 54% to 58% or higher, meets or exceeds on the CAASPP
- Students described as White will increase from 70% to 74% or higher, meets or exceeds on the CAASPP
- Two or More races will maintain or increase in their rate of increase in points above standard

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

- EL students increase from 29% points to 33%, or higher, meets or exceeds on the CAASPP
- Students with Disabilities 19% to 23% or higher, meets or exceeds on the CAASPP
- Students with lower SES 36% to 40%, or higher, meets or exceeds on the CAASPP
- Students described as Asian will increase 54% to 58% or higher, meets or exceeds on the CAASPP
- Students described as African American will increase from 39% to 43% or higher, meets or exceeds on the CAASPP

- Students described as Hispanic will increase from 39% to 43% or higher, meets or exceeds on the CAASPP
- Students described as White will increase from 48% 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

5th Grade Science CAST

- In addition, 2021-2022 5th Grade Science CAST scores indicate 57.9% met or exceeded standards. This will increase to 61.7% or higher.

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

Actions/Services 1.1.1 (SiteGoalID: 6284) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>June</i>: Administration and representative staff participation in AVID membership (\$3300)</p> <p>2) <i>September - May</i>: Academic Intervention Teacher to implement targeted instruction within the school day on a time sheet. (e.g. 1 intervention certificated teacher \$20,000)</p> <p>3) <i>September - May</i>: 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)</p> <p>4) <i>August - May</i>: Provide students with district-approved virtual subscriptions to support reading acquisition and comprehension skills (e.g. Lexia</p>	<p>1) <i>December, April, and May</i>: Teachers attending AVID training will report percentage of students demonstrating greater organization at the AVID meetings at the end of each trimester.</p> <p>2-3) <i>August - May</i>: Academic Intervention Teacher and Instructional Coach will collect and compare Illuminate data, CAASPP scores and letter grades on report cards at least monthly. Illuminate data will include fluency, spelling inventory, phonemic awareness, letter names and sounds as well as publisher assessments. Teachers and intervention staff will assess students every 6-8 weeks to measure academic growth toward standards and dismiss from intervention as needed.</p> <p>4) <i>September - May</i>: Usage of</p>	

<p>@ \$5,400 and Scholastic @ \$2,500, Reflex @ \$3,300, Educeri @ \$2,500, Frax, etc.)</p> <p>5) <i>September - May</i>: Provide students with opportunities for extension and/or remediation using a district-approved vendors after school (e.g. STEAM)</p> <p>6) <i>October - May</i>: 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)</p>	<p>online supports will be monitored by school staff. Usage of students at risk will be compared to letter grades earned in class (report card).</p> <p>5-6) <i>September - May</i>: Results of Student Climate Survey will be analyzed to determine whether after-school opportunities increased students' positive interaction with school. Attendance logs and students surveys will be maintained. In addition, 2021-2022 5th Grade Science CAST scores indicate 57.9% met or exceeded standards.</p>	
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Actions/Services 1.1.2 (SiteGoalID: 6284) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>August - May</i>: Provide teachers with grade level and cross grade level time to plan instruction based on common data based on CCSS. (32 teachers @ \$210/day x 3 days = \$20,160)</p>	<p>1) <i>August - May</i>: Actions will be measured with ongoing summative and formative assessments and discourse such as:</p> <ul style="list-style-type: none"> • 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 	

Actions/Services 1.1.3 (SiteGoalID: 6284) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>August - May</i>: Teachers will be released to collaborate and discuss student data, progress and potential supports. Meetings will be held during the school by means of a substitute (7 days @ \$210/day = \$1470).</p> <p>2) <i>November - March</i>: Teachers will be released to meet with a support team to discuss data and concerns about student achievement. Effective strategies and support will be discussed. (Co-ops) (\$210/day x 8 days = \$1680)</p>	<p>1-2) <i>August - May</i>: Data will be monitored by school staff to determine how many SSTs were held and which of those meetings led to an increase of supports. This data will call out students who identify as African American, Foster Youth, Students with Disabilities, and who are English Learners. Assessment data will be analyzed to determine if students' targeted needs are being met through tier 1 and tier 2 instruction.</p>	

Actions/Services 1.1.4 (SiteGoalID: 6284) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>August - May</i>: Student Study Team (SST) Coordinator to communicate with staff and administration to schedule, coordinate and attend SST</p>	<p>1) <i>August - May</i>: Data will be monitored by school staff to determine how many SSTs were held and which of those meetings led to an increase of supports.</p>	

meetings throughout the year. Facilitate discourse to better understand and meet the needs of students underperforming academically and/or behaviorally.	This data will call out students who identify as African American, Foster Youth, Students with Disabilities, and who are English Learners. Assessment data will be analyzed to determine if students' targeted needs are being met through tier 1 and tier 2 instruction.	
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Funding Sources for District Goal 1	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$38200	Certificated- Salaries
Supplemental/Concentration (7101/0000)	\$10500	Classified- Salaries
Supplemental/Concentration (7101/0000)	\$53170	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$7400	Materials/Supplies/Equipment

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/local assessment)
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Site Goal 2.1 (SiteGoalID: 6798) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.1.1 (SiteGoalID: 6798) (DTS: 03/31/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <u>August, December, February, May</u>: Teachers will administer Illuminate Assessments to all students. Administrators will assist by reminding teachers of the assessment windows each trimester as well as help by providing reports with names of students who need to complete assessments.</p> <p>2) <u>August - May</u>: Teachers will meet weekly during their PLC Collaboration time to discuss their students' progress and analyze the data utilizing Illuminate and/or grade level data.</p> <p>3) <u>Each Trimester</u>: Each Grade Level will create and share a SMART Goal for ELA and Math based on Illuminate and/or grade level data.</p>	<p>1) <u>August, December, February, May</u>: Principal will pull Illuminate reports to ensure at least 95% of all eligible students have taken the Illuminate Assessments each trimester.</p> <p>2) <u>August, December, February, May</u>: Teachers will analyze their student's data, and determine next steps in order to improve student learning.</p> <p>3) <u>August and May</u>: The Principal will collect SMART goals along with pre- and post-data</p>	

Site Goal 2.2 (SiteGoalID: 6282) (DTS: 02/10/23)

The staff at Franklin Elementary will function as Professional Learning Communities which base instructional and planning decisions on analysis of student data and discussion. At present, 7 out of 7 grade levels indicate a SMART goal based on data in their PLC notes. This will increase to 7 out of 7 with one SMART goal on ELA and Math for each trimester for 2023-2024.

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.2.1 (SiteGoalID: 6282) (DTS: 02/10/23)

Targeted Student Group(s)

- All

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>August - May</i>: Continue to provide professional learning and on-site coaching to support and organize the implementation of PLCs/Grade Level Collaborative Teams with a continued focus on effective assessment and progress monitoring.</p> <p>2) <i>August - May</i>: Release time can be provided to grade-level teams to administer, analyze, and/or plan assessments according to current student data (32 teachers @ \$210/day x 3 days = \$20160)</p>	<p>1-2) <i>August - May</i>: Meeting Agendas for pre-service, staff and leadership meetings as well as PLC agendas/minutes will indicate discussions around student data and SMART goal progress.</p>	

Actions/Services 2.2.2 (SiteGoalID: 6282) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>August - May</i>: Teachers will administer assessments and enter data into Illuminate. (Tier 1)</p> <p>2) <i>August - May</i>: Teachers, AIT, and/or Instructional Coach will</p>	<p>1) <i>September, December, and February</i>: Illuminate reports will be run and evaluated to determine 95% or higher completion rate.</p> <p>2) <i>Monthly</i>: Reports of Illuminate</p>	

administer specific assessments to determine the explicit academic needs of students and help to design targeted instruction for intervention (Tier 2). Metrics may include letters, phonics, fluency, mathematics inventory, etc.

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

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

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

Site Goal 2.3 (SiteGoalID: 6287) (DTS: 02/10/23)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.3.1 (SiteGoalID: 6287) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • R-FEP

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>August - September or with 30 days of Entering School</i>: Administer the ELPAC to all EL students utilizing the entire ELPAC testing window, through spring, 2024.</p> <p>2) <i>Ongoing</i>: Teachers will</p>	<p>1) <i>Ongoing</i>: Completion rates and compliance</p> <p>2) <i>Ongoing</i>: Actions will be measured with ongoing data analysis and discourse such as:</p> <ul style="list-style-type: none"> • Completion rates of ELPAC 	

regularly use effective assessment metrics and strategies both for formal and informal assessment of student learning. Teachers will use the data from assessment to design effective Tier 1 and Tier 2 instruction.

3) *August - May*: Vice Principal to serve as EL Coordinator to help oversee re-designation, RFEP monitoring, and to support for ELAC meetings. Administrator will support and help. The reclassification rate in 2021-2022 was 18.9%

- Completion rates of EL monitoring
- Re-designation process and paperwork completed on time

3) *August - May*: Actions will be measured with ongoing data analysis and discourse such as:

- Completion rates of ELPAC
- Completion rates of EL monitoring
- Re-designation process and paperwork completed on time
- WIN/ELD instruction monitoring in classrooms and during PLC
- Accurate and up-to-date information relayed to staff from DELAC and EL coordinator meetings via email and/or staff meetings

Site Goal 2.4 (SiteGoalID: 6291) (DTS: 02/10/23)

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

Metric: Test Participation Rate on Districtwide Assessments

Actions/Services 2.4.1 (SiteGoalID: 6291) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<p>1) <i>Periodically September - May:</i> Provide opportunities for GATE students to participate in after-school opportunities (4 teachers @ 46/hr. x 2 hrs./week x 12 weeks = \$4,416)</p> <p>2) Provide GATE coordinator with stipend</p>	<p>1) <i>Fall and Spring:</i> Student and Parent Climate Survey and Student SEL survey results indicate an overall positive feeling toward school and after-school opportunities.</p> <p>2) <i>September - May:</i> 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.</p>	
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Actions/Services 2.4.2 (SiteGoalID: 6291) (DTS: 02/10/23)

Targeted Student Group(s)

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>December - February:</i> Assess students in grade 3 on NGSS for potential GATE qualification</p>	<p>1) <i>December - February:</i> 100% of all students in grade 3 will be assessed using the NGSS. Results and percentage of students qualifying for GATE will be provided to principal.</p>	

<p>Funding Sources for District Goal 2</p>	<p>Amount</p>	<p>Description of Use</p>
<p>EL Supplemental (7150/0000)</p>	<p>\$14070</p>	<p>Certificated- Salaries</p>
<p>GATE (7105/0000)</p>	<p>\$4397</p>	<p>Certificated- Salaries</p>
<p>Supplemental/Concentration (7101/0000)</p>	<p>\$19200</p>	<p>Certificated- Salaries</p>

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 (SiteGoalID: 6283) (DTS: 02/10/23)

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

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

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

- 2022-2023 Suspension Rate for Franklin Elementary is less than 1%
- **Goal for 2023-2024 will be less than 1%**

- 2021-2022 Student Social Emotional Survey Overall Favorable Results: 75%
 - African American: 69%
 - Students with Disabilities: 74%
 - Hispanic: 78%
 - Filipinx: 81%
 - EL: 62%
 - Foster Youth: 58%
- **Goal for 2023-2024 will be to increase our Overall Student Social Emotional Survey Results to 80%**

- 2022-2023 Overall PBIS Tier I & Tier II TFI scores: 87% and 81% respectively
- **Goal for 2023-2024 will be to increase our Overall PBIS Tier & Tier II score will increase to 92% and 86% respectively**

Metric: Social Emotional Learning - Average

Actions/Services 3.1.1 (SiteGoalID: 6283) (DTS: 02/10/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>Monthly Meetings</i>: Continue PBIS training and implementation (all tiers). (no cost)</p> <p>2) <i>Ongoing</i>: Create or replace signage that communicates PBIS expectations and positivity</p> <p>3) <i>Monthly</i>: Provide assemblies to promote positive character traits such as kindness and empathy as well as foster a culture of acceptance and equity.</p> <p>4) <i>August, January, and April</i>: Provide additional information to parents regarding PBIS (behavior matrix, tiered supports) - how it can be supported at home.(no cost)</p> <p>5) <i>September - May</i>: Provide additional after-school opportunities for students to feel connected at school (athletics, VAPA, STEM, extended learning). (cost covered in 1.1.1)</p> <p>6) <i>Ongoing</i>: Provide positive incentives for demonstrating good character and following school-wide expectations. This may include verbal reinforcements, thumbs-up, Positive Pioneer Pride Tickets, weekly PBIS raffle, and bi-monthly BINGO.</p>	<p>1-3) <i>Ongoing</i>: Administration, PBIS and Leadership teams will meet regularly and discuss both academic and behavioral data: School Referral Data, School Suspension Data, Staff/Student/Parent Climate surveys, TFI Tier I and II fidelity data, CICO data</p> <p>4) <i>Fall and Spring</i>: Parent Climate Surveys. PBIS Site Survey will be sent in October 2023.</p> <p>5) <i>September - May</i>: Results of Student Climate Survey will be analyzed to determine whether after-school opportunities increased students' positive interaction with school. Attendance logs and students surveys will be maintained.</p> <p>6-7) <i>Ongoing</i>: Reduction in School Referral Data, School Suspension Data, and an increase in positive feedback on the School Climate Survey from staff, students, and families. A school site PBIS survey will also be administered to students in spring. Suspension rate data.</p>	

7) *Weekly, August - May*: Analyze suspension data weekly in order to provide as much targeted support as needed, including for students identifying as Filipino (ATSI)

Site Goal 3.2 (SiteGoalID: 6288) (DTS: 02/10/23)

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

Metric: Social Emotional Learning - Average Favorability Rating

Actions/Services 3.2.1 (SiteGoalID: 6288) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>Fall and Spring</i>: Provide professional learning and resources to support SEL and the RTI process. (district support - no cost)</p> <p>2) <i>August - May</i>: Provide adequate coverage of Yard Supervision and Teacher in Charge to support student success. (district cost)</p>	<p>1) <i>August - May</i>: Staff meeting notes, accuracy of MTSS/RFA referrals</p> <p>2) <i>Monthly</i>: Attendance Rates will be monitored to be sure there is adequate supervision coverage. The nurse and administration will meet monthly to discuss injuries from the playground. fewer injuries and behavioral referrals. Referral data is reviewed at PBIS Tier 1 and other meetings.</p>	

Site Goal 3.3 (SiteGoalID: 6289) (DTS: 02/10/23)

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

Metric: Social Emotional Learning - Average Favorability Rating

Actions/Services 3.3.1 (SiteGoalID: 6289) (DTS: 02/10/23)

Targeted Student Group(s)

- School-wide

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>September - May</i>: After school remedial support for students based on data (including EL, foster, and lower SES) (cost covered in 1.1.1)</p> <p>2) <i>September - May</i>: After school activities (i.e. Spanish Club, Chess Club, Strategic Gaming Club, Newspaper, etc.) will be offered to students including those who qualify for GATE. (cost covered in 1.1.1)</p>	<p>1-2) <i>September - May</i>: Results of Student Climate Survey will be analyzed to determine whether after-school opportunities increased students' positive interaction with school. Attendance logs and students surveys will be maintained.</p>	

Actions/Services 3.3.2 (SiteGoalID: 6289) (DTS: 02/10/23)

Targeted Student Group(s)

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>September - February</i>: 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)</p>	<p>1) <i>September - May</i>: Attendance in after-school offerings of students who qualify for GATE will be monitored. Data for students qualifying for GATE and their school performance will be reviewed with administration and the GATE coordinator each trimester.</p>	

Site Goal 3.4 (SiteGoalID: 6292) (DTS: 02/10/23)

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

Metric: Social Emotional Learning - Average Favorability Rating

Actions/Services 3.4.1 (SiteGoalID: 6292) (DTS: 02/10/23)

Targeted Student Group(s)
 • All • Foster Youth • SWD

What Specific Actions/Services will you Provide to this Student Group? <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	How will you Progress Monitor the Implementation of Actions/Services? <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	Evaluation Cycles in 2023-2024 <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>August - May</i>: Creating school stability by providing immediate enrollment and minimizing changes in school placement and experiences.</p>	<p>1) <i>August - May</i>: Evidence of collaboration with EGUSD Foster Youth Services staff in supporting student enrollment, transfer of school records, educational case</p>	

2) *Ongoing*: Using data to be sure students are placed in the Least Restrictive Environment and that Academic support and counseling are provided when needed. This includes the coordination of social emotional supports and early intervention and prevention.

management services, academic tutoring, staff training, and relevant educational laws that pertain to students in foster care.

2) *August - May*: Evidence that foster youth have access to supplemental academic resources and support services necessary to ensure equity and close the academic achievement gap. Utilize data infrastructure to regularly monitor foster youth academic outcomes.

Funding Sources for District Goal 3	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • 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
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Site Goal 4.1 (SiteGoalID: 6286) (DTS: 02/10/23)

Franklin Elementary will increase the number of opportunities for parents and families to come to the school for events. Franklin Elementary will offer at least four school-wide events for parents to attend in-person. Events including SSC, ELAC, and SST/505/IEP meetings will continue to be offered.

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.1.1 (SiteGoalID: 6286) (DTS: 02/10/23)

Targeted Student Group(s)

- All • EL

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? • Who will it be shared with and when? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
<p>1) <i>Fall</i>: Purchase communication folders and agendas with contact information, school vision, and PBIS school-wide expectations.</p> <p>2) <i>September, November, February, and April</i>: Explore more opportunities for families to come to school for activities/events that support learning (Family Science Night, Literacy Night, etc. Contract Cost)</p>	<p>1) <i>Fall</i>: 100% of all enrolled students have a communication folder and agenda which goes home nightly or weekly.</p> <p>2) <i>September, November, February, and April</i>: Flyer, sign-in sheets, feedback on the Parent Climate Survey</p>	

Site Goal 4.2 (SiteGoalID: 6290) (DTS: 02/10/23)

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

Metric: Parents indicating opportunities for parent involvement

Actions/Services 4.2.1 (SiteGoalID: 6290) (DTS: 02/10/23)

Targeted Student Group(s)

- EL

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes. 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? • How often and when will it be collected? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

<ul style="list-style-type: none"> • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • Who will it be shared with and when? 	
<p>1) <i>September, November, and April</i>: Conduct ELAC meetings a minimum of three times throughout the 2023-2024 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.</p> <p>2) <i>Fall</i>: Newcomer students and non-English speaking parents have better access to technology which more readily translates basic communication. Review and purchase supplemental materials to support EL students in the school setting (e.g. technology)</p>	<p>1) <i>September, November, and April</i>: ELAC Agenda, Minutes, and Sign-in sheets indicate meetings were held and student acquisition of English was discussed. Communications sent in different languages.</p> <p>2) <i>Fall</i>: Staff Survey about communication access to newcomer students and communication with families in the front office. This would be indicated on the Staff Climate Survey and the Welcoming Survey.</p>	

Site Goal 4.3 (SiteGoalID: 6293) (DTS: 02/10/23)

The goal is to increase the current attendance rate of 90.5% to 93.1% or higher per Synergy attendance reports.

- African American students increased from 92.3% to 93.3%
- Foster Youth increased from 91% to 92%
- Students with Disabilities increase from 92.1% to 93.1%
- English Learners from 94.3% to 95.3%

Metric: Attendance Rate

Actions/Services 4.3.1 (SiteGoalID: 6293) (DTS: 02/10/23)

Targeted Student Group(s)

- All

<p>What Specific Actions/Services will you Provide to this Student Group?</p> <ul style="list-style-type: none"> • Actions and Services are a "micro strategic plan" within the Site LCAP 	<p>How will you Progress Monitor the Implementation of Actions/Services?</p> <ul style="list-style-type: none"> • What progress data will be collected and who will collect it? 	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?
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<ul style="list-style-type: none"> to address root causes. • Actions and Services should be step by step in a chronological order. • Actions and Services should remove barriers and implement changes. 	<ul style="list-style-type: none"> • How often and when will it be collected? • Who will it be shared with and when? 	
<p>1) <i>Monthly</i>: Monitor student attendance rates and encourage regular attendance through positive reinforcement including at awards assemblies. Work with the Attendance Improvement and FACE offices for SART meetings and porch visits. Porch visits will focus on relationship building and supporting families to get their student(s) to school regularly.</p>	<p>1) <i>Monthly</i>: Review attendance rates by reviewing reports</p>	

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7101/0000)	\$3691	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	\$1200	Materials/Supplies/Equipment

Funding Source Summary for All District Goals						
Fund Source	Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
EL Supplemental (7150/0000)	Certificated- Salaries		\$14070			\$14070
GATE (7105/0000)	Certificated- Salaries		\$4397			\$4397
PBIS (7440/0000)	Materials/Supplies/Equipment			\$1000		\$1000
Supplemental/Concentration (7101/0000)	Certificated- Salaries	\$38200	\$19200			\$57400
Supplemental/Concentration (7101/0000)	Classified- Salaries	\$10500				\$10500
Supplemental/Concentration (7101/0000)	Contracts/Services/Subscriptions	\$53170			\$3691	\$56861
Supplemental/Concentration (7101/0000)	Materials/Supplies/Equipment	\$7400			\$1200	\$8600

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) | 2023-2024

EGUSD Strategic Goals

Fund Source Mgmt. Code / Description Resc. Code / Description	FTE	Carry Over	Allocation	Subtotal	1 Curriculum and Instruction	2 Assessment	3 Wellness	4 Family Engagement	Balance
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$55,676	\$55,676	\$55,676	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$133,361	\$133,361	\$109,270	\$19,200	\$0	\$4,891	\$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	\$14,070	\$14,070	\$0	\$14,070	\$0	\$0	\$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	\$208,504	\$208,504	\$164,946	\$37,667	\$1,000	\$4,891	

Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$208,504

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

