



Franklin High School

Local Control Accountability Plan (LCAP) 2023-2024

Principal: Adam Wood

County-District-School (CDS) Code: 34673143430873

**Elk Grove Unified School District
Elk Grove, California**

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

IV. Goals, Actions and Services

Franklin High School | Focused Work: 2023-2024

Goal Setting (Icapid: 568)

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

progress towards our goals.

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

The following were opportunities for stakeholders to be a part of the planning process:

- Leadership meetings 08/03/22, 09/06/22, 10/03/22, 11/07/22, 01/03/23, 02/06/23, 03/06/23, 04/03/23, 05/01/23.
- School Site Council on 11/30/22, 01/25/23, 04/18/23, 05/02/23, 05/16/23.
- ELAC on 10/06/22, 11/17/22, 02/16/23, 04/20/23
- 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
- Staff survey in April 2023
- EGUSD parent, staff and student surveys in fall 2022 and spring 2023

2. Impact of LCAP and Annual Update

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

Less resources will be devoted to Advocacy lessons in Goal 3. Staff did to want more of those. More resources will be allocated to professional development conferences and planning time for teachers. EL tutoring and support will be added.

Resource Inequities

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

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: 6659) (DTS: 02/10/23)

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

CAASPP Math-Increase the scale score for students in subgroups that performed Low or Very Low

- EL students from 121 points below standard to 100 points below standard
- Hispanic students from 96 points below standard to 80 points below standard
- SWD from 160 points below standard to 130 points below standard
- SED students from 99 points below standard to 80 points below standard
- African American students from 102 points below standard to 80 points below standard

CAASPP ELA - Increase the scale score for students in subgroups that performed Low or Very Low

- African American students from 52 points below standard to 40 points below standard
- Hispanic students from 19 points below standard to 5 points below standard
- SWD from 112 points below standard to 90 points below standard
- EL students from 79 points below standard to 60 points below standard
- SED students from 22 points below standard to 5 points below standard

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

Actions/Services 1.1.1 (SiteGoalID: 6659) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino • Low Income • 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?
<ul style="list-style-type: none"> • Provide professional development as needed in ELA, mathematics, social science, science, SpEd and EL through site and District release day(s) for cluster and grade level PLC's • Plan workshops and enrichment opportunities for underperforming subgroups • Purchase digital technology to supplement classroom 	<p>What data will be collected?</p> <ul style="list-style-type: none"> • Illuminate interim assessments in English and Math • Department common assessments in English and Math • Tutoring attendance logs • Number of teachers attending conferences and professional development and sharing 	

<p>instruction</p> <ul style="list-style-type: none"> • Continue to support academic achievement and enrichment learning with the expansion of before and after school tutoring, including targeted EL and SpEd tutoring • Reading Intervention Tutor for EL students to assist both during the school day and after school tutoring • Provide green dot days where teachers can observe colleagues. 	<p>strategies at staff and department meetings</p> <ul style="list-style-type: none"> • Participation rates on green dot days <p>How often will it be collected?</p> <ul style="list-style-type: none"> • Illuminate data collected at the end of each term. • Common assessments data collected weekly at PLC meetings on late start Wednesdays. • Green dot day data collected once a term after green dot days. <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> • Shared with leadership team and department chairs at monthly leadership meetings. • Shared with admin team at weekly admin meetings. 	
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Actions/Services 1.1.2 (SiteGoalID: 6659) (DTS: 05/01/23)

Targeted Student Group(s)

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

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of Actions/Services?</p>	<p>Evaluation Cycles in 2023-2024</p>
<p>Create cohort of 10th grade SEASE students identified in 9th grade</p> <ul style="list-style-type: none"> • Provide smaller class sizes in English and Math with dedicated SEASE teacher • Provide SEASE coordinator stipend to meet with students 	<p>What data will be collected?</p> <ul style="list-style-type: none"> • SEASE student GPA • SEASE student attendance • SEASE student referral rate • SEASE parent meeting participation rate • Collected by SEASE coordinator. <p>How often will data be collected?</p>	<ul style="list-style-type: none"> • What is working? • What is not working and why? • What modifications do you need to make?

<ul style="list-style-type: none"> • Identify SEASE counselor and VP • Light refreshments at SEASE parent meetings 	<ul style="list-style-type: none"> • At each progress report and report card and after parent meetings. <p>Who will it be shared with and when?</p> <ul style="list-style-type: none"> • SEASE VP • SEASE counselor • SEASE teachers • Wellness coordinator • Shared at the progress report and report cards. 	
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Site Goal 1.2 (SiteGoalID: 6663) (DTS: 02/10/23)

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

A-G Completion Rate:

- African American students from 69% to 75%
- Hispanic students from 59% to 65%
- SWD from 18% to 25%
- SED students from 66% to 70%
- EL students from 44% to 50%

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

Actions/Services 1.2.1 (SiteGoalID: 6663) (DTS: 02/10/23)

Targeted Student Group(s)

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

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<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. 	<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? 	<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"> • Provide teacher planning days with either a substitute 	<p>What data will be collected?</p>	

teacher covering the class or paying for time spent outside of school day on curriculum, assessments, and reviewing student data

- Support supplemental resources such as, but not limited to digital /technological materials/ resources to support the academic needs of our students, in all courses including VAPA, sheet music, assorted art supplies, assorted ceramic supplies, assorted dance supplies, theater scripts and royalties
- Provide funding for band instrument repairs
- Provide funding for theater hardware and technology
- Provide funding for AVID teacher planning
- AVID activities and field trips to explore college and career options

- Course requests in VAPA and A-G courses
- Quarterly reports of D and F grades
- Participation rates in VAPA programs
- Common assessments administered by PLC groups
- Percentage of English and Math teachers using Illuminate interim assessments
- Number of AVID students participating in college planning activities
- Number of AVID teachers participating in professional development

How often will data be collected?

- Course request and participation data collected annually after course selection by counselors and principal.
- AVID data collected by AVID coordinator annually at the end of the year.

Who will it be shared with and when?

- Review VAPA program participation numbers and course requests with program leads and department chairs at the beginning and end of each year.
- Review planning meeting minutes and outcomes with PLC leads after each release/planning day.
- Share course request numbers with program leads in February after course request.

Site Goal 1.3 (SiteGoalID: 6664) (DTS: 02/10/23)

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

CTE Completion Rate:

- African American students from 19% to 25%
- Hispanic students from 15% to 20%
- SWD from 18% to 25%
- SED students from 17% to 25%
- EL students from 17% to 25%

Metric: CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence

Actions/Services 1.3.1 (SiteGoalID: 6664) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Hispanic or Latino • Low Income • 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?
<ul style="list-style-type: none"> • Freshmen tours of CTE program classrooms prior to course selection • CCC interest survey in pathway programs given to all freshmen students • Purchase technology and supplies for CTE classes to supplement instruction • CTE site coordinator provided release period • CPA coordinators provided release period 	<p>What data will be collected?</p> <ul style="list-style-type: none"> • Course selection for 9th graders entering pathways and academies • Course selection for 10th and 11th graders showing retention in pathways and academies • Attendance numbers at STEAM night <p>How often will data be collected?</p> <ul style="list-style-type: none"> • CTE site coordinator will work with counselors and principal to collect data after course selection. <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Discuss data, retention efforts, and outcomes at monthly CTE/STEAM site meetings 	

Site Goal 1.4 (SiteGoalID: 6665) (DTS: 02/10/23)

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

Progress toward English proficiency rate

- Increase the rate of EL students making progress towards English language proficiency from 66% (currently Very High) to 70%

Metric: Progress toward English Proficiency - Percent Increasing ELPI Level

Actions/Services 1.4.1 (SiteGoalID: 6665) (DTS: 02/10/23)

Targeted Student Group(s)

- EL • Foster Youth • Hispanic or Latino • Low Income • 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?
<ul style="list-style-type: none"> • Support supplemental resources such as, but not limited to digital/technological materials/resources to support the academic needs of our students. • Continue to support academic achievement and enrichment learning with the expansion of before and after school tutoring, including targeted EL and SpEd tutoring. • Quarterly EL walk through observations using FONT • Reading Intervention Tutor for EL students to assist both 	<p>What data will be collected?</p> <ul style="list-style-type: none"> • Tutoring attendance logs • EL PLC meeting attendance • Student grades in EL math and social science classes • ELAC attendance • Rate of students moving from ELD English and EL Math and Social Science to general education classes • EL progress report and report card grades • ELPAC scores • FONT data from EL walk throughs <p>How often will data be collected?</p>	

<p>during the school day and after school tutoring.</p> <ul style="list-style-type: none"> • EL Coordinator release period • Addition of EL social science and math classes • Addition of second level of ELD English class • Light refreshments at ELAC meetings • Funding for ELPAC coordination and administration 	<ul style="list-style-type: none"> • Grades and attendance collected at progress report and report card cutoffs • ELAC attendance collected after meetings • ELPAC scores collected after administration • FONT data collected after each walk through <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • EL teachers at EL PLC meetings, collected by EL coordinator, VP, and EL coach
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Funding Sources for District Goal 1	Amount	Description of Use
AP Recruitment (7225/0000)	\$1000	Certificated- Timesheets
AVID (7233/0000)	\$7300	Contracts/Services/Subscriptions
CTE (7235/0000)	\$7000	Materials/Supplies/Equipment
EL Supplemental (7250/0000)	\$13000	Certificated- Timesheets
EL Supplemental (7250/0000)	\$2000	Contracts/Services/Subscriptions
EL Supplemental (7250/0000)	\$3084	Materials/Supplies/Equipment
PreAP Training (7218/0000)	\$5000	Contracts/Services/Subscriptions
Student Fees (2312/0000)	\$15000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$86000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$37793	Contracts/Services/Subscriptions
Visual & Performing Arts (VAPA) (7450/0000)	\$15000	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
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Site Goal 2.1 (SiteGoalID: 6836) (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: 6836) (DTS: 03/31/23)

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?
<ul style="list-style-type: none"> • Provide funding for timesheets for department chairs to organize and gather data from Illuminate and other grade level assessments so that they are prepared to discuss results in department and PLC meetings • Calendar assessment dates at the beginning of the year after site master calendar is finalized • Create and administer PLC common assessments to create a culture of grade level assessment completion, data review, and reteaching 	<p>What data will be collected?</p> <ul style="list-style-type: none"> • Illuminate and other grade level assessment completion percentage and outcomes <p>How often will data be collected?</p> <ul style="list-style-type: none"> • At the end of each term by department chairs and VPs <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Department chairs meet with administrator each month to review assessment progress and rates • Scores reviewed at department and PLC meetings on late start Wednesdays 	

Funding Sources for District Goal 2	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$9000	Classified- Timesheets

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1 (SiteGoalID: 6661) (DTS: 02/10/23)

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

Suspension Rate:

- African American students suspended at least one day from 10.3% to 8%
- SWD suspended at least one day from 8.8% to 7%
- SED students suspended at least one day from 4.8% to 3%

Metric: Suspension Rate: Percent of Students Suspended

Actions/Services 3.1.1 (SiteGoalID: 6661) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • Low Income • SWD

<p>What Specific Actions/Services will you Provide to this Student Group?</p>	<p>How will you Progress Monitor the Implementation of</p>	<p>Evaluation Cycles in 2023-2024</p> <ul style="list-style-type: none"> • What is working? • What is not working and why?
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<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. 	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? 	<ul style="list-style-type: none"> • What modifications do you need to make?
<ul style="list-style-type: none"> • Provide intervention programs such as Challenge Day, LINK crew, and PBIS that focus on a positive school climate and culture. • Continued implementation of PBIS (P.R.I.D.E) and similar programs that assist students to become positive decision makers. • Provide professional development for all staff members to help strategically develop and achieve equity. • Provide targeted services and workshops that promote the social, emotional well being of our school community. • Provide resources and staffing for the Wellness Center where students have access when dealing with personal and/or behavioral issues. • Provide support and training for the expansion of our mental health awareness protocols and procedures. • Provide intervention programs such as Challenge Days, Link Crew, AVID, EL, STEM, and after school programs that focus on a positive school climate and culture. • Provide resources for Student Senate and Student Equity Council 	<p>What data will be collected?</p> <ul style="list-style-type: none"> • Number of students participating in Diamond Day • Number of students participating in Link Crew • Number of students involved in clubs, activities, athletics, programs, and academies • Number of students participating in the Student Equity Council • Number of students participating in Student Senate <p>How often will data be collected?</p> <ul style="list-style-type: none"> • Club data collected at club rush and club photo days • Diamond Day data collected once each semester at the two Diamond Days • Student Equity Council data collected at each meeting • Link Crew data collected at application time for Link Crew <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Link Crew coordinator records participation data and shares with VP and activities director • Diamond Day data recorded by Diamond Day coordinator and shared with wellness coordinator, counselors, and admin • Club data collected by activities director and shared with admin and wellness coordinator 	

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

Graduation Rate:

- African American students from 95.5% to 97%
- EL students from 97.6% to 98%
- SWD from 88.9% to 91%
- SED students from 97.1% to 98%

Metric: Cohort Graduation Rate

Actions/Services 3.2.1 (SiteGoalID: 6666) (DTS: 02/10/23)

Targeted Student Group(s)

- Black or African American • EL • Low Income • 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?
<ul style="list-style-type: none"> • Counselors meet with each junior on their caseload • Counselor position partially funded by ESSER • Students creating course selection plans and 4 year plans in Advocacy • Supplies for Advocacy and course selection nights • Funding for advocacy coordinator 	<p>What data will be collected?</p> <ul style="list-style-type: none"> • Number of students meeting with counselors for academic advising • Enrollments in A-G and graduation requirement classes • Parent attendance and senior parent meetings • Attendance at course selection nights <p>How often will data be collected?</p> <ul style="list-style-type: none"> • Counseling meeting data collected in spring after junior counseling meetings • Course request data collected in spring after course selection • Parent meeting attendance numbers collected after fall and spring meetings <p>Who will data be shared with?</p>	

	<ul style="list-style-type: none"> • Course request data shared with program leads and principal by counseling leads • Review data at the beginning of the year to measure effectiveness and success rate of summer school credit recovery programs 	
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Site Goal 3.3 (SiteGoalID: 6667) (DTS: 02/10/23)

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

Metric: School Climate - Average Favorability Rating

Actions/Services 3.3.1 (SiteGoalID: 6667) (DTS: 02/10/23)

Targeted Student Group(s)

- All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	How will you Progress Monitor the Implementation of Actions/Services?	Evaluation Cycles in 2023-2024
<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. 	<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? 	<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"> • Utilize PBIS and similar programs/workshops that assist students to become positive decision makers. • Expand the use of positive supports for students • Provide professional development opportunities for staff members to help strategically develop and achieve equity goals including the creation of an equity team • Expand the number of PBIS/P.R.I.D.E. Advocacy lessons 	<p>What data will be collected?</p> <ul style="list-style-type: none"> • TFI scores for tier 1 and tier 2 • Attendance at rallies, dances, club rush, after school events • Student PBIS and SEL surveys <p>How often will data be collected?</p> <ul style="list-style-type: none"> • Survey data collected annually after available from RED • TFI data collected annually by PBIS team and district coach • Attendance at events collected by activities director 	

<ul style="list-style-type: none"> • Expand signage and advertising for PBIS/P.R.I.D.E. • Expand the number of Student Equity Advocacy Lessons. • Provide leadership programs and workshops that assist students with advocating and implementing Student Equity across campus. • Expand signage and advertising for Student Equity Council • Implement Character Strong SEL lessons in Advocacy • Timesheet wellness center coordinator for work on SEL lessons 	<p>and principal after events</p> <p>Who will data be shared with?</p> <ul style="list-style-type: none"> • Admin and wellness coordinator meet to review TFI metrics, participation in wellness events, and wellness center student outcomes • Monthly leadership meetings cover staff development implementation data 	
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Funding Sources for District Goal 3	Amount	Description of Use
Academic Competitions (7206/0000)	\$500	Certificated-Stipends
PBIS (7440/0000)	\$500	Certificated- Timesheets
PBIS (7440/0000)	\$500	Materials/Supplies/Equipment
Student Fees (2312/0000)	\$5000	Materials/Supplies/Equipment
Supplemental/Concentration (7201/0000)	\$20000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$15000	Contracts/Services/Subscriptions

<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
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Site Goal 4.1 (SiteGoalID: 6662) (DTS: 02/10/23)

Decrease the percentage of students that are chronically absent from 13.4% to 8%.

Metric: Percent Chronically Absent

Actions/Services 4.1.1 (SiteGoalID: 6662) (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?
<ul style="list-style-type: none"> • Provide clubs relevant to all students • Organize during and after school events and activities that meet student demand • Increase participation in student senate, Link Crew, leadership, and Student Equity Council • Provide necessary supplies and materials to Link Crew, Diamond Day, PBIS, wellness center • Track daily tardies and attendance • Wellness room coordinator meets with chronically absent students • Coordinate with Regional Attendance Improvement Technician to communicate with and identify frequently absent students 	<p>?What data will be collected?</p> <ul style="list-style-type: none"> • Attendance data by Synergy and Regional Attendance Improvement Tech • Detention attendance rates • Saturday school attendance rates • Attendance on dates with special on campus events • SARB letter rates • Track number of students with 8 or more personal illness days <p>How often will data be collected?</p> <ul style="list-style-type: none"> • Regional Attendance Improvement Technician sends report to admin every other week • Attendance tech, VP secretary, and VP review tardies and detention assignments each Monday • Principal shares first period tardies with staff at the end of each week 	

Who will data be shared with?

- First period tardy data goes to whole staff from principal
- Chronic absentee data goes to admin
- Saturday school and detention data visible on Google Sheet for whole staff, updated weekly by VP and VP secretary

Funding Sources for District Goal 4	Amount	Description of Use
Supplemental/Concentration (7201/0000)	\$2000	Certificated- Timesheets
Supplemental/Concentration (7201/0000)	\$2000	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
Academic Competitions (7206/0000)	Certificated-Stipends			\$500		\$500
AP Recruitment (7225/0000)	Certificated- Timesheets	\$1000				\$1000
AVID (7233/0000)	Contracts/Services/Subscriptions	\$7300				\$7300
CTE (7235/0000)	Materials/Supplies/Equipment	\$7000				\$7000
EL Supplemental (7250/0000)	Certificated- Timesheets	\$13000				\$13000
EL Supplemental (7250/0000)	Contracts/Services/Subscriptions	\$2000				\$2000
EL Supplemental (7250/0000)	Materials/Supplies/Equipment	\$3084				\$3084
PBIS (7440/0000)	Certificated- Timesheets			\$500		\$500
PBIS (7440/0000)	Materials/Supplies/Equipment			\$500		\$500
PreAP Training (7218/0000)	Contracts/Services/Subscriptions	\$5000				\$5000
Student Fees (2312/0000)	Materials/Supplies/Equipment	\$15000		\$5000		\$20000

Supplemental/Concentration (7201/0000)	Certificated- Timesheets	\$86000	\$20000	\$2000	\$108000
Supplemental/Concentration (7201/0000)	Classified- Timesheets		\$9000		\$9000
Supplemental/Concentration (7201/0000)	Contracts/Services/Subscriptions	\$37793	\$15000		\$52793
Supplemental/Concentration (7201/0000)	Materials/Supplies/Equipment			\$2000	\$2000
Visual & Performing Arts (VAPA)(7450/0000)	Materials/Supplies/Equipment	\$15000			\$15000

Justification of School-Wide Use of Funds

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

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



V. Funding

Franklin High School (468) | 2023-2024

EGUSD Strategic Goals

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	
2200 Regular Education (9-12) 0000 Unrestricted	0.0000	\$0	\$290,088	\$290,088	\$290,088	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0.0000	\$0	\$20,000	\$20,000	\$15,000	\$0	\$5,000	\$0	\$0
7201 LCFF Supplemental Concentration 7-12 0000 Unrestricted	0.0000	\$0	\$171,793	\$171,793	\$123,793	\$9,000	\$35,000	\$4,000	\$0
7206 Academic Competitions 0000 Unrestricted	0.0000	\$0	\$500	\$500	\$0	\$0	\$500	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0.0000	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0.0000	\$0	\$4,000	\$4,000	\$4,000	\$0	\$0	\$0	\$0
7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0.0000	\$0	\$7,300	\$7,300	\$7,300	\$0	\$0	\$0	\$0
7235 Career and Technical Education (CTE) Site Supplies/Equipment 0000 Unrestricted	0.0000	\$0	\$7,000	\$7,000	\$7,000	\$0	\$0	\$0	\$0
7250 English Learners Supplemental Program Services 7-12 0000 Unrestricted	0.0000	\$0	\$18,084	\$18,084	\$18,084	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0

7450 Visual & Performing Arts (VAPA) 0000 Unrestricted	0.0000	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$540,765	\$540,765	\$486,265	\$9,000	\$41,500	\$4,000	

Fund Subtotals

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

Subtotal of state or local funds included for this school \$540,765

	Signatures: (Must sign in blue ink)	Date
Principal Adam Wood	_____	_____
School Site Council Chairperson Damaris Magana-Alday	_____	_____
EL Advisory Chairperson Ping Zhang	_____	_____

