

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Franklin Elementary

Contact Name and Title

Lisa Shelton

Superintendent/Principal

Email and Phone

lshelton@franklin.k12.ca.us

530-822-5151

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Franklin Elementary School District serves approximately 476 students in grades Transitional Kindergarten–Grade 8. A small percentage (8.4%) of students speak languages other than English in their homes and are limited in their English proficiency. About 50% of these students come from Spanish speaking backgrounds. The District supports an English language development (ELD) program that provides a means for limited English proficient (LEP) students to acquire English skills and academic proficiencies needed to succeed in school.

Franklin School District has a long tradition of academic excellence and we welcome the opportunity to share our program with the community. The staff believes that each student is unique and deserving of a rich educational program. To this end, each student is provided with a rigorous core curriculum in language arts, mathematics, science, social science, fine arts, and physical education. Exposure to this curriculum helps students gain the skills they need to be successful in school and in life. We are fortunate to have an experienced and knowledgeable staff that is eager to make a difference in the lives of children. Parents and community members play an important role in our district. Having a better understanding of the school's educational program, student achievement, and curriculum development can only assist both the school and community in ongoing program improvement.

Our student body is comprised of approximately 47% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all kinds of students for enrollment: students with special education needs or those who receive Title 1 services.

The number of students who qualify for free and reduced breakfast and lunch is approximately 33%.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Improvement to student outcomes continues to be seen across grade levels. English learner reclassification rates continue to increase. Students identified as being chronically tardy has decreased substantially. Most grade levels have seen increases in both ELA and Math on local assessments and statewide assessments.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

According to the Fall 2017 CA School Dashboard, the indicators Franklin School is in the "Blue" and "Green" in are as follows:

Suspension Indicator - All students are in the "Green" performance category. Status is "Low" and the rate has "Declined" by .8%

English Learner Progress Indicator - All students are in the "Blue" performance category. Status is "Very High" and the rate has "Increased Significantly" by 17.8%

ELA Performance Indicator - All students are in the "Green" performance category. Status is "High" with the average student scoring 27.2 points above level 3. Scores have "Declined" by 3.8 points

Math Performance Indicator - All students are in the "Green" performance category. Status is "High" with the average student scoring 13.7 points above level 3. Scores have "Maintained" by 2.6 points

Also, in coordination with Sutter County Superintendent of Schools, Franklin School applied and received a Multi-Tiered Systems of Support (MTSS) grant in the amount of \$50,000. Over the three year grant period Franklin will use the funds to continue efforts to create effective Professional Learning Communities (PLC)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Students in the "Socioeconomically Disadvantaged" student group are performing below "All Students" in ELA and Math. In order to address this particular student group, intensive data analysis will be conducted in order to best plan for core and intervention support. Students will be identified by name in order to create an action plan of support which will include monitoring of progress throughout the year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

A performance gap exists between the "Socioeconomically Disadvantaged" student group and "All Students" in the ELA and Math Indicators

ELA Performance Indicator - All students are in the "Green" performance category. Status is "High" with the average student scoring 27.2 points above level 3. Scores have "Declined" by 3.8 points. The "Socioeconomically Disadvantaged" student group is in the "Orange" performance category. Status is "Low" with the average student scoring 15.1 points below level 3. Scores have "Declined" by 7.3 points.

Math Performance Indicator - All students are in the "Green" performance category. Status is "High" with the average student scoring 13.7 points above level 3. Scores have "Maintained" by 2.6 points. The "Socioeconomically Disadvantaged" student group is in the "Orange" performance category. Status is "Low" with the average student scoring 29.6 points below level 3. Scores have "Declined" by 6.5 points.

In order to address these performance gaps, Franklin School will be implementing common intervention times 2-3 times per week to serve all students learning needs. ELD grouping are also being restructured to allow additional intervention times and increasing the number of students in each ELD group will allow for increased verbal communication opportunities.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

A full time ELD teacher will continue to provide Designated ELD instruction for English Learners, five days a week for 30 minutes. Classroom teachers will provided Integrated ELD instruction through the Wonders (K-5) and Study Sync (6-8) adopted ELA curriculum. An English Language Advisory Committee (ELAC) will meet four times throughout the school year to inform and support parents on how they can help their students at home and what services are available through the school to help their students (e.g., after school program, breakfast program, online resources). Teachers will continue to collaborate on best teaching practices for all students including English learners, low-income students and foster youth. Intervention will be provided to low-income students, English Learners, and foster youth based on individual need. For the 2018-2019 school year a Kinder-Care program will be offered to Kindergarten students, increasing instructional minutes from 1:30 p.m. – 5:30 p.m. Through a tiered tuition system, Kindergarten students can take advantage of the Kinder Care program in which they will be provided practice with routines and academics practiced in the Kindergarten classroom.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,544,562
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,501,918

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The General Fund Expenditures not included in the LCAP include but are not limited to: Contributions to the food service program, general operating costs such as PG & E, instructional aides, materials and supplies and routine maintenance items.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$3,912,883

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Franklin Elementary School District will provide conditions of learning that will develop College and Career Ready students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:

1.1a - Local Indicator – Basic Conditions at School

2017-18:

Maintain standards-aligned instructional materials in ELA/ELD and math

Actual

Maintained standards-aligned instructional materials in ELA/ELD and math

Expected

Metrics/Indicators:

1.1b - Local Indicator – Basic Conditions at School

2017-18:

Evaluate materials to determine what can be repurposed with modification.

Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials

Metrics/Indicators:

1.1d – Inventory of 1:1 devices

2017-18:

Purchase 1:1 devices for an additional 4 classes

Metrics/Indicators:

1.2 - Local Indicator – Implementation of State Academic Standards

2017-18:

Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science

Actual

Materials were not evaluated to determine what can be repurposed with modification.

Free online resources were evaluated. K-5 teachers chose to use "Mystery Science"

1:1 devices were purchased for 4 additional classes

Provided ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science

Expected

Metrics/Indicators:

1.3 - Local Indicator – Basic Conditions at School

2017-18:

Maintain fully credentialed and appropriately assigned teachers

Metrics/Indicators:

1.4a - Daily Instructional Schedule

2017-18:

Maintain broad course access

Metrics/Indicators:

1.4b – Daily Instructional Schedule and Local Indicator – Implementation of State Standards

2017-18:

Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS

Actual

Maintained fully credentialed and appropriately assigned teachers

Maintained broad course access

No school wide collaboration on a comprehensive vision for science.

Expected

Metrics/Indicators:
 1.5 - Local Indicator – Basic Conditions at School (Facilities Inspection Tool)

2017-18:
 Maintain facilities in good repair as per Facilities Inspection Tool

Metrics/Indicators:
 1.1c – Local Indicator – Basic Conditions at School

2017-18:
 Attend Framework roll out offered by Sutter County Superintendent of Schools.
 Begin initial review of materials presented to SBE for recommendation

Actual

Maintained facilities in good repair as per Facilities Inspection Tool

3 teachers attended the HSS Framework rollout offered by SCSOS
 1 teacher attended the HSS publishers instructional materials presentations offered by SCSOS

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain standards-aligned instructional materials in ELA/ELD and math.
 Purchase consumables for ELA/ELD
 Purchase Academic Vocabulary Toolkit for Grade 5

Maintained standards-aligned institutional materials in ELA/ELD and math
 Purchased consumables for ELA/ELD
 Purchased Academic Vocabulary Toolkit for Grade 5 for English learner students

Amount
 a. none
 b.\$200.00
 c. \$500.00

Source
 a. None
 b. Supplemental
 c. Supplemental

Budget Reference
 a. None
 b.4100
 c.4100

Amount
 a. \$0
 b.\$421.00
 c. \$0

Source
 a. None
 b. Supplemental
 c. Supplemental

Budget Reference
 a. None
 b.4100
 c.4100

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Site level planning time dedicated to science
 2. SCSOS Educational Services support for developing units of study, as well as facilitating the process of reviewing materials using the Achieve Lesson Screener and/or EQUIP rubric v. 3.0
 3. SCSOS Educational Services support on-site for supporting NGSS-aligned instructional practices

1. Teachers met in August 2017 to plan for science instruction. Teachers met in grade level teams to plan for science instruction using "Mystery Science."
 2. Teachers were provided resources on Science and Engineering Practice and best practice for classroom implementation during a series of Grade Level Science Summits
 3. On May 3, 2018, SCSOS STEM Coordinator met with the LCAP Committee to discuss plans for NGSS support in 2018

Amount
 a.\$1,000.00 (subs)
 b.\$500.00 (staff dev.)
 c.\$500.00 (on-site staff dev.)

 Source
 a. Supplemental
 b. Supplemental
 c. Supplemental

 Budget Reference
 a.1000-Substitutes, 3xxx-Benefits
 b.1100 - Certificated Teacher Salaries, 3xxx Benefits
 c.1100 – Certificated Teacher Salaries, 3xxx-Benefits

Amount
 a.\$0 (subs)
 b.\$375.00 (staff dev.)
 c.\$0 (on-site staff dev.)

 Source
 a. Supplemental
 b. Supplemental
 c. Supplemental

 Budget Reference
 a.1000-Substitutes, 3xxx-Benefits
 b.1100 - Certificated Teacher Salaries, 3xxx Benefits
 c.1100 – Certificated Teacher Salaries, 3xxx-Benefits

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials. Teachers participate in a History/Social Studies Framework Rollout offered by Sutter County Superintendent of Schools.

3 teachers attended the History/Social Studies Framework Rollout offered by Sutter County Superintendent of Schools in November/December 2017. One teacher and administrator was provided one-on-one support from SCSOS Professional Development Coordinator in May 2018.

Amount
 a.\$200.00 (substitutes)
 b.\$300.00 (staff dev.)

Source
 a. Supplemental
 b. Supplemental

Budget Reference
 a.1000- Substitutes, 3xxx - Benefits
 b.1100 – Certificated Teacher Salaries, 3xxx-Benefits

Amount
 a.\$0(substitutes)
 b.\$0 (staff dev.)

Source
 a. Supplemental
 b. Supplemental

Budget Reference
 a.1000- Substitutes, 3xxx - Benefits
 b.1100 – Certificated Teacher Salaries, 3xxx-Benefits

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Update the current infrastructure to accommodate additional 1:1 devices
2. Purchase new domain controller
3. Upgrade wireless access points in 5 classrooms
4. In order to accommodate the increased number of computers in the lab in classrooms, consider increasing lab tech hours

1. Updated the current infrastructure to accommodate additional 1:1 devices
2. Purchased new domain controller
3. Upgraded wireless access points in 5 classrooms
4. Did not increase number of lab tech hours

Amount

- a. \$50,000.00 (1:1 devices)
- b.\$3,940.00 (domain controller)
- c. \$2,400.00 ((upgrade wireless)
- d.\$13,516.00 (aide salary)

Source

- a.REAP
- b.REAP
- c.REAP
- d.REAP

Budget Reference

- a.6000 – Capital Outlay
- b. 5000 – Services and Other Operating Expenditures
- c. 5000 – Services and Other Operating Expenditures
- d. 2000 & 3000 – Classified Salaries and Benefits

Amount

- a. \$46,415.00 (1:1 devices)
- b.\$2,601.00 (domain controller)
- c. \$1,506.00 ((upgrade wireless)
- d.\$0 (aide salary)

Source

- a.REAP
- b.REAP
- c.REAP
- d.REAP

Budget Reference

- a.6000 – Capital Outlay
- b. 5000 – Services and Other Operating Expenditures
- c. 5000 – Services and Other Operating Expenditures
- d. 2000 & 3000 – Classified Salaries and Benefits

Action 5

Planned Actions/Services

1. Teachers will participate in Grade-Level Summits and other county-wide professional development opportunities offered

Actual Actions/Services

1. Grade Level Summit Participation
8 teachers participated in an ELA/ELD Summit offered by

Budgeted Expenditures

Amount

- a.\$5,000.00 (staff dev.)
- b.\$2,000.00 (staff dev.)
- c.\$1,500.00 (staff dev.)

Estimated Actual Expenditures

Amount

- a.\$6,000.00 (staff dev.)
- b.\$600.00 (staff dev.)
- c.\$0 (staff dev.)

Planned Actions/Services

through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.

2. Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas.

3. Kindergarten–Grade 5 teachers will work with SCOE consultant, to engage in professional development specific to Wonders assessment and writing

4. 4 teachers will participate in the Chico CUE conference

5. 4 teachers will attend Sacramento Area Science Project (SASP) Summer Institute at Sacramento State, June 19-22, 2017

6. Consider sending teachers to Kate Kinsella sessions through Sutter County Superintendent of Schools

7. Teachers will attend the History/Social Studies Framework

Actual Actions/Services

SCSOS in October 2017

6 teachers participated in an ELA/ELD Summit offered by SCSOS in October 2017

3 teachers participated in a Science Summit offered by SCSOS in March 2018

5 teacher participated in a Science Summit offered by SCSOS in March 2018

2. Customized Professional Development

3. SCOE support for Wonders was not offered

4. In June 2017, 4 teachers participated in the Chico CUE conference

5. Four teachers attended the Sacramento Area Science Project (SASP) Summer Institute at Sacramento State, June 19-22, 2017

6. Four teachers participated in the "Tools for Preparing Grade 3-12 English Learners to Construct Competent Written Responses" with Kate Kinsella and Theresa Hancock.

Budgeted Expenditures

d. \$1,005.00

e. \$2,000.00

f.\$500.00 (subs)

g.\$200.00 (subs)

Source

a.supplemental

b.supplemental

c.supplemental

d.educator effectiveness funds

e.educator effectiveness funds

f. Title II

g.supplemental

Budget Reference

a.1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits

b. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits

c. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits

d. 5802

e. 5802

f.1000

Estimated Actual Expenditures

d. \$796.00

e. \$2,000.00

f.\$500.00 (subs)

g.\$250.00 (subs)

Source

a.supplemental

b.supplemental

c.supplemental

d.educator effectiveness funds

e.educator effectiveness funds

f. Title II

g.supplemental

Budget Reference

a.1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits

b. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits

c. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits

d. 5802

e. 5802

f.1000

Planned Actions/Services

Rollout through Sutter County Superintendent of Schools

Actual Actions/Services

7. Three teachers attended the History/Social Studies Framework Rollout through Sutter County Superintendent of Schools

Budgeted Expenditures

Estimated Actual Expenditures

Action 6

Planned Actions/Services

Maintain fully credentialed and appropriately assigned teachers

Actual Actions/Services

Maintained fully credentialed and appropriately assigned teachers

Budgeted Expenditures

Amount
\$1,987,512.00 (Sims, Poppinga, Cruz included in other actions)

Source
Base

Budget Reference
1100 – Certificated Teacher Salaries, 3xxx Benefits

Estimated Actual Expenditures

Amount
\$1,935,734.00 (Sims, Poppinga, Cruz included in other actions)

Source
Base

Budget Reference
1100 – Certificated Teacher Salaries, 3xxx Benefits

Action 7

Planned Actions/Services

- 1. Maintain broad course access for all students
- 2. Enhance the GATE program for

Actual Actions/Services

- 1. Maintained broad course access for all students.
- 2. Enhanced the GATE program

Budgeted Expenditures

- Amount
- a.None
- b.\$7,500.00 (field trips, GATE

Estimated Actual Expenditures

- Amount
- a.None
- b.\$2,485.00 (field trips, GATE

Planned Actions/Services

all students through increased opportunities within the school day

3. Conduct a needs assessment in VAPA, music, PE, and art in order to establish a funding source for maintaining and updating programmatic needs
4. Purchase Art with Joy DVDs for art instruction in Kindergarten–Grade 5.
5. 5th–8th Grade students will participate in 2 six week art sessions throughout the year with art consultant.
6. Maintain full-time PE instructor
7. Maintain full time music teacher (Kindergarten-Grade 5 classroom music and Grades 6-8 choir/band)
8. Evaluate master schedule to allow for 50-minute band class

Actual Actions/Services

for all students through increased opportunities within the school day by offering art in grades 5-8, additional science opportunities in grades 5 and 7, and additional after school classes including cooking and Nature Bowl.

3. A needs assessment to determine programmatic needs for VAPA, music, PE, and art was not conducted
4. Purchased Art with Joy DVDs for art instruction in Kindergarten–Grade 5.
5. 5th–8th Grade students will participate in 2 six week art sessions throughout the year with art consultant.
6. Maintained full-time PE instructor
7. Maintained full time music teacher (Kindergarten-Grade 5 classroom music and Grades 6-8 choir/band). Individual grade level performances for grades K-5 students took place monthly. A co-band performance with Twin

Budgeted Expenditures

classes)

- c.None
- d.\$1,000.00 (DVDs)
- e.\$7,000.00
- f. \$95,233.00
- g. \$93,651.00
- h.None

Source

- a.None
- b.Local Revenues, Supplemental
- c.None
- d.Base
- e. Supplemental
- f.Base
- g.Base
- h.None

Budget Reference

- a.None
- b.5xxx– Services & Other operating expenses
- c.None
- d.4300 – Instructional Supplies
- e. 5xxx –Services
- f.1100 - Certificated Teacher, 3xxx Salaries

Estimated Actual Expenditures

classes)

- c.None
- d.\$1,073.00 (DVDs)
- e.\$1,950.00
- f. \$98,246.00
- g. \$94,870.00
- h.None

Source

- a.None
- b.Local Revenues, Supplemental
- c.None
- d.Base
- e. Supplemental
- f.Base
- g.Base
- h.None

Budget Reference

- a.None
- b.5xxx– Services & Other operating expenses
- c.None
- d.4300 – Instructional Supplies
- e. 5xxx –Services
- f.1100 - Certificated Teacher, 3xxx Salaries
- g.1100 – Certificated Teacher,

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Rivers Charter School took place on February 22, 2018. A choir performance was held on May 16, 2018.
 8. The master schedule was evaluated, however a 50-minute band class was not conducive to the schedule

g.1100 – Certificated Teacher,
 3xxx- Salaries
 h.None

3xxx- Salaries
 h.None

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction
 2. Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies
 3. Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools

1. Teachers met in August to evaluate the master schedule and discuss instructional minutes for science. Kinder-Grade 5 students get about 1-2 days per week of science instruction. 6th grade student receive about 3 days a week of science instruction. 7th-8th grade students received daily science instruction.
 2. A year long overview was not developed
 3. Professional learning for administrators did not occur

Amount
 a. See action 1.1b
 b.\$1,000.00 (staff development)
 c.\$1,000.00 (admin. support)

Source
 a. None
 b. Supplemental
 c. Supplemental

Budget Reference
 a. None
 b. 1100 Certificated Teacher Salaries, 3xxx Benefits
 c. 1100 Certificated Teacher Salaries, 3xxx Benefits

Amount
 a. See action 1.1b
 b.\$0 (staff development)
 c.\$0 (admin. support)

Source
 a. None
 b. Supplemental
 c. Supplemental

Budget Reference
 a. None
 b. 1100 Certificated Teacher Salaries, 3xxx Benefits
 c. 1100 Certificated Teacher Salaries, 3xxx Benefits

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- 1. Maintain facilities in good repair as per Facilities Inspection Tool
- 2. Repair roof leaks due to excessive rain in 2016-17
- 3. Repair dry rot as a result of excessive rain
- 4. Repair roof gutters in the 6th Grade wing
- 5. Continue parking lot expansion

- 1. Maintained facilities in good repair as per Facilities Inspection Tool
- 2. Repaired roof leaks due to excessive rain in 2016-17
- 3. Did not repair dry rot as a result of quotes coming back higher than expected
- 4. Did not repair roof gutters in the 6th Grade wing
- 5. Continued Parking lot expansion. Bid was received and the parking lot will be completed to include 62 additional parking spaces in the Summer of 2018

- Amount
- a.\$250.00
 - b.\$10,000.00
 - c.\$5,000.00
 - d.\$5,000.00
 - e.\$240,000.00

- Source
- a. Base
 - b. Base
 - c. Base
 - d. Base
 - e. Base

- Budget Reference
- a.6200 -Doug Reeder (contract)
 - b 6200 – Repair roof leaks
 - c.6200 – Repair dry rot
 - d.6200 – Repair roof gutters
 - e.6170 – Parking Lot

- Amount
- a.\$250.00
 - b.\$335.00
 - c.\$0
 - d.\$0
 - e.\$150,322.00

- Source
- a. Base
 - b. Base
 - c. Base
 - d. Base
 - e. Base

- Budget Reference
- a.6200 -Doug Reeder (contract)
 - b 6200 – Repair roof leaks
 - c.6200 – Repair dry rot
 - d.6200 – Repair roof gutters
 - e.6170 – Parking Lot

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services effectively supported the achievement of Goal 1, Franklin Elementary School District will provide conditions of learning that will develop College and Career Ready students. All students received mathematics and ELA/ELD instruction using CA standards-aligned instructional materials. Staff development was provided in the areas of ELA/ELD and writing. 100% of teachers were appropriately assigned and credentialed and we maintained a broad course of study with 100% of students having access to standards aligned instructional materials. During the 2017-2018 school year 7 students were reclassified.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2017-2018 school year the technological infrastructure was updated to accommodate additional 1:1 devices. Four classrooms received 1:1 devices in 2017-2018, with the goal of all students receiving 1:1 devices by the year 2020. Teachers participated in grade level summits offered by the Sutter County Superintendent of Schools Office (SCSOS) in the areas of ELA/ELD, NGSS and social science. Certain grade levels began providing a common intervention time to address all students' academic needs. A full time Physical Education teacher ensured that all students received the required P.E. minutes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2 - Budget Expenditures exceeded the Estimated Actual because teachers did not attend the training as anticipated.

Action 4 - Budget Expenditures exceeded the Estimated Actual because costs for 1:1 devices were less than anticipated. Also, aide hours were not increased as anticipated.

Action 7 - Budget Expenditures exceeded the Estimated Actual because the cost for art consultant was less than anticipated.

Action 8 - Budget Expenditures exceeded the Estimated Actual because planned activities for science implementation did not occur as planned.

Action 9 - Budget Expenditures exceeded the Estimated Actual because cost of repairs were less than anticipated. Also, dry rot repairs and repairs to the roof gutters did not occur.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Franklin School, in collaboration with SCSOS received a Multi-tiered systems of support (MTSS) grant in the amount of \$50,000.00 Staff development will continue in the area of Response to Intervention (RTI). August staff development in the area of RTI will be offered to all teachers during a 2 day seminar. Ongoing staff development in the area of RTI will be provided throughout the 2018-2019 school year. Technology will again be a goal in 2018-2019 with an additional 5 classrooms getting 1:1 devices for students. The first phase of a 3 year plan for security cameras will be implemented in 2018-2019.

Goal 2

Franklin Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:
2.1a – Academic Progress Indicator
And
CAASPP Data

2017-18:
Increase status to reflect 36 points above Level 3 (Standard Met) to 41 points above Level 3 (Standard Met)
Adjust 2018-19 based on November release of the Dashboard

Grade level and overall CAASPP scores will increase 4-5%

Actual

According to the November 2017 release of the CA Schools Dashboard: Status reflects 27.2 points above Level 3 (Standard Met). Change reflects "Declined" by 3.8 points.

According to preliminary ELA CAASPP data from 2017-18, grade level and overall CAASPP scores reflect:

- 3rd grade - Baseline
- 4th grade - decreased 16%
- 5th grade - increased 21%
- 6th grade - increased 5%
- 7th grade - increased 29%
- 8th grade - increased 3%

Expected

Actual

According to 2015-16, 2016-17 and preliminary 2017-18 ELA CAASPP data, student cohort data reflects:

3rd grade - 63%

Initial Assessment Taken

Current 4th grade students -

2016-17 - 68%

2017-18 - 65%

Current 5th grade students-

2015-16 - 65%

2016-17 - 81%

2017-18 - 70%

Current 6th grade students-

2015-16 - 66%

2016-17 - 49%

2017-18 - 74%

Current 7th grade students -

2015-16 - 68%

2016-17 - 69%

2017-18 - 79%

Current 8th grade students -

2015-16 - 58%

2016-17 - 50%

2017-18 - 68%

Metrics/Indicators:

2.1b – Academic Progress Indicator

And

According to the November 2017 release of the CA Schools Dashboard: Status reflects 13.7 points above Level 3 (Standard Met). Change reflects "Maintained" by 2.6 points.

Expected

CAASPP Data

2017-18:

Increase status to reflect 16.1 points above Level 3 (Standard Met) to 21.1 points above Level 3 (Standard Met)

Adjust 2018-19 based on November release of the Dashboard

Grade level and overall CAASPP scores will increase 3-4%

Actual

According to preliminary Math CAASPP data from 2017-18, grade level and overall CAASPP scores reflect:

3rd grade - Baseline

4th grade - decreased 9%

5th grade - increased 16%

6th grade - decreased 8%

7th grade - increased 31%

8th grade - decreased 9%

According to 2015-16, 2016-17 and preliminary 2017-18 Math CAASPP data, student cohort data reflects:

3rd grade - 83%

Initial Assessment Taken

Current 4th grade students -

2016-17 - 85%

2017-18 - 76%

Current 5th grade students-

2015-16 - 82%

2016-17 - 85%

2017-18 - 54%

Current 6th grade students-

2015-16 - 64%

2016-17 - 38%

2017-18 - 57%

Current 7th grade students -

2015-16 - 49%

2016-17 - 65%

Expected

Metrics/Indicators:

2.2 - API

2017-18:

Await guidance from the State

Actual

2017-18 - 75%

Current 8th grade students -

2015-16 - 43%

2016-17 - 44%

2017-18 - 70%

API has been eliminated and replaced with an updated accountability system

Expected

Metrics/Indicators:

2.3 – Local ELA/ELD data

2017-18:

Wonders Data for Units 3 and 5

Kindergarten 90%

1st Grade 89%

2nd Grade 60%

3rd Grade 60%

4th Grade 50%

5th Grade 40%

K-5 Weighted 64%

StudySync Data for 2 units

6th Grade 45%

7th Grade 57%

8th Grade 57%

6-8 Weighted 58%

Actual

2017-18:

Wonders Data for Units 3 and 5

Kindergarten 95%

1st Grade 85%

2nd Grade 77%

3rd Grade 72%

4th Grade 66%

5th Grade 22%

K-5 Weighted 68%

StudySync Data for Units 1 and 3

6th Grade 71%

7th Grade 90%

8th Grade 59%

6-8 Weighted 73%

Expected

2017-18
GoMath! Data (All Units)
Kindergarten 90%
1st Grade 79%
2nd Grade 90%
3rd Grade 62%
4th Grade 53%
5th Grade 40%
K-5 Weighted 68%

CPM Data (Beginning, Middle, End of Year)
6th Grade 35%
7th Grade 25%
8th Grade 25%
6-8 Weighted 25%

Metrics/Indicators:
2.5– Reclassification data

2017-18:
Reclassify an additional 3 students

Metrics/Indicators:
2.6 – English Learner Progress Indicator and Local EL data

2017-18:

Actual

2017-18
GoMath! Data (All Units)
Kindergarten 95%
1st Grade 71%
2nd Grade 98%
3rd Grade 61%
4th Grade 59%
5th Grade 28%
K-5 Weighted 64%

CPM Data (Beginning, Middle, End of Year)
6th Grade 46%
7th Grade 41%
8th Grade 30%
6-8 Weighted 39%

Reclassified 7 students

EL students took the Summative ELPAC Assessment in the Spring of 2018. Baseline data was established.

Kindergarten

Expected

Baseline will be established with English Language Proficiency Assessment for California (ELPAC)

Actual

Level 3 - 4 students
Level 4 - 1 student

1st Grade
Level 1 - 1 student
Level 2 - 2 students
Level 3 - 3 students
Level 4 - 4 student

2nd Grade
Level 3 - 1 student
Level 4 - 3 students

3rd Grade
Level 3 - 4 students
Level 4 - 1 student

4th Grade
Level 3 - 3 students
Level 4 - 3 students

5th Grade
Level 4 - 1 student

6th Grade
Level 3 - 1 student

7th Grade

Expected

Actual

Level 3 - 1 student
Level 4 - 1 student

8th Grade
Level 3 - 1 student
Level 4 - 1 student

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 ELA CAASPP data with SCSOS Educational Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC

Grade 3-8 teachers analyzed ELA CAASPP data during grade level collaboration meetings. Additional time will need to be dedicated in 2018-19 in order to specifically identify students who are not meeting grade level expectations.

Amount
\$500.00

Source
Supplemental

Budget Reference
1100 Certificated Teacher Salaries, 3xxx Benefits

Amount
\$0

Source
Supplemental

Budget Reference
1100 Certificated Teacher Salaries, 3xxx Benefits

Action 2

Planned Actions/Services

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 Math CAASPP data with SCSOS Educational Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC

Actual Actions/Services

Grade 3-8 teachers analyzed Math CAASPP data during grade level collaboration meetings. Additional time will need to be dedicated in 2018-19 in order to specifically identify students who are not meeting grade level expectations.

Budgeted Expenditures

Amount
\$500.00

Source
Supplemental

Budget Reference
1000 & 1100 Substitutes and Certificated Teacher Salaries, 3xxx Benefits

Estimated Actual Expenditures

Amount
\$0

Source
Supplemental

Budget Reference
1000 & 1100 Substitutes and Certificated Teacher Salaries, 3xxx Benefits

Action 3

Planned Actions/Services

Maintain API as we await guidance from the State

Actual Actions/Services

API was eliminated and replaced with an updated accountability system

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 4

Planned Actions/Services

1. Evaluate the master schedule to determine and discuss common intervention times and available resources. Consider

Actual Actions/Services

1. Discussions surrounding the Master schedule are ongoing and will need to be addressed further in 2018-19. Currently, the

Budgeted Expenditures

Amount
a. None
b,\$500.00
c.None

Estimated Actual Expenditures

Amount
a. None
b,\$1,417.00
c.None

Planned Actions/Services

- common times for grade level spans in order to maximize resources
- 2. Provide paraprofessionals ELA training in order to better support students and teachers
- 3. Evaluate ways to increase collaboration opportunities for teachers on minimum days so teachers can more effectively analyze data and plan for instruction and intervention opportunities for students
- 4. Continue to receive Illuminate support in order to streamline Wonders and StudySync assignments and assessments into the online report card
- 5. Update the current assessment plan
- 6. Continue reading lab

Actual Actions/Services

- teachers 1st, 4th, and 7th/8th share a common intervention time.
- 2. Paraprofessionals did not receive training specific to ELA. All Paraprofessionals participated in Love and Logic training on February 22, 2018.
- 3. 2 additional minimum days have been added to 2018-19 calendar in order to provide additional collaboration opportunities for teachers.
- 4. Contracted with a data Coordinator who pulled reports, aligned report cards, created and edited assessments, and provided data to teachers upon request.
- 5. The current assessment plan reflects K-5 teachers administering units 3 and 5 and 6-8 teachers administering units 1 and 3.
- 6. Continued Reading Lab for identified students in grades 1 and 2. Students work one-on-one using "Reading Recovery" 4

Budgeted Expenditures

- d.See Action 2.4
- e.None
- f.\$6,250.00

- Source
- b.Supplemental
- d.Supplemental
- f.Supplemental

- Budget Reference
- b.5800
- d.5800
- f.5800 and 2100

Estimated Actual Expenditures

- d.See Action 2.4
- e.None
- f.\$7,791.00

- Source
- b.Supplemental
- d.Supplemental
- f.Supplemental

- Budget Reference
- b.5800
- d.5800
- f.5800 and 2100

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

days per week.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Continue to receive Illuminate support in order to streamline GoMath! and CPM assignments and assessments into the online report card
2. Update the assessment plan

1. Contracted with a data Coordinator who pulled reports, aligned report cards, created and edited assessments, and provided data to teachers upon request.
2. Assessment plan was reviewed, however no updates were recommended.

Amount
 a. \$5,400.00 (Contract)
 b. None

Source
 a. Supplemental

Budget Reference
 5800

Amount
 a. \$9,000.00 (Contract)
 b. None

Source
 a. Supplemental

Budget Reference
 5800

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week
2. Teachers will be provided EL data for every EL in their class in order to provide improved

1. All English learners received improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week. ELD teacher attended numerous professional development trainings and collaborated with other ELD

Amount
 a. \$71,086.00
 b. None
 c. None
 d. See a
 e. \$500.00
 f. \$500.00
 g. \$100.00

Amount
 a. \$71,966.00
 b. None
 c. None
 d. See a
 e. \$0
 f. \$0
 g. \$0

Planned Actions/Services

Integrated and Designated ELD services
 3. LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher
 4. Maintain ELD/Intervention teacher in order to provide improved Designated ELD services
 5. ELD teacher will collaborate with other Sutter County Superintendent of Schools Title III Coordinator and ELD teachers in Sutter County on best practices and lesson design
 6. EL teacher will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners
 7. ELD teacher will be provided professional development on the transition from CELDT to ELPAC

Actual Actions/Services

teachers in the county on improving daily ELD instruction
 2. EL Data was not directly provided to teachers in the Fall because CELDT testing was not completed due to the transition to the ELPAC.
 3. One 8th grade English learner was identified as being a Long Term English Learner (LTEL). A meeting was held with support staff at the high school he will be attending in order to best plan for his services. An additional student was identified as being "at risk" of becoming a LTEL and will be monitored in the upcoming year.
 4. Maintained ELD/Intervention teacher in order to provide improved Designated ELD services
 5. ELD teacher collaborated with the Title III Coordinator at SCSOS and the ELD teacher from Brittan Elementary School 5 times throughout the school year. Collaboration sessions

Budgeted Expenditures

h. None
 I .None

 Source
 a .Title I
 e. Supplemental
 f. Supplemental
 g .Supplemental

 Budget Reference
 a.1100 – Sims Salary, 3xxx Benefits
 e.1100 – Staff Development – Sims, 3xxx Benefits
 f. 1100 – Staff Development – Sims, 3xxx Benefits
 g.1100 – Staff Development – Sims, 3xxx Benefits

Estimated Actual Expenditures

h. None
 I .None

 Source
 A .Title I
 e. Supplemental
 f. Supplemental
 g .Supplemental

 Budget Reference
 a.1100 – Sims Salary, 3xxx Benefits
 e.1100 – Staff Development – Sims, 3xxx Benefits
 f. 1100 – Staff Development – Sims, 3xxx Benefits
 g.1100 – Staff Development – Sims, 3xxx Benefits

Planned Actions/Services

and how it impacts testing and monitoring of student data and progress

8. Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers

9. Reclassification Policy will be updated to include data from local assessments

Actual Actions/Services

included sharing best practices, evaluating student data, and planning for instruction

6. ELD teacher attended a six day series on "Tools to Support Developing Writers in Constructing Competent Texts" with Dr. Kate Kinsella and Theresa Hancock

7. ELD teacher attended ELPAC Summative Assessment training at SCOE on December 13, 2017 and the ELPAC Initial Assessment training at SCSOS on May 23, 2018.

8. The ELD teacher attended grade level collaboration meetings in January 2018 and shared sample released ELPAC test questions with all teachers. At the February 2018 staff meeting, the ELD teacher presented ELPAC updates and information on testing procedures.

9. Reclassification policy was not updated. It was determined it would be best to wait for

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

guidance from the state regarding how ELPAC will change the current Reclassification criteria.

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services effectively supported the achievement of Goal 2. In grades K-5 GoMath assessment was used to target areas of need, as well as areas of strength. In grades 6-8 teachers used a pre-test, mid-year test and end of the year test. The end of the year test showed positive increases from the 2016-2017 school year. In 2017-2018 seven students reclassified, an increase of 3 students from the 2016-2017 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Increasing ELD instruction for a fifth day in 2017-2018 (30 minutes per day) helped increase the success of English Learner students. Seven students reclassified during the 2017-2018 school year, compared with four students in the 2016-2017 school year. The results of classroom assessments helped to guide intervention and extension of teaching/learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Budget Expenditures exceeded the Estimated Actual because work was completed during Wednesday collaboration time.
 Action 4 - Budget Expenditures were less than the Estimated Actual due to increased cost per hour for Reading Lab aides.
 Action 5 - Budget Expenditures were less than the Estimated Actual because more support was needed than expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The parking lot project was completed during the summer of 2018. An additional 2 minimum days were added to the 2017-2018 school calendar.

These 2 days will provide increased collaboration time for teachers to analyze data and provide intervention/enrichment activities. A common intervention time has been created for all grade levels at least 2 days per week for 2018-2019. The full time ELD teacher will be retained for future years to support English Learners, parents and teachers. A new reclassification policy will be created in 2018-2019 to address the change from CELDT to ELPAC.

Goal 3

Franklin Elementary School District will promote student engagement and a school culture conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:
3.1 – Parent, Student, and Staff Surveys

2017-18:
Continue to administer Parent, Student, and Staff Survey

Metrics/Indicators:
3.2 – Sign in Sheets

2017-18:
Parent and student attendance at workshops will increase

Actual

Parent, staff, and student survey administered in March 2018

Parent attendance increased

Expected

Metrics/Indicators:
3.3 – Survey of English learner parents

2017-18:
Maintain increased involvement

Metrics/Indicators:
3.4 – Suspension Rate Indicator and
Local Suspension Data

2017-18:
Decrease the number of students suspended by 2

Metrics/Indicators:
3.5 – Expulsion Data and Middle School Drop Out Data

2017-18:
Maintain 0 expelled students
Maintain 0 middle school dropout students

Actual

Maintained increased involvement of English learner parents. An average of 10 parents attend ELAC meetings.

4 students were suspended in 2017-18. This is a decrease in 3 students from the previous year.

Maintained 0 expelled students
Maintained 0 middle school dropout students

Expected

Metrics/Indicators:
3.6 – Attendance Data

2017-18:
Increase attendance rate to 97%
15 or fewer students identified as chronically absent
76 or fewer students identified as chronically tardy

Metrics/Indicators:
3.7 – Transportation Costs

2017-18:
Continue to supplement transportation services

Metrics/Indicators:
3.8 – After School Program Data

2017-18:
Maintain after school program

Actual

25 students identified as chronically absent
9 students identified as chronically tardy

Continued to supplement transportation services

Maintained after school program

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

1. Continue to administer the parent, student, and staff survey 1-2 times per year
2. Post resources on the website for parents to support students at home
3. Send home announcements on Monday instead of Wednesday. Also provide information electronically
4. Continue to post electronically and send home teacher collaboration notes describing what teachers do during Wednesday minimum day collaboration meetings
5. Weekly bulletin will better reflect the school wide happenings so teachers can be made aware of all school activities
6. The Franklin School Parents' Club will e-mail staff regarding school-wide happenings and events on a regular basis

Actual Actions/Services

1. Surveys administered in March 2018. 102 parent surveys were returned. 100% of students in grades Kinder-8 took the student survey.
2. Resources including links to the curriculum and games to support grade level standards are included on the website.
3. All announcements are sent home electronically to families on Wednesdays. Families may request paper copies be sent home instead.
4. Notes from teacher collaboration notes are posted monthly
5. Monday Message from the Superintendent includes events and important updates.
6. The Franklin School Parents' Club e-mails staff regarding school-wide happenings and events. Information is also sent home to families electronically and/or paper copy upon request

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 2

Planned Actions/Services

1. Provide a Kindergarten parent orientation that explains traditions, school-wide events, and how parents can become involved in various events throughout the year
2. Provide a translator at Kindergarten parent orientation
3. Provide a workshop for parents on how to access the Parent Portal in Illuminate at Back to School Night

Actual Actions/Services

1. Kindergarten parent orientation took place on August 11, 2017.
2. A translator was available, but not utilized at Kindergarten Orientation.
3. Parents of 6th-8th grade students attended a workshop at Back to School Night on how to access the Parent Portal in Illuminate

Budgeted Expenditures

- Amount
- a. None
 - b. \$20.00
- Source
- b. Supplemental
- Budget Reference
- b. 2100

Estimated Actual Expenditures

- Amount
- a. \$0
 - b. \$0
 - c. \$0
- Source
- b. Supplemental
- Budget Reference
- b. 2100

Action 3

Planned Actions/Services

1. Videotape teachers teaching a lesson so parents of English learners can observe instruction and use similar strategies at home
2. Hold ELAC meetings at a later time of the day in order to accommodate parents' work schedules

Actual Actions/Services

1. Teachers were not videotaped teaching lessons.
2. ELAC meetings were changed from 5:30pm to 5:00pm. Attendance did not change, however parents indicated the later meeting time did allow for more consistent attendance

Budgeted Expenditures

None

Estimated Actual Expenditures

none

Planned Actions/Services

- 3. Provide parents more notice of ELAC meetings
- 4. Provide parents information on the transition from CELDT to ELPAC.
- 5. Inform parents of changes to reclassification procedures as we await ELPAC scores

Actual Actions/Services

- 3. Notice of all meetings including the agenda is sent home 1 week prior to the meeting. Information is also included on the website.
- 4. Information on the transition from the CELDT to ELPAC was discussed at each ELAC meeting. Parents were provided samples of released ELPAC test questions and shown where to access resources on the website at the January 22, 2018 meeting.
- 5. Information on Reclassification and ELPAC scoring was discussed at all ELAC meetings. Parents will need further information when scores are received.

Budgeted Expenditures

Estimated Actual Expenditures

Action 4

Planned Actions/Services

- 1. Investigate PBIS as a school wide behavior system
- 2. Conduct a needs assessment

Actual Actions/Services

- 1. Investigated PBIS. Ongoing discussion is needed.
- 2. The parent and staff survey

Budgeted Expenditures

- Amount
- a.None
- b.None

Estimated Actual Expenditures

- Amount
- a.None
- b.None

Planned Actions/Services

from staff and parents regarding the need for additional counseling and administrative support
 3. Investigate obtaining additional hours of psychology support for students
 4. Review the discipline policy handbook in order to make more uniform decisions for students regarding discipline
 5. Train all yard duty personnel in the Fall on discipline policies and procedures and playground rules
 6. Hold a Back to School assembly to review rules and procedures with students

Actual Actions/Services

indicated the need for additional counseling support. A counselor was provided by SELPA one day per week. Students receiving IEP services as well as students needing Tier 1 and Tier 2 behavior supports were the priority.
 3.No additional hours of psychology support for students were available
 4. Did not review the discipline policy handbook
 5. All yard duty personnel received "Love and Logic" training on February 22, 2018 and were trained on discipline policies and procedures and playground rules in August 2017
 6. At the Back to School assembly on August 16, 2017, all K-8 students reviewed the school wide rules playground expectations.

Budgeted Expenditures

c.None
 d.None
 e. \$1,000.00
 f.None
 Source
 e. Supplemental
 Budget Reference
 e.5800

Estimated Actual Expenditures

c.None
 d.None
 e. \$0
 f.None
 Source
 e. Supplemental
 Budget Reference
 e.5800

Action 5

Planned Actions/Services

- 1. Maintain 0 expelled students
- 2. Maintain 0 middle school dropout students

Actual Actions/Services

- 1. Maintained 0 expelled students
- 2. Maintained 0 middle school dropout students

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 6

Planned Actions/Services

- 1. Provide students attendance incentives
- 2. Positive attendance certificates distributed monthly by the Principal in the primary grades

Actual Actions/Services

- 1. 37 students were individually recognized and awarded a Perfect Attendance certificate and a gift card. Students were also recognized in the newsletter and on the website.
- 2. The Principal did not distribute monthly attendance certificates to students

Budgeted Expenditures

Amount
 a.\$1,000.00
 b.\$500.00

Source
 a.Supplemental
 b.Supplemental

Budget Reference
 a.4300
 b.4300

Estimated Actual Expenditures

Amount
 a.\$70.00
 b.\$0

Source
 a.Supplemental
 b.Supplemental

Budget Reference
 a.4300
 b.4300

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to supplement transportation services for in-district students

Continued to supplement transportation services for in-district students

Amount
\$110,000.00

Source
Supplemental

Budget Reference
5000 – 5999 Operating Expenses

Amount
\$76,075.00

Source
Supplemental

Budget Reference
5000 – 5999 Operating Expenses

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Maintain “The Bulldog Academy” after school program (formerly known as “The Doghouse”)
2. Begin offering Kindercare in the after school program until 2:40 pm daily

1. Maintained “The Bulldog Academy” after school program.
2. Kindercare is offered 1:30pm-2:40pm daily. Beginning in 2018-19 students will be invited to stay until the end of the regular day after school program at 5:30 pm.

Amount
a.\$44,000.00
b.\$2,500.00

Source
a.Locally Restricted Funds
b.Locally Restricted Funds

Budget Reference
a.2000-2999, 3xxx Benefits
b.2000-2999, 3xxx Benefits

Amount
a.\$49,345.00
b.\$3,854.00

Source
a.Locally Restricted Funds
b.Locally Restricted Funds

Budget Reference
a.2000-2999, 3xxx Benefits
b.2000-2999, 3xxx Benefits

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services effectively supported the achievement of Goal 3, promoting student engagement and a school culture conducive to learning. A parent and student survey was administered in the spring of 2018. Of the 102 parents that completed the survey 97.03 % indicated that they felt that Franklin Elementary School District promotes parent involvement. A Kindergarten parent orientation was held before school began to explain to new parents, traditions, school-wide events and how parents can become involved in various events throughout the year. Parents were informed of Wednesday collaboration meeting agendas through a posting on the website. The after school program (Bulldog Academy) offered homework assistance to approximately 70 students daily. During the 2017-2018 school year, the Bulldog Academy offered Kinder-care to kindergarten students until 2:40 p.m., to assist parents in not having to come to school multiple times to pick up students. ELAC meetings were held three times throughout the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

ELAC Meetings were well attended during the 2017-2018 school year. A Mental Health Clinician was added in the spring of 2018 to help address Tier 2 and Tier 3 behavioral concerns. 100% of parents invited to Parent/Teacher conferences attended conferences during the Fall of 2017. Parent involvement continued to be high as evidenced by high numbers of parents volunteering in their child's classroom, as well as participating in school events such as Music events, Jogathon, Donuts with Dads, etc. This year a first –ever Patriotic Day was held in May 2018. The response was positively overwhelming by both staff and the Franklin School community.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4 -Action 1 - Budget Expenditures were less than the Estimated Actual because training was attended by a greater number of aides.
Action 6 - Action 1 - Budget Expenditures exceeded the Estimated Actual because students were rewarded in a different way than originally planned

Action 7 - Action 1 - Budget Expenditures were less than the Estimated Actual because work to date is not complete and additional costs could be incurred.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Mental Health clinician supported by SELPA funds will continue in the 2018-2019 school year. The clinician will be on the Franklin School campus one time per week. Information regarding school happenings is sent home electronically every Monday. Transportation will again be provided

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The District began the process of reviewing the Annual Update in August 2017 and began gathering input from stakeholder groups in January 2018. This process continued throughout the development of the LCAP. The following stakeholder meetings and surveys were used in the development of this document.

LCAP Advisory Committee meeting
May 3, 2018

Board of Trustees meetings
February 13, 2018
April 17, 2018
May 8, 2018
June 12, 2018 (Public Hearing)
June 19, 2018 (Board Approval of LCAP)

English Language Advisory Committee (ELAC)
April 23, 2018

Teachers and Classified Staff
November 6, 2017

December 4, 2017
February 26, 2018
March 12, 2018
April 8, 2018
May 7, 2018
May 14, 2018 (Classified Only)

Site Council
October 2, 2017
December 11, 2017
March 19, 2018
April 30, 2018

Parents
Survey

Students
Survey

No Bargaining Unit exists

Impact on LCAP and Annual Update

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

Staff, Board, and LCAP Advisory Committee reviewed the three main goals identified for the 2017-18 LCAP in order to identify any additions or changes need for 2018-19. Stakeholder groups determined the three previously identified goals still reflected the vision of Franklin School

1. Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.
2. Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking.
3. Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

Specific actions to continue or include in our 18-19 and 19-20 goals, actions, and services include:

1. A more intensive effort to ensure parents of English learners are provided information
2. Provide high quality professional development to focus on CA ELA/ELD, Math, and NGSS frameworks, standards, materials, and assessments.
3. Maintain a progress monitoring system and provide timely intervention to close any achievement gaps.
4. Increase technology to provide 1:1 devices to students, Grades 3–8, in a three-year purchase model.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Franklin Elementary School District will provide conditions of learning that will develop College and Career Ready students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Identified Need:

2017-18 and 2018-19:

- 1.1a – Maintain standards-aligned instructional materials in ELA/ELD and Math
- 1.1b - Current science instructional materials are not completely aligned to Next Generation Science Standards (NGSS)
- 1.1c – Current History/Social Science materials are not aligned to the new framework
- 1.1d – Increased technology demands within the curriculum will require additional laptops
- 1.2 - Rigorous curriculum in ELA/ELD, Math, a new History/Social Science Framework, and the implementation of NGSS require intense professional development for teachers in order to best serve the diverse student needs
- 1.3 - Maintain fully credentialed and appropriately assigned teachers
- 1.4a - Maintain broad course access for all students
- 1.4b – There is not a formalized implementation plan for the transition to NGSS
- 1.5 - Maintain facilities in good repair as per Facilities Inspection Tool

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1a - Local Indicator – Basic Conditions at School	Current ELA/ELD and math instructional materials are standards-aligned	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1b - Local Indicator – Basic Conditions at School	Instructional materials in science are not aligned to the Next Generation Science Standards (NGSS)	Evaluate materials to determine what can be repurposed with modification. Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials	Continue to evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials	Adopt comprehensive, year-long instructional materials in all grades
1.1c – Local Indicator – Basic Conditions at School	Instructional materials in History/Social Science are not aligned to the new Framework	Attend Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Purchase instructional materials for 6th-8th grade Review instructional materials in Kinder-5th grade	Purchase instructional materials for Kinder-5th grade
1.1d – Inventory of 1:1 devices	8th Grade class is the only class with 1:1 devices	Purchase 1:1 devices for an additional 4 classes	Purchase 1:1 devices for an additional 4 classes	Purchase 1:1 devices for an additional 3 classes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.2 - Local Indicator – Implementation of State Academic Standards	Teachers are offered ongoing professional development in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science
1.3 - Local Indicator – Basic Conditions at School	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers
1.4a - Daily Instructional Schedule	All students have access to a broad course of study	Maintain broad course access	Maintain broad course access	Maintain broad course access
1.4b – Daily Instructional Schedule and Local Indicator – Implementation of State Standards	There is no comprehensive transition plan for NGSS	Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS	Evaluate and refine the vision and expectations for science in all grades. Improve parent engagement for NGSS	Continue to evaluate and refine the vision and expectations for science in all grades. Continue to improve parent engagement for NGSS.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

1.5 - Local Indicator
– Basic Conditions
at School (Facilities
Inspection Tool)

Facilities are in good
repair as per Facilities
Inspection Tool

Maintain facilities in good
repair as per Facilities
Inspection Tool

Maintain facilities in good
repair as per Facilities
Inspection Tool

Maintain facilities in good
repair as per Facilities
Inspection Tool

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Maintain standards-aligned instructional materials in ELA/ELD and math.

Purchase consumables for ELA/ELD

Purchase Academic Vocabulary Toolkit for Grade 5

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Maintain standards-aligned instructional materials in ELA/ELD and math

Purchase consumables for ELA/ELD

Purchase Academic Vocabulary Toolkit and consumables for Grades 5 and 7

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. none b.\$200.00 c. \$500.00 	<ul style="list-style-type: none"> a. \$500.00 	
Source	<ul style="list-style-type: none"> a. None b. Supplemental c. Supplemental 	<ul style="list-style-type: none"> a. Supplemental 	

Year	2017-18	2018-19	2019-20
Budget Reference	a. None b.4100 c.4100	a. 4100	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services

Site level planning time dedicated to science

SCSOS Educational Services support for developing units of study, as well as facilitating the process of reviewing materials using the Achieve Lesson Screener and/or EQUIP rubric v. 3.0

SCSOS Educational Services support on-site for supporting NGSS-aligned instructional practices

2018-19 Actions/Services

Site level planning time dedicated to utilizing current instructional materials, "Mystery Science", and pacing guides provided by SCSOS to align resources to NGSS

Support for administrator on NGSS implementation and evaluation tools to be used in classroom walkthroughs

Site level support in reviewing materials available for adoption/pilot

2019-20 Actions/Services

Continued site level planning time dedicated to science

Continued support for administrator on NGSS implementation and evaluation tools to be used in classroom walkthroughs

Site level support for implementation of adopted/piloted instructional materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.\$1,000.00 (subs) b.\$500.00 (staff dev.) c.\$500.0	a.\$1,000.00 (subs) b.\$500.00 (staff dev.) c.\$500.00	a.\$1,000.00 (subs) b.\$500.00 (staff dev.) c.\$500.0
Source	a. Supplemental b. Supplemental c. Supplemental	a. Supplemental b. Supplemental c. Supplemental	a. Supplemental b. Supplemental c. Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	a.1000-Substitutes, 3xxx-Benefits b.1100 - Certificated Teacher Salaries, 3xxx Benefits c.1100 – Certificated Teacher Salaries, 3xxx-Benefits	a.1000-Substitutes, 3xxx-Benefits b.1100 - Certificated Teacher Salaries, 3xxx Benefits c.1100 – Certificated Teacher Salaries, 3xxx-Benefits	a.1000-Substitutes, 3xxx-Benefits b.1100 - Certificated Teacher Salaries, 3xxx Benefits c.1100 – Certificated Teacher Salaries, 3xxx-Benefits

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials. Teachers participate in a History/Social Studies Framework Rollout offered by Sutter County Superintendent of Schools.

Purchase History/Social Science instructional materials for grades 6-8
Review instructional materials available for adoption in grades Kinder-5

Purchase History/Social Science instructional materials Kindergarten–Grade 5

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.\$200.00 (substitutes) b.\$300.00 (staff dev.)	a.\$1,000.00 (substitutes) b. \$40,000 (textbooks)	a.\$60,000.00 (textbook adoption)
Source	a. Supplemental b. Supplemental	a. Supplemental b. Base	a. Base
Budget Reference	a.1000- Substitutes, 3xxx - Benefits b.1100 – Certificated Teacher Salaries, 3xxx-Benefits	a.1000- Substitutes, 3xxx-Benefits b 4300 - Instructional Supplies	a.4300 – Instructional Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Update the current infrastructure to accommodate to additional 1:1 devices

Purchase new domain controller

2018-19 Actions/Services

Investigate transitioning from student laptops to Chromebooks and creating a Google Educator Domain

Provide support to IT Coordinator on Google

2019-20 Actions/Services

Continue purchasing Chromebooks

Continue providing teachers training on G-Suite

Upgrade wireless access points in 5 classrooms

In order to accommodate the increased number of computers in the lab in classrooms, consider increasing lab tech hours

and effective implementation models

Consider sending a team to a CUE conference

Consider offering teachers an incentive to complete online Google certification courses

Begin teacher training on introductions to G-Suite

Continue providing support to IT support on Google implementation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$50,000.00 (1:1 devices) b.\$3,940.00 (domain co	a. \$30,000.00 (1:1 devices) b. \$2,400.00 ((upgrade	a. \$30,000.00 (1:1 devices) b. \$2,400.00 (upgrade)
Source	a.REAP b.REAP c.REAP d.REAP	a.REAP b.REAP	a.REAP b.REAP

Year	2017-18	2018-19	2019-20
Budget Reference	a.6000 – Capital Outlay b. 5000 – Services and Other Operating Expenditures c. 5000 – Services and Other Operating Expenditures d. 2000 & 3000 – Classified Salaries and Benefits	a.6000 – Capital Outlay b. 5000 – Services and Other Operating Expenditures	a.6000 – Capital Outlay b. 5000 – Services and Other Operating Expenditures

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Modified

2017-18 Actions/Services

Teachers will participate in Grade-Level Summits or other county-wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.

Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas.

Kindergarten–Grade5 teachers will work with SCOE consultant, to engage in professional development specific to Wonders assessment and writing

4 teachers will participate in the Chico CUE conference

4 teachers will attend Sacramento Area Science Project (SASP) Summer Institute at Sacramento State, June 19-22, 2017

for 2018-19

Modified

2018-19 Actions/Services

Teachers will participate in Grade-Level Summits and other county-wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.

Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas.

for 2019-20

Unchanged

2019-20 Actions/Services

N/A

Consider sending teachers to Kate Kinsella sessions through Sutter County Superintendent of Schools

Teachers will attend the History/Social Studies Framework Rollout through Sutter County Superintendent of Schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.\$5,000.00 (staff dev.) b.\$2,000.00 (staff dev.)	a. \$5,000.00 (staff dev.) b. \$2,000.00 (staff dev.)	
Source	a.supplemental b.supplemental c.supplemental d.educator effectiveness funds e.educator effectiveness funds f. Title II g.supplemental	a. supplemental b. supplemental	

Year	2017-18	2018-19	2019-20
Budget Reference	a.1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits b. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits c. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits d. 5802 e. 5802 f.1000	a.1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits b. 1000 & 1100 – Substitutes & Certificated Teacher Salaries, 3xxx Benefits	

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain fully credentialed and appropriately assigned teachers

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,987,512.00 (Sims, Poppinga, Cruz included in ot)		
Source	Base		
Budget Reference	1100 – Certificated Teacher Salaries, 3xxx Benefits		

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain broad course access for all students

Maintain broad course access for all students

N/A

Enhance the GATE program for all students through increased opportunities within the school day

Continue to enhance the GATE program for all students through increased opportunities within the school day

Conduct a needs assessment in VAPA, music, PE, and art in order to establish a funding source for maintaining and updating programmatic needs

Purchase Art with Joy DVDs for art instruction in Kindergarten–Grade 5.

5th–8th Grade students will participate in 2 six week art sessions throughout the year with art consultant.

Maintain full-time PE instructor

Maintain full time music teacher (Kindergarten-Grade 5 classroom music and Grades 6-8 choir/band)

Evaluate master schedule to allow for 50-minute band class

Maintain full-time PE instructor

Maintain full time music teacher (Kindergarten-Grade 5 classroom music and Grades 6-8 choir/band)

Continue art instruction and re-evaluate additional opportunities

Evaluate programmatic needs for VAPA, music, art, and PE

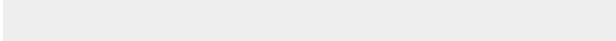
Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. None b. \$7,500.00 (field trips, GATE classes) c. none	a. None b. \$7,500.00 (field trips, GATE classes) c. none	

Source

a.None
 b.Local Revenues, Supplemental
 c.None
 d.Base
 e. Supplemental
 f.Base
 g.Base
 h.None

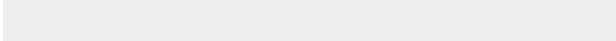
a. None
 b. Supplemental
 c. Base
 d. Base
 e. Supplemental
 f. None



Budget Reference

a.None
 b.5xxx– Services & Other operating expenses
 c.None
 d.4300 – Instructional Supplies
 e. 5xxx –Services
 f.1100 - Certificated Teacher, 3xxx Salaries
 g.1100 – Certificated Teacher, 3xxx-Salaries
 h.None

a.None
 b.5xxx – Services & Other operating expenses
 c.None
 d.4300 – Instructional Supplies
 e. 5xxx-Services
 f.1100 - Certificated Teacher, 3xxx Salaries
 g.1100 – Certificated Teacher, 3xxx Salaries
 h.None



Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction

Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction

N/A

Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of

Host a science night for families to increase engagement and awareness of NGSS

study, and parent engagement strategies

Evaluate opportunities for cross-curricular connections to NGSS

Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. See action 1.1b b.\$1,000.00 (staff development)	a. See action 1.1b b.\$1,000.00 (staff development)	a. See action 1.1b b.\$1,000.00 (staff development)
Source	a. None b. Supplemental c. Supplemental	a. None b. Supplemental c. Supplemental	a. None b. Supplemental c. Supplemental
Budget Reference	a. None b. 1100 Certificated Teacher Salaries, 3xxx Benefits c. 1100 Certificated Teacher Salaries, 3xxx Benefits	a. None b. 1100 Certificated Teacher Salaries, 3xxx Benefits c. 1100 Certificated Teacher Salaries, 3xxx Benefits	a. None b. 1100 Certificated Teacher Salaries, 3xxx Benefits c. 1100 Certificated Teacher Salaries, 3xxx Benefits

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain facilities in good repair as per Facilities Inspection Tool

Maintain facilities in good repair as per Facilities Inspection Tool

Maintain facilities in good repair as per Facilities Inspection Tool

Repair roof leaks due to excessive rain in 2016-17

Remove pump house

Repair dry rot as a result of excessive rain

Repair roof gutters in the 6th Grade wing

Continue Parking lot expansion

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.\$250.00 b.\$10,000.00 c.\$5,000.00 d.\$5,000.00 e.\$	a.\$25,000.00 b. \$115,000	\$50,000.00
Source	a. Base b. Base c. Base d. Base e. Base	a. Base b. Base	Base
Budget Reference	a.6200 -Doug Reeder (contract) b 6200 – Repair roof leaks c.6200 – Repair dry rot d.6200 – Repair roof gutters e.6170 – Parking Lot	a.6200 - Repairs b. 6200 - Repairs	6200 - Repairs

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

Franklin Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Identified Need:

- 2017-18:
- 2.1a – 2015-16 ELA Academic Indicator data based on the CAASPP, indicates all students are in the “green” performance category with the average student scoring 31 points above Level 3 (Standard Met). This represents an increase of 13.6 points from the 2014-15.
 - 2.1b – 2015-16 Math Academic Indicator data based on CAASPP, indicates all students are in the “green” performance category with the average student scoring 11.1 points above Level 3 (Standard Met). This represents an increase of 7.5 points from 2014-15.
 - 2.2 - API is not a valid measure at this time
 - 2.3 –Although baseline data was established in 16-17, additional data is needed in order to better plan for instruction and target student needs
 - 2.4 – In GoMath!, 66.0% of students have met or exceeded grade level standards and 17.1% of students have met or exceeded grade level standards in CPM
 - 2.5 – English learner reclassification: 11% (4/38) of students were reclassified
 - 2.6 – English learner proficiency: 66% (25/38) of English learners increased one or more levels on the CELDT. According the California School, status is “Medium” at 72.7%. This represents an increase of 2.7% from the previous year.

2018-19:

2.1a – 2016-17 ELA Academic Indicator data based on the CAASPP and the Fall 2017 CA Schools Dashboard, indicates all students are in the “green” performance category with the average student scoring 27.2 points above Level 3 (Standard Met). This represents a decline of 3.8 points from the 2015-16.

2.1b – 2016-17 Math Academic Indicator data based on CAASPP and the Fall 2017 CA Schools Dashboard , indicates all students are in the “green” performance category with the average student scoring 13.7 points above Level 3 (Standard Met). Student scores maintained by 2.6 points from 2015-16.

2.2 - API has been replaced by a new accountability system, the CA Schools Dashboard

2.3 – On average, 68% of Kinder-Grade 5 students have been identified as meeting grade level expectations in ELA. On average, 73% of 6th-8th grade students have been identified as meeting grade level expectations in ELA.

2.4 – On average, 64% of Kinder-Grade 5 students have have been identified as meeting grade level expectations in math. On average, 39% of 6th-8th grade students have been identified as meeting grade level expectations in math.

2.5 – Awaiting state level guidance on the Reclassification Policy

2.6 – English Language Proficiency growth to be determined using baseline data

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

2.1a – Academic Progress Indicator and CAASPP Data

“Green” Performance Category
Status – “High” 31 points above level 3
Change “Increased” 13.6 points
2016-17 ELA CAASPP Data
3rd Grade 68%
4th Grade 81%
5th Grade 49%
6th Grade 69%
7th Grade 50%
8th Grade 65%
Overall 64%
Preliminary Data

Increase status to reflect 36 points above Level 3 (Standard Met) to 41 points above Level 3 (Standard Met)
Adjust 2018-19 based on November release of the Dashboard

Grade level and overall CAASPP scores will increase 4-5%

Grade level and overall CAASPP scores will increase 4-5%

Grade level and overall CAASPP scores will increase 4-5%

2.1b – Academic Progress Indicator and CAASPP Data

“Green” Performance Category
Status – “High” 11.1 points below level 3
Change “Increased” 7.5 points
2016-17 Math CAASPP Data
3rd Grade 85%
4th Grade 85%
5th Grade 38%
6th Grade 65%
7th Grade 44%
8th Grade 57%
Overall 62%
Preliminary Data

Increase status to reflect 16.1 points above Level 3 (Standard Met) to 21.1 points above Level 3 (Standard Met)
Adjust 2018-19 based on November release of the Dashboard

Grade level and overall CAASPP scores will increase 3-4%

Grade level and overall CAASPP scores will increase 3-4%

Grade level and overall CAASPP scores will increase 3-4%

2.2 - API

API is currently not reported

Await guidance from the State

Await guidance from the State

Await guidance from the State

2.3 – Local
ELA/ELD data

Wonders Data
Kindergarten 89.4%
1st Grade 88.2%
2nd Grade 57.2%
3rd Grade 58.9%
4th Grade 45.7%
5th Grade 32.7%
K-5 Weighted 61.0%
StudySync Data
6th Grade 40.0%
7th Grade 55.4%
8th Grade 55.0%
6-8 Weighted 56.8%

Wonders Data
Kindergarten 90%
1st Grade 89%
2nd Grade 60%
3rd Grade 60%
4th Grade 50%
5th Grade 40%
K-5 Weighted 64%
StudySync Data
6th Grade 45%
7th Grade 57%
8th Grade 57%
6-8 Weighted 58%

Wonders Data
Kindergarten 91%
1st Grade 90%
2nd Grade 62%
3rd Grade 62%
4th Grade 52%
5th Grade 42%
K-5 Weighted 66%
StudySync Data
6th Grade 47%
7th Grade 59%
8th Grade 59%
6-8 Weighted 59%

Wonders Data
Kindergarten 91%
1st Grade 90%
2nd Grade 63%
3rd Grade 63%
4th Grade 53%
5th Grade 43%
K-5 Weighted 67%
StudySync Data
6th Grade 48.0%
7th Grade 60%
8th Grade 60%
6-8 Weighted 60%

2.4 – Local Math data

GoMath! Data
 Kindergarten 89.4%
 1st Grade 77.1%
 2nd Grade 89.1%
 3rd Grade 60.8%
 4th Grade 51.0%
 5th Grade 34.7%
 K-5 Weighted 66.0%

CPM Data
 6th Grade 31.0%
 7th Grade 4.0%
 8th Grade 14.0%
 6-8 Weighted 17.1%

GoMath! Data
 Kindergarten 90%
 1st Grade 79%
 2nd Grade 90%
 3rd Grade 62%
 4th Grade 53%
 5th Grade 40%
 K-5 Weighted 68%

CPM Data
 6th Grade 35%
 7th Grade 25%
 8th Grade 25%
 6-8 Weighted 25%

GoMath! Data
 Kindergarten 90%
 1st Grade 80%
 2nd Grade 90%
 3rd Grade 64%
 4th Grade 55%
 5th Grade 42%
 K-5 Weighted 69%

CPM Data
 6th Grade 37%
 7th Grade 27%
 8th Grade 27%
 6-8 Weighted 27%

GoMath! Data
 Kindergarten 90%
 1st Grade 81%
 2nd Grade 90%
 3rd Grade 65%
 4th Grade 56.0%
 5th Grade 43%
 K-5 Weighted 70%

CPM Data
 6th Grade 38%
 7th Grade 28%
 8th Grade 28%
 6-8 Weighted 28%

2.5–
 Reclassification data

11% (4/38) Students

Reclassify an additional 3 students

Reclassify an additional 5 students

Reclassify an additional 5 students

2.6 – English Learner Progress Indicator and Local EL data

65% (11/17) of EL’s made progress in 16-17 English Learner Progress Indicator (ELPI) reports a status of “Medium” 72.7%. Change “Increased” 2.7%

Baseline will be established with English Language Proficiency Assessment for California (ELPAC)

Re-evaluate benchmark goals based on the transition from the CELDT to the ELPAC

Re-evaluate identified progress when ELPAC benchmarks are established

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 ELA CAASPP data with SCSOS Educational Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC

Provide teachers collaboration time to analyze 14-15, 15-16, 16-17 and 17-18 ELA CAASPP data with SCSOS Educational Services coordinator. Determine growth by cohort and use data to drive instruction and align instruction to match the rigor of SBAC

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$2,500.00	
Source	Supplemental	Supplemental	
Budget Reference	1100 Certificated Teacher Salaries, 3xxx Benefits	1100 Certificated Teacher Salaries, 3xxx Benefits	

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 Math CAASPP data with SCSOS Educational Services coordinator. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC

Provide teachers collaboration time to analyze 14-15, 15-16, 16-17 and 17-18 Math CAASPP data with SCSOS Educational Services coordinator. Determine growth by cohort and use data to drive instruction and align instruction to match the rigor of SBAC

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$500	\$1,000.00	
Source	Supplemental	Supplemental	
Budget Reference	1000 & 1100 Substitutes and Certificated Teacher Salaries, 3xxx Benefits	1000 & 1100 Substitutes and Certificated Teacher Salaries, 3xxx Benefits	

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain API as we await guidance from the State

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None		
Source	None		
Budget Reference	None		

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Evaluate the master schedule to determine and discuss common intervention times and available resources.

Consider common times for grade level spans in order to maximize resources

Provide paraprofessionals ELA training in order to better support students and teachers

Evaluate ways to increase collaboration

Implement a common intervention time at least two days per week in Kinder-8th grade

Provide teachers 2 additional minimum days for grade level/school wide collaboration

Provide paraprofessionals ELA training in order to better support students and teachers

Continue to receive Illuminate support in order to streamline Wonders and StudySync

N/A

opportunities for teachers on minimum days so teachers can more effectively analyze data and plan for instruction and intervention opportunities for students

Continue to receive Illuminate support in order to streamline Wonders and StudySync assignments and assessments into the online report card

Update the current assessment plan

Continue reading lab

assignments and assessments into the online report card

Continue reading lab

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. None b.\$500.00 c.None d.See Action 2.4 e.None 	<ul style="list-style-type: none"> a. None b. None c. \$1,000.00 d. \$5,000.00 e. \$2,000.00 	
Source	<ul style="list-style-type: none"> b.Supplemental d.Supplemental f.Supplemental 	<ul style="list-style-type: none"> c.Supplemental d.Supplemental e.Supplemental 	

Budget Reference

b.5800
d.5800
f.5800 and 2100

c.5800
d.5800
e.5800 and 2100

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to receive Illuminate support in order to streamline GoMath! and CPM assignments and assessments into the online report card

Continue to receive Illuminate support in order to streamline GoMath! and CPM assignments and assessments into the online report card

N/A

Update the assessment plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$5,400.00 (Contract) b. None	\$5,400.00	
Source	a. Supplemental	Supplemental	
Budget Reference	a. 5800	5800	

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week

Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services

LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the

2018-19 Actions/Services

Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week

Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services

LTEL students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the

2019-20 Actions/Services

N/A

classroom teacher and ELD teacher

Maintain ELD/Intervention teacher in order to provide improved Designated ELD services

ELD teacher will collaborate with other Sutter County Superintendent of Schools Title III Coordinator and ELD teachers in Sutter County on best practices and lesson design

EL teacher will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners

ELD teacher will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers

Reclassification Policy will be updated to include data from local assessments

classroom teacher and ELD teacher

Maintain ELD/Intervention teacher in order to provide improved Designated ELD services

ELD teacher will collaborate with other Sutter County Superintendent of Schools Title III Coordinator and ELD teachers in Sutter County on best practices and lesson design

EL teacher will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners

ELD teacher will be provided continued support on the ELPAC

Teachers will continue to be provided information as it pertains to ELPAC as needed

Reclassification Policy will be updated as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a.\$71,086.00 b. None c. None d. See a e.\$500.00 f. none 	<ul style="list-style-type: none"> a.\$71,086.00 b. None c. None d. See a e.\$500.00 f. none 	
Source	<ul style="list-style-type: none"> A .Title I e. Supplemental f. Supplemental g .Supplemental 	<ul style="list-style-type: none"> a .Title I e. Supplemental f. Supplemental g .Supplemental 	
Budget Reference	<ul style="list-style-type: none"> a.1100 – Sims Salary, 3xxx Benefits e.1100 – Staff Development – Sims, 3xxx Benefits f. 1100 – Staff Development – Sims, 3xxx Benefits g.1100 – Staff Development – Sims, 3xxx Benefits 	<ul style="list-style-type: none"> a.1100 – Kuykendall Salary, 3xxx Benefits e.1100 – Staff Development – Kuykendall, 3xxx Benefits f. 1100 – Staff Development – Kuykendall, 3xxx Benefits g.1100 – Staff Development – Kuykendall, 3xxx Benefits 	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

Franklin Elementary School District will promote student engagement and a school culture conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

- 2017-18:
- 3.1 – Continue to increase parent involvement, pupil engagement, and school climate by administering a parent, staff, and student survey in the Spring. Parents and staff wish to be kept current on upcoming events and activities
 - 3.2 – Increased involvement of Kindergarten parents will better support the home to school connection from the beginning
 - 3.3 – Increase parent involvement of English learners by continuing to provide services to second language families
 - 3.4 – According to the California Schools Dashboard, suspension data from 2014-15 is in the “yellow” performance category with a status of “medium” at 1.2%. This data represents an increase in suspensions of 0.2% from 2013-14. Local data suggests 7 students were suspended in 2016-17.
 - 3.5 – Maintain 0 student expulsions. Maintain 0 middle school dropouts
 - 3.6 – More families are choosing to pull students from school for vacations and sports tournaments
 - 3.7 – Continue to supplement transportation services in order to prevent forwarding the costs onto families
 - 3.8 – The after school program provides students an opportunity for additional intervention and enrichment opportunities

2018-19:

- 3.1 – Continue to increase parent involvement, pupil engagement, and school climate by administering a parent, staff, and student survey in the Spring. Parents and staff wish to be kept current on upcoming events and activities
- 3.2 – Increased involvement of Kindergarten parents will better support the home to school connection from the beginning
- 3.3 – Increase parent involvement of English learners by continuing to provide services to second language families
- 3.4 – According to the Fall 2017 California Schools Dashboard, suspension data from 2016-17 is in the “green” performance category with a status of “low” at declining rate of .8%%. Local data suggests 4 students were suspended in 2017-18.
- 3.5 – Maintain 0 student expulsions. Maintain 0 middle school dropouts
- 3.6 – More families are choosing to pull students from school for vacations and sports tournaments
- 3.7 – Continue to supplement transportation services in order to prevent forwarding the costs onto families
- 3.8 – The after school program provides students an opportunity for additional intervention and enrichment opportunities

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 – Parent, Student, and Staff Surveys	Parent, Student, and Staff Survey currently being administered 1-2 times per year	Continue to administer Parent, Student, and Staff Survey	Continue to administer Parent, Student, and Staff Survey	Continue to administer Parent, Student, and Staff Survey
3.2 – Sign in Sheets	Attendance at parent workshops remains low	Parent and student attendance at workshops will increase	Parent and student attendance at workshops will continue to increase	Parent and student attendance at workshops will continue to increase

<p>3.3 – Survey of English learner parents</p>	<p>Attendance at ELAC meetings has increased</p>	<p>Maintain increased involvement</p>	<p>Maintain increased involvement</p>	<p>Maintain increased involvement</p>
<p>3.4 – Suspension Rate Indicator and Local Suspension Data</p>	<p>“Yellow” Performance Category Status “Medium” 1.2% Change “Maintained” 0.2% 2016-17 – 7 students suspended</p>	<p>Decrease the number of students suspended by 2</p>	<p>Decrease the number of students suspended by 2</p>	<p>Decrease the number of students suspended by 2</p>
<p>3.5 – Expulsion Data and Middle School Drop Out Data</p>	<p>No expelled students No middle school dropout students</p>	<p>Maintain 0 expelled students Maintain 0 middle school dropout students</p>	<p>Maintain 0 expelled students Maintain 0 middle school dropout students</p>	<p>Maintain 0 expelled students Maintain 0 middle school dropout students</p>
<p>3.6 – Attendance Data</p>	<p>Current attendance rate is 96% 19 students identified as chronically absent 86 student identified as chronically tardy</p>	<p>Increase attendance rate to 97% 15 or fewer students identified as chronically absent 76 or fewer students identified as chronically tardy</p>	<p>Maintain or increase 97% attendance rate 14 or fewer students identified as chronically absent Maintain fewer than 10 students identified as chronically tardy</p>	<p>Maintain or increase 97% attendance rate 13 or fewer students identified as chronically absent Maintain fewer than 10 students identified as chronically tardy</p>

3.7 – Transportation Costs	Currently supplement transportation services	Continue to supplement transportation services	Continue to supplement transportation services	Continue to supplement transportation services
3.8 – After School Program Data	Maintain after school program	Maintain after school program	Maintain after school program	Maintain after school program

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Continue to administer the parent, student, and staff survey 1-2 times per yea

Post resources on the website for parents to support students at home

Send home announcements on Monday instead of Wednesday. Also provide information electronically

Continue to post electronically and send home teacher collaboration notes describing what teachers do during Wednesday minimum day collaboration meetings

Weekly bulletin will better reflect the school wide happenings so teachers can be made aware of all school activities

The Franklin School Parents' Club will e-mail staff regarding school-wide happenings and

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

N/A

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

N/A

events on a regular basis

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None		
Source	None		
Budget Reference	None		

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide a Kindergarten parent orientation that explains traditions, school-wide events, and how parents can become involved in various events throughout the year

Provide a translator at Kindergarten parent orientation

Provide a workshop for parents on how to access the Parent Portal in Illuminate at Back to School Night

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.None b.\$20.00		

Source	b.Supplemental		
Budget Reference	b.2100		

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services

Videotape teachers teaching a lesson so parents of English learners can observe instruction and use similar strategies at home

Hold ELAC meetings at a later time of the day in order to accommodate parents' work schedules

Provide parents more notice of ELAC meetings

Provide parents information on the transition from CELDT to ELPAC.

Inform parents of changes to reclassification procedures as we await ELPAC scores

2018-19 Actions/Services

Hold ELAC meetings at a later time of the day in order to accommodate parents' work schedules

Provide parents more notice of ELAC meetings

Provide parents information on the transition from CELDT to ELPAC.

Inform parents of changes to reclassification procedures as we await ELPAC scores

Share resources with parents of English learners

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	
Source	None	None	

Budget Reference

None

None

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Investigate PBIS as a school wide behavior system

Conduct a needs assessment from staff and parents regarding the need for additional counseling and administrative support

Investigate obtaining additional hours of psychology support for students

Review the discipline policy handbook in order to make more uniform decisions for students regarding discipline

Train all yard duty personnel in the Fall on discipline policies and procedures and playground rules

Hold a Back to School assembly to review rules and procedures with students

Continue to investigate PBIS implementation or another school-wide behavior system depending on outcome of 2017-18 investigation

Conduct a needs assessment from staff and parents regarding the need for additional counseling and administrative support

Continue to review the discipline policy handbook in order to make more uniform decisions for students regarding discipline

Continue to train all yard duty personnel in the Fall on discipline policies and procedures and playground rules

Continue to hold a Back to School Assembly to review rules and procedures with students

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	<ul style="list-style-type: none"> a. None b. None c. None d. None e. \$1,000.00 f. None 	<ul style="list-style-type: none"> a. \$40,000.00 b. None c. \$30,000.00 d. None e. \$1,000.0 	
Source	<ul style="list-style-type: none"> e. Supplemental 	<ul style="list-style-type: none"> a. Supplemental c. Supplemental e. Supplemental 	
Budget Reference	<ul style="list-style-type: none"> e. 5800 	<ul style="list-style-type: none"> a. 4100 c. 1110 – Certificated Salaries e. 5800 	

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain 0 expelled students

N/A

N/A

Maintain 0 middle school dropout students

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

None

Source

None

Budget Reference

None

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide students attendance incentives

Provide students attendance incentives

N/A

Positive attendance certificates distributed monthly by the Principal in the primary grades

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.\$1,000.00 b.\$500.00	a.\$1,000.00 b.\$500.00	
Source	a.Supplemental b.Supplemental	a.Supplemental b.Supplemental	
Budget Reference	a.4300 b.4300	a.4300 b.4300	

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to supplement transportation services for in-district students to avoid increased costs for families

Continue to supplement transportation services for in-district students to avoid increased costs for families

Continue to supplement transportation services for in-district students to avoid increased costs for families

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$110,000.00

\$115,000.00

\$120,000.00

Source

Supplemental

Supplemental

Supplemental

Budget Reference

5000 – 5999 Operating Expenses

5000 – 5999 Operating Expenses

5000 – 5999 Operating Expenses

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain “The Bulldog Academy” after school program (formerly known as “The Doghouse)

Begin offering Kindercare in the after school program until 2:40 pm daily

Maintain “The Bulldog Academy” after school program (formerly known as “The Doghouse)

Begin offering Kindercare in the after school program until 5:30 pm daily

Maintain “The Bulldog Academy” after school program (formerly known as “The Doghouse)

Begin offering Kindercare in the after school program until 5:30 pm daily

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.\$44,000.00 b.\$2,500.00	a.\$45,000.00 b.\$2,500.00	a.\$46,000.00 b.\$2,500.00
Source	a.Locally Restricted Funds b.Locally Restricted Funds	a.Locally Restricted Funds b.Locally Restricted Funds	a.Locally Restricted Funds b.Locally Restricted Funds
Budget Reference	a.2000-2999, 3xxx Benefits b.2000-2999, 3xxx Benefits	a.2000-2999, 3xxx Benefits b.2000-2999, 3xxx Benefits	a.2000-2999, 3xxx Benefits b.2000-2999, 3xxx Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$240,002

Percentage to Increase or Improve Services

7.02%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The district's Minimum Proportionality Percentage for increased or improved services for low income pupils, foster youth, and English Learners is 7.02%. We are meeting the calculated MPP with a blend of quantitative and qualitative measures. The ELD/Intervention teacher will work with English Learners and students at risk in reading. All classrooms have instructional aides who work with students individually and in small groups which is a continued service funded with base however, additional training is being provided to support English Learners. The Reading Lab will be used to provide reading assistance to Foster Youth and academically at-risk primary students in a one-on-one setting. The school psychologist is available as needed for a variety of counseling goals including but not limited to, academic counseling, social therapy, friendship groups, anxiety, and depression. These targeted services increase and or improve services for the unduplicated pupils. Other targeted services particularly serving our socioeconomically disadvantaged and foster youth include a breakfast program was implemented in April 2016 and will continue in 2017-2018. A full-time P.E. teacher will teach physical education to students Grades K-6. The P.E. person will also provide intervention to students through academics and healthy living choices. Transportation is provided at no cost to all in-district students, thus increasing attendance rates for all students.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$212,923

Percentage to Increase or Improve Services

5.82%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The district's Minimum Proportionality Percentage for increased or improved services for low income pupils, foster youth, and English Learners is 5.82%. We are meeting the calculated MPP with a blend of quantitative and qualitative measures. The ELD/Intervention teacher will work with English Learners and students at risk in reading. All classrooms have instructional aides who work with students individually and in small groups which is a continued service funded with base however, additional training is being provided to support English Learners. The Reading Lab will be used to provide reading assistance to Foster Youth and academically at-risk primary students in a one-on-one setting. The school psychologist is available as needed for a variety of counseling goals including but not limited to, academic counseling, social therapy, friendship groups, anxiety, and depression. These targeted services increase and or improve services for the unduplicated pupils. Other targeted services particularly serving our socioeconomically disadvantaged and foster youth include a breakfast program was implemented in April 2016 and will continue in 2018-2019. A full-time P.E. teacher will teach physical education to students Grades K-6. The P.E. person will also provide intervention to students through academics and healthy living choices. Transportation is provided at no cost to all in-district students, thus increasing attendance rates for all students.