

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Franklin Elementary

CDS Code: 51713810000000

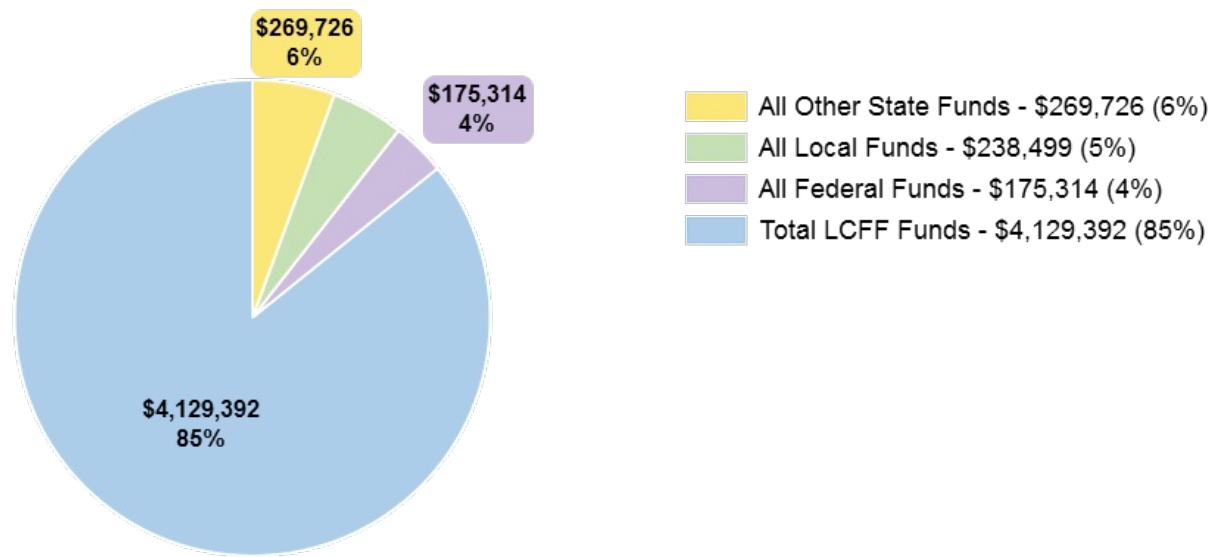
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Lisa Shelton | lshelton@franklin.k12.ca.us | 530-822-5151

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

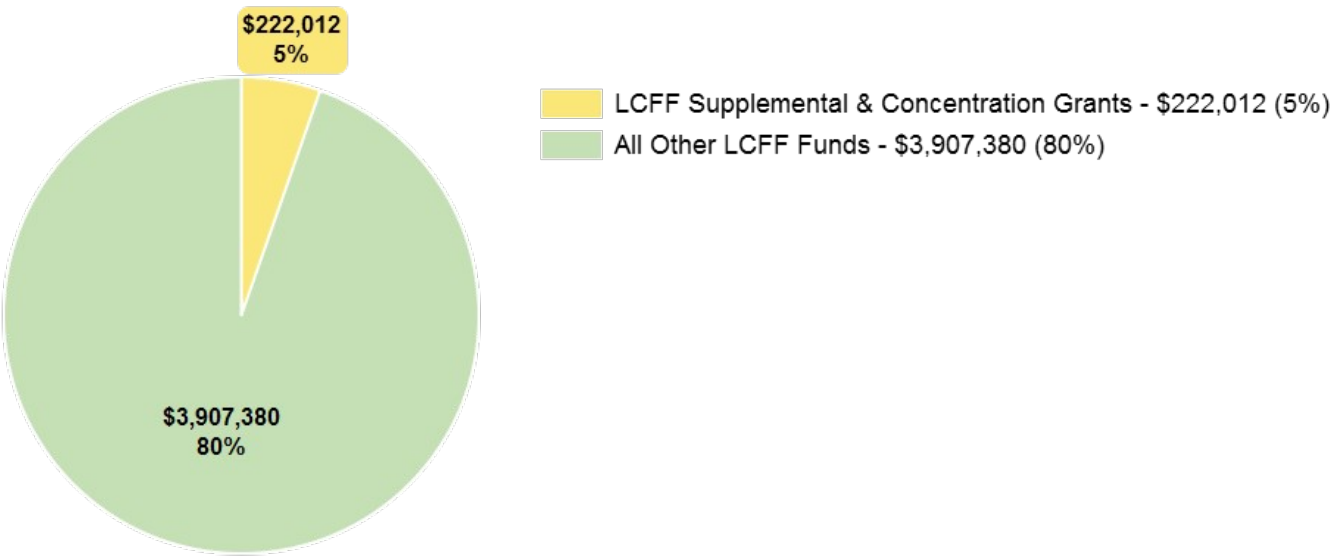
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$269,726	6%
All Local Funds	\$238,499	5%
All Federal Funds	\$175,314	4%
Total LCFF Funds	\$4,129,392	85%

Breakdown of Total LCFF Funds



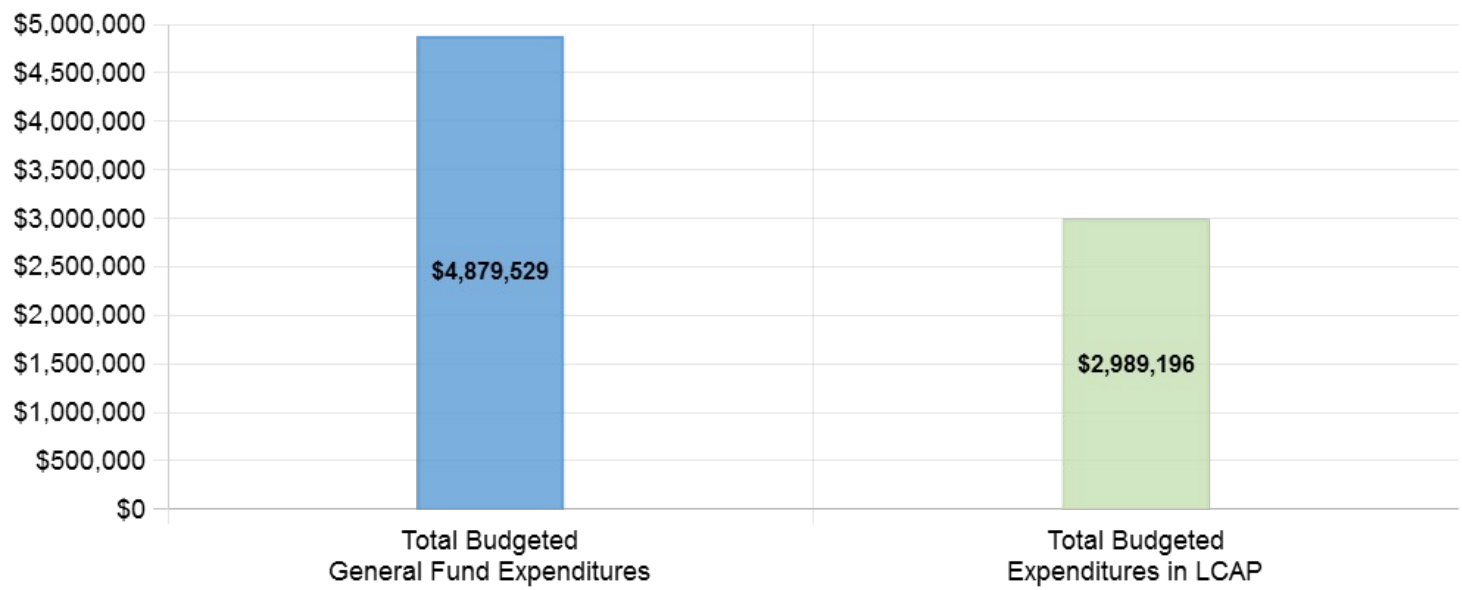
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$222,012	5%
All Other LCFF Funds	\$3,907,380	80%

These charts show the total general purpose revenue Franklin Elementary expects to receive in the coming year from all sources.

The total revenue projected for Franklin Elementary is \$4,812,931, of which \$4,129,392 is Local Control Funding Formula (LCFF), \$269,726 is other state funds, \$238,499 is local funds, and \$175,314 is federal funds. Of the \$4,129,392 in LCFF Funds, \$222,012 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$4,879,529
Total Budgeted Expenditures in LCAP	\$2,989,196

This chart provides a quick summary of how much Franklin Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Franklin Elementary plans to spend \$4,879,529 for the 2019-20 school year. Of that amount, \$2,989,196 is tied to actions/services in the LCAP and \$1,890,333 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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, Internet, water, classified employees, classroom supplies.

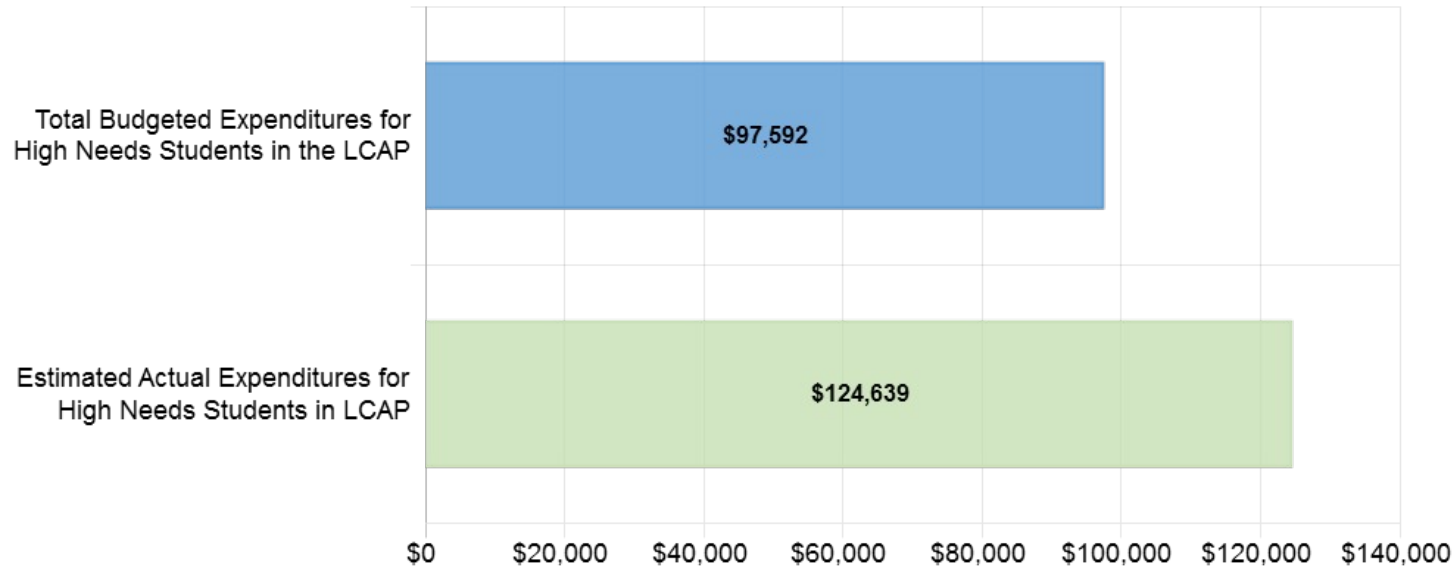
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Franklin Elementary is projecting it will receive \$222,012 based on the enrollment of foster youth, English learner, and low-income students. Franklin Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Franklin Elementary plans to spend \$314,271 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$97,592
Estimated Actual Expenditures for High Needs Students in LCAP	\$124,639

This chart compares what Franklin Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Franklin Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Franklin Elementary's LCAP budgeted \$97,592 for planned actions to increase or improve services for high needs students. Franklin Elementary estimates that it will actually spend \$124,639 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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	Contact Name and Title	Email and Phone
Franklin Elementary	Lisa Shelton	lshelton@franklin.k12.ca.us
	Superintendent/Principal	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 482 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 55% 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 30%.

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. Two additional minimum days were added this year to allow teachers to collaborate and analyze student data. WIN (Whatever I Need) time was created at all grade levels to provide intervention and enrichment to all students based on ELA and Math assessments. Social Science curriculum was purchased for Grades 6 – 8. Science curriculum was a major focus for all grade levels. Science Publishers were invited to present curricula throughout the 2018 -2019 school year to enable teachers to make a choice on adoption for the 2019 -2020 school year. A Facilities Committee was created to develop a five year plan for outgoing building/facility projects..

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

*ELA Academic Indicator - "All Students" are in the "Green" performance category with the average students scoring 36.2 points above standard. This represents an increase of 8.9 points.

*Math Academic Indicator - "All Students" are in the "Green" performance category with the average students scoring 23.4 points above standard. This represents an increase of 9.7 points.

Teachers will meet in the summer of 2019 to choose essential standards for both math and ELA.

Conversations between the 5th grade math teacher and the 6th grade math teacher will occur throughout the 2019 -2020 school year to help with the transition of the GoMath program (K-5) to the CPM Program (6-8). WIN time (Whatever I need) will be in place for all students so that both enrichment and intervention opportunities will be available to students in both ELA and Math.

*Chronic Absenteeism Indicator - "All Students" are in the "Green" performance category with 3.5% of students being identified as being chronically absent. This represents a decline of 2.2%.

Families that demonstrate repeated absenteeism will receive a letter during the semester expressing concern over the student's poor attendance. Administration will call families that demonstrate chronic absenteeism. A February break has been added to the 2019-2020 calendar in the hope that families will choose to take vacations during that time, rather than student attendance days.

*Suspension Indicator - "All Students" are in the "Blue" performance category with 0% of students being identified as being chronically absent. This represents a decline of 1%.

A bullying survey will again be administered in the Fall to Jr. High students. It is the intent of the survey to work with students on the negative impact of bullying. A schoolwide bully assembly will be brought to Franklin School, if Administration can find an assembly that is age appropriate. The theme for 2019 -2020 is WOW (What's OUR Why?) which will include an emotional/social aspect of being safe and healthy at school. School rules and expectations will be reviewed with all students the first day of school and periodically throughout the school year.

Referring to the California School Dashboard, 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

There are no state indicators which overall performance is in the "Red" or "Orange" performance category.

Referring to the California School Dashboard, 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 "Students with Disabilities" student group and "All Students" in the Chronic Absenteeism Indicator.

"All Students" are in the "Green" performance category. 3.5% of students identified as being chronically absent. This represents a decline of -2.2%

"Students with Disabilities" are in the "Orange" performance category. 6.4% of students identified as being chronically absent. This represents an increase of 1.5%.

Franklin School District will Increase parent communication from the beginning of the school year for identified students, pull chronic absenteeism data each trimester, and conference with families in order to improve attendance rates for all students.

A performance gap exists between the "English Learner" student group and "All Students" in the ELA Indicator.

"All Students" are in the "Green" performance category with the average students scoring 36.2 points above standard. This represents an increase of 8.9 points.

"English Learners" are in the "Orange" performance category with the average students scoring 8.5 points below standard. This represents "maintained" -0.4 points.

All students participate in WIN (Whatever I Need) time. Additional targeted support to the Designated ELD teacher will be provided in order to improve instruction and better target student needs. Improved communication between ELD teacher and classroom teachers will be established in order to target specific needs identified in core instruction.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No Schools Identified

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed:

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

2018-19:
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

2018-19:

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

Metrics/Indicators:

1.1c Local Indicator – Basic Conditions at School

2018-19:

Purchase instructional materials for 6th-8th grade
Review instructional materials in Kinder-5th grade

Metrics/Indicators:

1.1d – Inventory of 1:1 devices

2018-19:

Purchase 1:1 devices for an additional 4 classes

Actual

Continued to use "Mystery Science, a free resource, in Kinder-5th grade. SCSOS pacing guides utilized across grade levels. No additional transitional materials were purchased.

HSS materials were piloted in Grades 6-8.
There was minimal review of instructional materials in K-5.

Purchased devices for 3 classes

Expected

Metrics/Indicators:

1.2 Local Indicator – Implementation of State Academic Standards

2018-19:

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

Metrics/Indicators:

1.3 Local Indicator – Basic Conditions at School

2018-19:

Maintain fully credentialed and appropriately assigned teachers

Metrics/Indicators:

1.4a Daily Instructional Schedule

2018-19:

Maintain broad course access

Actual

Continued to provide ongoing professional development for teachers in Science/History Social Science, and ELD.

Maintained fully credentialed and appropriately assigned teachers

Maintained broad course access

Expected

Metrics/Indicators:

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

2018-19:

Evaluate and refine the vision and expectations for science in all grades.
Improve parent engagement for NGSS

Metrics/Indicators:

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

2018-19:

Maintain facilities in good repair as per Facilities Inspection Tool

Actual

K-8 science teachers met to evaluate and refine the vision and expectations for science in all grades. Additional work to be done when materials are purchased/piloted and implemented.

Maintained facilities in good repair as per Facilities Inspection Tool

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 and consumables for Grades 5 and 7

1. Maintained standards-aligned instructional materials in ELA/ELD and math
2. No additional ELA/ELD consumables were needed
3. Academic Vocabulary Toolkit consumables were purchased for Grades 5 and 7 to be used in Designated ELD

a. \$500.00

\$723.00

Action 2

Planned 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

Actual Actions/Services

1. Teachers worked with SCSOS STEM Coordinator in to plan for lessons using "Mystery Science" and SCSOS developed pacing guides
2. A Site Visit Summary was provided by SCSOS to the administrator after each session which included a summary of the objectives and outcomes as well as suggestions on how the administrator could support the work moving forward. An evaluation tool was not created

Budgeted Expenditures

a.\$1,000.00 (subs)
b.\$500.00 (staff dev.)
c.\$500.00

Estimated Actual Expenditures

\$0

Planned Actions/Services

adoption/pilot

Actual Actions/Services

or utilized in 18-19.

3. K-8 science teachers attended a Science Publisher Fair in January 2019 as well as several publisher presentations in February-March 2019. In April 2019, the team invited 2 publishers to return for additional review of materials. The team agreed 6-8 would look to purchase materials for implementation in 2019-20, while Grades K-5 would pilot materials

Budgeted Expenditures**Estimated Actual Expenditures****Action 3****Planned Actions/Services**

Purchase History/Social Science instructional materials for grades 6-8

Review instructional materials available for adoption in grades Kinder-5

Actual Actions/Services

1. HSS materials were purchased for Grades 6-8

2. Materials will be reviewed by grades K-5 in 2019-20 and purchased for implementation in 2020-21

Budgeted Expenditures

a.\$1,000.00 (substitutes)

b. \$40,000 (textbooks)

Estimated Actual Expenditures

\$27,273

Action 4**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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

Provide support to IT Coordinator on Google 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

1. Began transitioning from student laptops to Chromebooks in all 6th-8th grade classrooms and some 4th/5th grade classrooms. A Google Educator Domain and student accounts were created.

2. IT Coordinator received 3 days of direct support as well as ongoing informal support from SCSOS on the implementation of Google.

3. Team did not attend the CUE conference. However, 8 teachers attended the Google Roseville Summit on January 19-20, 2019.

4. Incentives to complete Google Certification Courses were not offered

5. 5-8 staff attended training with SCSOS Coordinator In August 2018. Individual support for teachers and technology coordinator occurred as needed.

a. \$30,000.00 (1:1 devices)
b. \$2,400.00 ((upgrade

a. \$26,873
b. 2,565

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

1. Although Grade-Level Summits were not offered through SCSOS, 7 teachers did participate in a professional development session with Dr. Nancy Frey in January 2019 on student engagement. All staff also participated in a 2-day PLC implementation training in August 2018.

2. Contracted for 103 hours of customized support from SCSOS focused mostly on HSS and Science implementation.

a. \$5,000.00 (staff dev.)
b. \$2,000.00 (staff dev.)

a. \$4,500
b. \$1,500

Action 6

Planned Actions/Services

Maintain fully credentialed and appropriately assigned teachers

Actual Actions/Services

Maintained fully credentialed and appropriately assigned teachers

Budgeted Expenditures

\$1,987,512.00 (Sims, Poppinga, Cruz included in ot

Estimated Actual Expenditures

\$1,999,410

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- a. Maintain broad course access for all students
- b. Continue to enhance the GATE program for all students through increased opportunities within the school day
- c. Maintain full-time PE instructor
- d. Maintain full time music teacher (Kindergarten-Grade 5 classroom music and Grades 6-8 choir/band)
- e. Continue art instruction and re-evaluate additional opportunities
- f. Evaluate programmatic needs for VAPA, music, art, and PE

- a. Maintained broad course access for all students. All students have access to physical education and VAPA services vary by grade level
- b. Additional high-level courses were added during the school day for all students which included additional art instruction for Grades 5-8 and "Mission to Mars" for Grade 5. After school opportunities for GATE students included cooking, sign language, chess, and art.
- c. Maintained full-time PE instructor
- d. Maintained full time music teacher
- e. Art instruction occurred by a consultant in Grades 5-8. Students in Grades K-4 participated in art lead by the classroom teacher.
- f. Programmatic needs were not evaluated

- a. None
- b. \$7,500.00 (field trips, GATE classes)
- c. \$104,174.89
- d. \$97,837.30
- e. \$1,000.00
- f. none

- a. None
- b. \$1,160
- c. \$104,174
- d. \$101,543
- e. \$1,850
- f. none

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

Evaluate opportunities for cross-curricular connections to NGSS

a. Staff used minimum day collaboration meetings to plan for science instruction. There was an agreement to ensure at least 1 "Mystery Science" unit was completed by each grade level.

b. A Science Night was hosted on February 28, 2019.

Approximately 125 families attended.

c. Opportunities for cross-curricular options were explored during instructional materials reviews as well as through planning support with SCSOS.

a. See action 1.1b
b.\$1,000.00 (staff development)

a. See action 1.1b
b.\$0

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain facilities in good repair as per Facilities Inspection Tool	1. Maintained facilities in good repair per the Facilities Inspection Tool	a.\$25,000.00	a.\$12,863
Remove pump house	2. Pump house was removed in the Summer of 2018.	b. \$82,719	b. \$89,497
	3. A facilities committee was formed in order to prioritize needs		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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. A focus on science allowed teachers to examine science curriculum for purchase in 2019-2020. History/Social Science Curriculum was purchased for grades 6 – 8. Chromebooks were purchased for an additional three classes. All students received ELA/ELD and mathematics instruction using CA standards-aligned lessons and materials. 100% of teachers were appropriately assigned and credentialed and all students were offered a broad course of study with 100% of students having access to standards-aligned instructional materials. A Facilities Committee was created in 2018-2019 to help prioritize campus needs based on the Facilities Inspection Tool (FIT), as well as a comprehensive study of campus needs completed by an Outside Consultant. Challenges include finding consensus among primary teachers as to which science curriculum to purchase, and finding enough monies for facility projects.

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

The actions/services in the 2018-2019 LCAP were effective in the achievement of the goal. The purchase of additional Chromebooks allowed greater access to technology for student use. Students were able to not only practice for the SBAC test, but engage in their math and ELA curriculum through daily learning activities using technology. A full time music and P.E. teacher allowed all students to participate in a broad course of study. Providing time for 6-8 teachers to work with Sutter County Superintendent of Schools (SCSOS) in examining Social/Science materials helped solidify a curriculum choice that is California standards-aligned, but only a curriculum that teachers felt would best work with their students and in their classrooms. The purchase of “Mystery Science” for 2018 - 2019 ensured that all students were receiving science instruction pending a new science adoption slated for 2019 -2020.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 Action 2 - actions occurred but at no cost
Goal 1 Action 3 - cost for HSS materials was less than expected
Goal 1 Action 4 - cost for Chromebooks was less than expected
Goal 1 Action 7 - An unanticipated additional teacher was added
Goal 1 Action 8 - there was no additional cost incurred to host the NGSS family night
Goal 1 Action 9 - Planned projects and the timeline resulted in unexpected expenditures

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.

In 2019-2020, the actions and services in Goal 1 Action 8 have been combined with Goal 1 Action 2.

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 ELA CAASPP Data

2018-19:
Grade level and overall CAASPP scores will increase 4-5%

Actual

According to the November 2018 release of the CA Schools Dashboard the average student scored 36.2 points above standard. This represents an "Increase" of 8.9 points.

According to preliminary ELA CAASPP data from 2018-19, grade level and overall CAASPP scores reflect:

3rd grade	- 69%
4th grade	- 69%
5th grade	- 60%
6th grade	- 57%
7th grade	- 68%
8th grade	- 83%

Expected

Actual

According to 2015-16, 2016-17, 2017-18, and preliminary 2018-19 ELA CAASPP data for 2018-19, STUDENT COHORT data reflects:

3rd grade Initial Assessment Taken
2018-19 69%

Current 4th grade students
2017-18 61%
2018-19 69%

Current 5th grade students
2016-17 64%
2017-18 63%
2018-19 60%

Current 6th grade students
2015-16 70%
2016-17 77%
2017-18 70%
2018-19 57%

Current 7th grade students
2015-16 68%
2016-17 49%
2017-18 72%
2018-19 68%

Current 8th grade students
2015-16 72%

Expected

Metrics/Indicators:
2.1b – Academic Progress Indicator and Math CAASPP Data

2018-19:
Grade level and overall CAASPP scores will increase 3-4%

Actual

2016-17 82%
2017-18 82%
2018-19 83%

According to the November 2018 release of the CA Schools Dashboard the average student scored 23.4 points above standard. This represents a "Increase" of 9.7 points.

According to preliminary Math CAASPP data from 2018-19, grade level and overall CAASPP scores for 2018-19 reflect:

3rd grade - 80%
4th grade - 80%
5th grade - 70%
6th grade - 63%
7th grade - 58%
8th grade - 66%

According to 2015-16, 2016-17, 2017-18, and preliminary 2018-19 Math CAASPP data, STUDENT COHORT data reflects:

3rd grade Initial Assessment Taken
2018-19 80%

Current 4th grade students
2017-18 76%
2018-19 80%

Current 5th grade students
2016-17 79%

Expected

Actual

2017-18 75%
2018-19 70%

Current 6th grade students
2015-16 83%
2016-17 81%
2017-18 49%
2018-19 63%

Current 7th grade students
2015-16 58%
2016-17 37%
2017-18 53%
2018-19 58%

Current 8th grade students
2015-16 55%
2016-17 68%
2017-18 75%
2018-19 66%

Metrics/Indicators:
2.2 API

2019-19:
Await guidance from the State

API has been replaced with an updated Accountability System, the California Schools Dashboard

Expected

Metrics/Indicators:

2.3 – Local ELA/ELD data

2018-19:

Wonders Data for Units 3 and 5

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%

Actual

Kindergarten Wonders Data for Units 6 and 9

1st-5th Wonders Data for Units 3 and 5

Kindergarten 87%

1st Grade 89%

2nd Grade 67% (data represents only 1 of 2 teachers)

3rd Grade 75% (data represents only 1 of 2 teachers)

4th Grade 66%

5th Grade 37%

StudySync Data

6th Grade 62%

7th Grade 76%

8th Grade 79%

Expected

Metrics/Indicators:

2.4 – Local Math data

GoMath! Data (All Units)

Kindergarten 90%

1st Grade 80%

2nd Grade 90%

3rd Grade 64%

4th Grade 55%

5th Grade 42%

K-5 Weighted 69%

CPM Data (Beginning, Middle, End of Year)

6th Grade 37%

7th Grade 27%

8th Grade 27%

6-8 Weighted 27%

Metrics/Indicators:

2.5– Reclassification data

2018-19:

Reclassify an additional 5 students

Actual

GoMath! Data En of Year

Kindergarten 89%

1st Grade 72%

2nd Grade 87% (data represents only 1 of 2 teachers)

3rd Grade 62%

4th Grade 45%

5th Grade 39%

CPM Data (Beginning, Middle, End of Year)

6th Grade 55%

7th Grade 47%

8th Grade 63%

0 students were reclassified. Reclassifications to take place in Fall 2019 based on official ELPAC Summative scores

Expected

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

2018-19:
Re-evaluate benchmark goals based on the transition from the CELDT to the ELPAC

Actual

According to the Fall 2018 Dashboard 2018 Summative ELPAC data for the 15 tested students reflects

Level 1 - 2.9%
Level 2 - 2.9%
Level 3 - 55.9%
Level 4 - 38.2%

Preliminary 2019 Summative ELPAC data reflects - SCORES PENDING

Level 1 -
Level 2 -
Level 3 -
Level 4 -

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
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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

Although there was no systematic approach to data analysis school wide, individual teachers and grade level teams did engage in data analysis. As a results some grade levels rearranged units of study to match CAASPP assessments and SBAC blueprints.

\$2,500.00

\$0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Although there was no systematic approach to data analysis school wide, individual teachers and grade level teams did engage in data analysis. As a results some grade levels rearranged units of study to match CAASPP assessments and SBAC blueprints.

\$1,000.00

\$0

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain API as we await guidance from the State

API has been replaced with an updated Accountability System, the California Schools Dashboard.

\$0

\$0

Action 4

Planned Actions/Services

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 assignments and assessments into the online report card

Continue reading lab

Actual Actions/Services

1. Common intervention times exist among some grade levels. The amount of time dedicated to intervention varies among grade levels.

2. 2 additional minimum days were added for a total of 20 minimum days

3. Although paraprofessionals were offered professional development, no professional development occurred.

4. Continued to contract for Illuminate support with report card alignment and inputting of assessments.

5. Reading lab continued for grades 1 and 2 four days per week.

Budgeted Expenditures

- a. None
- b. None
- c. \$1,000.00
- d. \$5,000.00
- e. \$2,000.00

Estimated Actual Expenditures

- a. None
- b. None
- c. \$0
- d. \$4,568
- e. \$7,992

Action 5**Planned Actions/Services**

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

Actual Actions/Services

Continued to contract for Illuminate support with report card alignment and inputting of assessments.

Budgeted Expenditures

\$5,400.00

Estimated Actual Expenditures

\$5,568

Action 6**Planned Actions/Services**

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

Techers 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

Actual Actions/Services

1. English learners received daily Designated ELD services from a credentialed teacher. Groups were structured to ensure students were able to have access to grade level ELD standards that supported their core content instruction.
2. No collaboration meetings were scheduled, however, support was provided as needed to the ELD teacher by the SCSOS Title III Consortium.
3. EL teacher attended Initial and Summative ELPAC training at SCSOS as well as a

Budgeted Expenditures

- a.\$71,086.00
- b. None
- c. None
- d. See a
- e.\$500.00
- f. none
- g. \$200.00
- h. None
- i. None

Estimated Actual Expenditures

- a.\$112,527
- b. None
- c. None
- d. See a
- e. \$0
- f. none
- g. \$0
- h. None
- i. None

Planned Actions/Services

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

Actual Actions/Services

professional development session with Dr. Nancy Frey in January 2019 on Engaging English Learners
 4. ELD teacher received support on implementation and data analysis of EL data from the SCSOS Title III Consortium
 5. Teachers are provided data for ELs, however specific implications of the ELPAC have not been shared
 6. Reclassification Policy was updated in March 2019

Budgeted Expenditures**Estimated Actual Expenditures**

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

Reclassification Policy will be updated as needed			
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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, Franklin Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. An additional two minimum days were added to the calendar for 2018-2019 for grade level/school wide collaboration. A common intervention time (Win –Whatever I need) was implemented at all grade levels at least two days per week in Kinder-8th grade. This time was accessed by all students, whether they needed intervention or enrichment. ELD students received 30 minutes per day of ELD services from a credentialed teacher 30 minutes per day 5 days per week. The ELD teacher participated in professional development opportunities offered by SCSOS focused specifically on supporting English learners. Challenges include HOW to share data with community stakeholders and finding the time for the ELD teacher to collaborate with colleagues at neighboring schools.

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

The actions and services for Goal 2 were effective in maximizing pupil outcomes. Implementing a WIN (Whatever I Need) time across all grade levels ensured that all students were receiving intervention/extension activities designed to help them achieve grade level academic proficiency. ALL English learners participated in the ELPAC exam. A new reclassification criteria was created to include the required 4 score on the ELPAC exam as part of the reclassification criteria.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 Action 1 - Action did not occur
Goal 2 Action 2 - Action did no occur
Goal 2 Action 4 - Reading Lab Support was under budgeted in addition to three employees working more than originally expected.
Goal 2 Action 6 - Salary and Benefits were higher due to the teacher providing services was different than originally anticipated.

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.

There are no substantial changes in 2019-20 to this goal, expected outcomes, metrics, or actions and services.

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

2018-19:
Continue to administer Parent, Student, and Staff Survey

Metrics/Indicators:
3.2 – Sign in Sheets

2018-19:
Parent and student attendance at workshops will continue to increase

Actual

Parent, staff, and student surveys administered in April 2019.

Workshop attendance has increased at some events and maintained at others.

Expected

Metrics/Indicators:

3.3 – Survey of English learner parents

2018-19:

Maintain increased involvement

Metrics/Indicators:

3.4 – Suspension Rate Indicator and Local Suspension Data

2018-19:

Decrease the number of students suspended by 2

Metrics/Indicators:

3.5 – Expulsion Data and Middle School Drop Out Data

2018-19:

Maintain 0 expelled students

Maintain 0 middle school dropout students

Actual

An average of 8 parents attend ELAC meetings. (An average of 10 parents attended in 2017-18)

9 students were suspended in 2018-19. This is an increase of 6 students from the previous year.
(3 students suspended in 2017-18)

1 student was expelled
Maintained 0 middle school dropout students

Expected

Metrics/Indicators:

3.6 – Attendance Data

2018-19

Maintain or increase 97% attendance rate

14 or fewer students identified as chronically absent

Maintain fewer than 10 students identified as chronically tardy

Actual

Attendance rate of 96.18%

9 students identified as chronically absent (25 in 17-18)

2 students identified as chronically tardy (9 in 17-18)

Metrics/Indicators:

3.7 – Transportation Costs

2018-19:

Continue to supplement transportation services

Continued to supplement transportation services

Metrics/Indicators:

3.8 – After School Program Data

2018-19:

Maintain after school program

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

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

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-

Actual Actions/Services

1. Parent, student, and principal survey was administered in April 2019. Students took the survey in their classroom. Parent surveys were mailed home and posted on the website.

2. Resources were posted on the website for parents to support students across content areas.

3. Announcements were posted to the website each Monday. Paper announcements are no longer regularly sent home, but are available should a parent request.

4. Teacher collaboration notes were not posted to the website.

5. Weekly bulletin reflected school wide happenings.

6. The Franklin School Parents Club emailed staff regularly and

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Planned Actions/Services

wide happenings and events on a regular basis

Actual Actions/Services

used social media to advertise school events.

Budgeted Expenditures**Estimated Actual Expenditures****Action 2****Planned 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

Actual Actions/Services

1. Kindergarten Orientation was hosted in August 2018.

2. Although a translator was available, no parents utilized the service.

3. Although no formal workshop was provided, Grade 6-8 classroom teachers ensured parents learned of the Parent Portal at Back to School Night and provided parents ongoing support as needed.

Budgeted Expenditures

a. None
b. \$20.00

Estimated Actual Expenditures

a. None
b. \$0

Action 3**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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

1. ELAC meetings were held at 5:30pm

2. Dates of all ELAC Meetings was provided at the November 5th meeting. Parents were also reminded at least 1 week prior to each meeting.

3. Each ELAC meeting included information on the transition from the CELDT to ELPAC and updates to the Reclassification Policy, as well as shared resources for parents

None

None

Action 4

Planned Actions/Services

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

Actual Actions/Services

1. Upon investigation of the PBIS program, it was determined the cost and the structure wasn't what was needed for Franklin School.

Budgeted Expenditures

a.\$40,000.00
b.None
c.\$30,000.00
d.None
e.\$1,000.0

Estimated Actual Expenditures

a. \$0
b.None
c.\$0
d.None
e.\$0

Planned Actions/Services

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

Actual Actions/Services

2. A formal needs assessment was not conducted regarding the need for additional counseling and administrative support, although feedback was received by way of the parent surveys.

3. The discipline handbook was reviewed in the fall, but continued efforts are needed in 19-20 in order to evaluate rules, procedures, and consequences.

4. Yard duty personnel were trained on procedures and playground rules in the Fall 2018.

5. A whole school assembly took place on the first day of school. Teachers regularly reviewed rules and procedures with students throughout the year.

Budgeted Expenditures**Estimated Actual Expenditures****Action 5****Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Maintain 0 expelled students

Maintain 0 middle school dropout students

1. 1 student was expelled

2. Maintained 0 middle school dropout students

\$0

\$0

Action 6

Planned Actions/Services

Provide students attendance incentives

Actual Actions/Services

42 students were recognized for Perfect Attendance in May 2019 and presented with gift cards for their achievements.

Budgeted Expenditures

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

Estimated Actual Expenditures

a. \$0
b. \$0

Action 7

Planned Actions/Services

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

Actual Actions/Services

Continued to supplement transportation

Budgeted Expenditures

\$115,000.00

Estimated Actual Expenditures

\$75,848

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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	1. Maintained the "Bulldog Academy" after school program. 2. Kindercare was offered until 5:30 pm daily.	a.\$45,000.00 b.\$2,500.00	a. \$64,273 b. \$8,163
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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.

The actions and services for Goal 3 were implemented as planned. A parent survey was administered in the Spring of 2019 to parents and students. Staff participated in a Principal feedback survey. There were over 100 respondents for the Parent survey and ALL students participated in the student survey.

Information regarding “school happenings” was sent home electronically on Mondays. The Parents’ Club also posted information in the Monday Message highlighting events that were sponsored by the Parents’ Club. The Franklin School webpage posted updated information regarding the lunch program, bell schedule, calendar, etc. Included on the website were resources to help students help their child at home with homework/classwork. Transportation services were supplemented for all in district students. The afterschool program offered Kindercare until 5:30 p.m. daily. Challenges include ensuring that all parents read the communication sent to them. Catapult will be purchased next year so that parents/staff can be notified on their phone if the school goes in to emergency status.

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

The Parent survey indicated that 94% of parents felt that this school offers a wide variety of educational experiences. One hundred percent of survey respondents indicated that their child is receiving a quality education at Franklin School. The student survey indicated that students felt that their school was safe and clean and that they liked coming to school.

Electronic resources were made available and shared with parents at ELAC meetings and parent conferences.

The effectiveness of the afterschool program can be measured by its continued success and growing enrollment. There were over 100 students enrolled in the afterschool program during the 2018 -2019 school year. The program is self-sufficient and has managed to create a financial reserve.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3 Action 4 - Did not purchase PBIS as intended

Goal 3 Action 6 - Action did not occur

Goal 3 Action 7 - Expenditures include General Education students only. Special Education transportation is paid for out of Special Education restricted funds.

Goal 3 Action 8 - Due to the expansion of the After School Program additional staffing was required including additional tutoring and homework support

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.

There are no substantial changes in 2019-20 to this goal, expected outcomes, metrics, or actions and services.

Stakeholder Engagement

LCAP Year: 2019-20

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 October 2018 and began gathering input from stakeholder groups in March 2019. 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 1, 2019

Board of Trustees meetings

April 12, 2019

June 11, 2019 (Public Hearing)

June 18, 2019 (Board Approval of LCAP)

English Language Advisory Committee (ELAC)

November 5, 2018

January 28, 2019

May 6, 2019

Teachers, Classified Staff, and Franklin Teacher's Association

November 5, 2018
April 8, 2019
May 6, 2019

Site Council
April 18, 2019

Parents Survey
March/April 2019

Students Survey
March/April 2019

Impact on LCAP and Annual Update

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

Based on stakeholder feedback the following are included in our 2019-20 goals, actions, and services:

Safety will be an ongoing discussion item

The purpose and amount of homework will be discussed among grade levels

WIN time will continue

Basketball hoops will be replaced with new basketball hoops (upper grade playground)

After School program will offer before school care

Communication will be enhanced by using the Website – Notifications will again be sent home on Monday

Chromebooks will be purchased for student use

Reading Lab will continue

Science curriculum will be piloted for purchase in Spring 2020

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

2019-20:

1.1a – Maintain standards-aligned instructional materials in ELA/ELD and Math

1.1b - A pilot of new instructional materials in Grades K-5 and the implementation of instructional materials in Grades 6-8 will require ongoing support for teachers.

1.1c – Current HSS instructional materials in K-5 are not aligned to the new HSS Framework

1.1d – Increased technology demands within the curriculum will require additional laptops. Teacher computers are outdated and can't be updated (as of 2020 Windows 7 will no longer be supported? Additioanl student computers are needed in order to go 1:1. There is a need to examine the technology standards and how they are implemented across the grade levels.

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 – Need has been combined with 1.1b.

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
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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, math, science and history/social science

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

Purchase instructional materials for grades 6-8
Pilot instructional materials in Grades K-5
Consider materials for adoption for K-5 for implementation in 2020-21

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

Review available HSS instructional materials for Kinder-5th grade in the Spring of 2020
Supplement HSS instructional materials in K-5 with available online resources aligned to the HSS Framework

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Update teacher laptops Redistribute student laptops
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

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

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

Modified

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

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

Purchase consumables for ELA/ELD

Purchase Academic Vocabulary Toolkit for Grade 5

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

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

Purchase consumables for students in Grades 4 and 6.

County office will provide Academic Vocabulary Toolkit materials at no cost.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. none b.\$200.00 c. \$500.00	a. \$500.00	\$0
Source	a. None b. Supplemental c. Supplemental	a. Supplemental	None
Budget Reference	a. None b.4100 c.4100	a. 4100	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

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

Site level planning time dedicated to science

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

Continued site level planning time dedicated
to science and the implementation of
adopted/piloted instructional materials

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

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

Purchase Mystery Science Program for
Grades 4-6

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

Site level support in reviewing materials
available for adoption/pilot

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

Host a science night in conjunction with the
Engineering Showcase in order to increase
engagement and awareness of NGSS

Continue to evaluate opportunities for cross-
curricular connections to NGSS

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. \$1,000.00 d.\$500.00
Source	a. Supplemental b. Supplemental c. Supplemental	a. Supplemental b. Supplemental c. Supplemental	a. Supplemental b. Supplemental d. Supplemental
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. 5800 d.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

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

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

Implement newly adopted History/Social Science instructional materials in Grades 6-8.

Review available HSS instructional materials for Kinder-5th grade in the Spring of 2020 for implementation in 2020-2021

Research available K-5 resources aligned to the HSS Framework

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)	b. \$60,000.00 (textbook adoption)
Source	a. Supplemental b. Supplemental	a. Supplemental b. Base	b. Base
Budget Reference	a.1000- Substitutes, 3xxx - Benefits b.1100 – Certificated Teacher Salaries, 3xxx-Benefits	a.1000- Substitutes, 3xxx-Benefits b 4300 - Instructional Supplies	b.4300 – Instructional Supplies

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**

Modified

2017-18 Actions/Services

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

Purchase new domain controller

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

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

Modified

2018-19 Actions/Services

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

Provide support to IT Coordinator on Google
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

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

Modified

2019-20 Actions/Services

Consider purchasing additional
Chromebooks and redistribute junior high
laptops to primary grades in order to
increase student access to technology

Consider upgrading all staff computers

Continue providing teachers training on G-
Suite

Continue providing support to IT support on
Google implementation

Explore the technology standards and
consider implementation across grade levels

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. \$46,200 (1:1 devices) b. \$27,000 (upgrade) c. \$2,000.00 (training) d. \$1,000.00 (google implementation)
Source	a.REAP b.REAP c.REAP d.REAP	a.REAP b.REAP	a.REAP b.REAP/Base c. Supplemental d. Supplemental
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 c. 1100 certificated teachers salaries,3XXX Benefits d. Classified salary

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

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.

Teachers will participate in county-wide professional development opportunities offered through Sutter County Superintendent of Schools which support ELA/ELD, math, science history/social science, and Multi-Tiered Systems of Support.

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

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

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

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

Contract with Solution Tree for 4 days of PLC Implementation training throughout the

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

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

year.

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.	c. \$26,000

Year	2017-18	2018-19	2019-20
Source	a.supplemental b.supplemental c.supplemental d.educator effectiveness funds e.educator effectiveness funds f. Title II g.supplemental	a. supplemental b. supplemental	c. MTSS/LPSBG (Low Performing Student Block Grant)
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	c. 5800

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

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**Maintain fully credentialed and appropriately
assigned teachersMaintain fully credentialed and appropriately
assigned teachersMaintain fully credentialed and appropriately
assigned teachers**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**\$1,987,512.00 (Sims, Poppinga, Cruz
included in ot\$1,987,512.00 (Sims, Poppinga, Cruz
included in ot

\$2,291,539

Year	2017-18	2018-19	2019-20
Source	Base	Base	Base
Budget Reference	1100 – Certificated Teacher Salaries, 3xxx Benefits	1100 – Certificated Teacher Salaries, 3xxx Benefits	1100 - Certificated Teacher Salaries (minus Kuykendall - contained in Goal 2, Action 6) \$1,672,371 Salaries \$619,168 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**

Modified

2017-18 Actions/Services

- a. Maintain broad course access for all students
- b. Enhance the GATE program for all students through increased opportunities within the school day
- c. Conduct a needs assessment in VAPA, music, PE, and art in order to establish a funding source for maintaining and updating programmatic needs
- d. Purchase Art with Joy DVDs for art instruction in Kindergarten–Grade 5.
- e. 5th–8th Grade students will participate in 2 six week art sessions throughout the year with art consultant.
- f. Maintain full-time PE instructor
- g. Maintain full time music teacher (Kindergarten-Grade 5 classroom music and

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

Modified

2018-19 Actions/Services

- a. Maintain broad course access for all students
- b. Continue to enhance the GATE program for all students through increased opportunities within the school day
- c. Maintain full-time PE instructor
- d. Maintain full time music teacher (Kindergarten-Grade 5 classroom music and Grades 6-8 choir/band)
- e. Continue art instruction and re-evaluate additional opportunities
- f. Evaluate programmatic needs for VAPA, music, art, and PE

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

Modified

2019-20 Actions/Services

- a. Maintain broad course access for all students
- b. Continue to provide higher level GATE courses for all students through increased opportunities within the school day.
- c. Increase opportunities for GATE students to engage in high level courses
- d. Maintain full-time PE teacher
- e. Maintain full-time music teacher (Classroom music for Kindergarten-Grade 6 and choir/band for Grades 6-8)
- f. Continue Classroom art in Grades K-3 and formal art instruction for Grades 4-8. Explore additional opportunities to increase art instruction for all students.
- g. Increase collaboration opportunities among high schools

Grades 6-8 choir/band)

h. Evaluate master schedule to allow for 50-minute band class

h. Explore opportunities to offer CTE pathway courses and career exploration for Grade 6-8 students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.None b.\$7,500.00 (field trips, GATE classes) c. none d. \$1,073.00 e. \$1,950.00 f. \$98,246.45 h. none	a.None b.\$7,500.00 (field trips, GATE classes) c. \$104,174.89 d. \$97,837.30 e. \$1,000.00 f. none	a.None b. \$3,000.00 (field trips, GATE classes) c. \$3,000 d. See Action 1.3 e. See Action 1.3 f. \$1,500.00 g. \$1,500.00 h. 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	a.None b. Supplemental c. Base d. Base e. Base f. GATE/Base g. Supplemental h. None

Year	2017-18	2018-19	2019-20
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.1100 - Certificated Teacher, 3xxx Salaries d.1100 – Certificated Teacher, 3xxx Salaries e. 5xxx-Services f. none	a.None b. 5xxx – Services & Other operating expenses c.1100 - Certificated Teacher, 3xxx Salaries d.1100 – Certificated Teacher, 3xxx Salaries e. 1100 – Certificated Teacher, 3xxx Salaries f. 5800 g. 5xxx-Services h. none

Action #8

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

New

2017-18 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

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

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

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

Modified

2018-19 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

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

Evaluate opportunities for cross-curricular connections to NGSS

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

Modified

2019-20 Actions/Services

Action 8 has been combined with Action 2

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)	None
Source	a. None b. Supplemental c. Supplemental	a. None b. Supplemental c. Supplemental	None
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	None

Action #9

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain facilities in good repair as per
Facilities Inspection Tool

Repair roof leaks due to excessive rain in
2016-17

Repair dry rot as a result of excessive rain

Repair roof gutters in the 6th Grade wing

Continue Parking lot expansion

Maintain facilities in good repair as per
Facilities Inspection Tool

Remove pump house

Maintain facilities in good repair as per
Facilities Inspection Tool

Maintain the facilities committee established
in 2018-19 in order to prioritize needs

Update the HVAC system, replace the
overhang near the restrooms in order to
remove dry rot, complete roofing repairs, and
other identified repairs as needed.

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.\$140,000	a.\$25,000.00 b. \$82,719	a. \$0 b. \$30,000 c. \$147,386
Source	a. Base b. Base c. Base d. Base e. Base	a. Base b. Base	Base Routine Restricted Maintenance Routine Restricted Maintenance/Deferred Maintenance
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. 6170 b. 6170	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

2019-20:

2.1a – 2017-18 ELA Academic Indicator data based on the CAASPP and the Fall 2018 CA Schools Dashboard, indicates all students are in the “green” performance category with the average student scoring 36.2 points above standard. This represents an "increase" of 8.9 points

2.1b – 2017-18 Math Academic Indicator data based on CAASPP and the Fall 2018 CA Schools Dashboard , indicates all students are in the “green” performance category with the average student scoring 23.4 points above standard. This represents an "increase" of 9.7 points

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

2.3 – On average, 70% of Kinder-Grade 5 students have been identified as meeting grade level expectations on local ELA assessments. On average, 72% of 6th-8th grade students have been identified as meeting grade level expectations on local ELA assessments.

2.4 – On average, 66% of Kinder-Grade 5 students have have been identified as meeting grade level expectations on local math assessments. On average, 55% of 6th-8th grade students have been identified as meeting grade level expectations in local math assessments.

2.5 – According to the Fall 2018 Dashboard and the preliminary 2019 Summative ELPAC data, of the 34 English learners, ____ reached a Level 4 which would qualify them to be considered for Reclassification. Of those eligible 0 students were reclassified in 2018-19.

2.6 – According to the Fall 2018 Dashboard and the preliminary 2019 Summative ELPAC data....

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1a – Academic Progress Indicator and CAASPP Data	<p>“Green” Performance Category</p> <p>Status – “High” 31 points above level 3</p> <p>Change “Increased” 13.6 points</p> <p>2016-17 ELA CAASPP Data</p> <p>3rd Grade 68%</p> <p>4th Grade 81%</p> <p>5th Grade 49%</p> <p>6th Grade 69%</p> <p>7th Grade 50%</p> <p>8th Grade 65%</p> <p>Overall 64%</p> <p>**Preliminary Data**</p>	<p>Increase status to reflect 36 points above Level 3 (Standard Met) to 41 points above Level 3 (Standard Met)</p> <p>Adjust 2018-19 based on November release of the Dashboard</p> <p>Grade level and overall CAASPP scores will increase 4-5%</p>	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	Modified
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

Provide teachers collaboration time to analyze student level, grade level, and cohort ELA CAASPP data and local data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$2,500.00	\$1,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1100 Certificated Teacher Salaries, 3xxx Benefits	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

Modified

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

Provide teachers collaboration time to analyze student level, grade level, and cohort math CAASPP data and local data.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	\$500	\$1,000.00	\$0
Source	Supplemental	Supplemental	None
Budget Reference	1000 & 1100 Substitutes and Certificated Teacher Salaries, 3xxx Benefits	1000 & 1100 Substitutes and Certificated Teacher Salaries, 3xxx Benefits	None

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

Maintain API as we await guidance from the State

2018-19 Actions/Services

Maintain API as we await guidance from the State

2019-20 Actions/Services

API has been eliminated and replaced with an updated accountability system, the CA Schools Dashboard.

Budgeted Expenditures

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

Modified

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

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

Implement a common intervention time within grade levels at least two days per week in Kinder-8th grade. Analyze data in order to provide targeted interventions and enrichment opportunities for all students during WIN (Whatever I Need) time.

Maintain 20 minimum days for grade level/school wide collaboration as established in 2018-19.

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

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

order to streamline Wonders and StudySync assignments and assessments into the online report card

Continue reading lab

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

Continue to receive Illuminate support for Kinder- Grade 3 in order to streamline Wonders assignments and assessments into the online report card

Grades 4-8 will transition to Aeries in order to streamline the online grading process

Continue reading lab

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. None b.\$500.00 c.None d.See Action 2.4 e.None	a. None b. None c. \$1,000.00 d. \$5,000.00 e. \$2,000.00	a. None b. None c. \$1,000.00 d. \$4,500.00 e. \$3,000.00 f. \$9,000.00

Source

b.Supplemental
d.Supplemental
f.Supplemental

c.Supplemental
d.Supplemental
e.Supplemental

c.Supplemental
d.Supplemental
e.Supplemental
f. Supplemental

**Budget
Reference**

b.5800
d.5800
f.5800 and 2100

c.5800
d.5800
e.5800 and 2100

c.5800
d.5800
e.5800
f. 2100-3999 (Classified Salaries and
Benefits)

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

Modified

2017-18 Actions/Services

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

Update the assessment plan

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

Modified

2018-19 Actions/Services

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

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

Modified

2019-20 Actions/Services

Implement a common intervention time within grade levels at least two days per week in Kinder-8th grade. Analyze data in order to provide targeted interventions and enrichment opportunities for all students during WIN (Whatever I Need) time.

Maintain 20 minimum days for grade level/school wide collaboration as established in 2018-19.

Continue to receive Illuminate support for Kinder- Grade 3 in order to streamline GoMath! assignments and assessments into the online report card

Grades 4-8 will transition to Aeries in order to streamline the online grading process

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$5,400.00 (Contract) b. None	\$5,400.00	a. None b. None c. See action 4d d. See action 4e
Source	a. Supplemental	Supplemental	Supplemental
Budget Reference	a. 5800	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

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

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

Modified

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 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

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

Modified

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

Techers 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 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

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

Modified

2019-20 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 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

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

County on best practices, lesson design, and ELPAC administration

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

All teachers will be provided information as it pertains to ELPAC and the implications for integrated ELD during classroom instruction.

Reclassification Policy will be updated as needed

Budgeted Expenditures

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

Amount	<div>a.\$71,086.00 b. None c. None d. See a e.\$500.00 f. none</div>	<div>a.\$71,086.00 b. None c. None d. See a e.\$500.00 f. none g. \$200.00 h. None i. None</div>	<div>\$114,271.19</div>
	<div>a.Title I b. none c. none d. Title 1 e. Supplemental f. Supplemental g. Supplemental</div>	<div>a .Title I b. none c. none d. Title 1 e. Supplemental f. Supplemental g .Title I</div>	<div>a. Title 1</div>

**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

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

a.1100 – Kuykendall Salary, 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

2019-20:

- 3.1 – Continue to increase parent involvement, pupil engagement, and school climate by administering a parent, staff, and student survey in the Spring. Increased efforts to ensure students and parents feel safe while their students are at school is essential.
- 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 2018 California Schools Dashboard, suspension data indicates "All students" are in the “blue” performance category with 0% of students being suspended at least once. This represents a "decline" of 1%. Local data suggests 9 students were suspended in 2018-19.
- 3.5 – Maintain 0 student expulsions. Maintain 0 middle school dropouts
- 3.6 – According to the Fall 2018 California Schools Dashboard, chronic absenteeism data indicates "All students" are in the “green” performance category with 3.5% of students are identified as being chronically absent. This represents a "decline" of 2.2%. Local data indicates 9 students are identified as being chronically absent and 2 students are identified as being chronically tardy.
- 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
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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
Implement the Catapult Emergency System

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

3.3 – Survey of English learner parents

Attendance at ELAC meetings has increased

Maintain increased involvement

Maintain increased involvement

Maintain increased involvement

3.4 – Suspension Rate Indicator and Local Suspension Data

“Yellow” Performance Category
Status “Medium” 1.2%
Change “Maintained” 0.2%
2016-17 – 7 students suspended

Decrease the number of students suspended by 2

Decrease the number of students suspended by 2

Decrease the number of students suspended by 2

3.5 – Expulsion Data and Middle School Drop Out Data	No expelled students No middle school dropout students	Maintain 0 expelled students Maintain 0 middle school dropout students	Maintain 0 expelled students Maintain 0 middle school dropout students	Reduce the number of expelled students to 0 Maintain 0 middle school dropout students
3.6 – Attendance Data	Current attendance rate is 96% 19 students identified as chronically absent 86 student identified as chronically tardy	Increase attendance rate to 97% 15 or fewer students identified as chronically absent 76 or fewer students identified as chronically tardy	Maintain or increase 97% attendance rate 14 or fewer students identified as chronically absent Maintain fewer than 10 students identified as chronically tardy	Maintain or increase 97% attendance rate 13 or fewer students identified as chronically absent Maintain fewer than 10 students identified as chronically tardy
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

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

Unchanged

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

Modified

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

Administer the parent, student, and staff
survey 1 time per year to seek input and
promote parental participation of
unduplicated pupils and students with
exceptional needs.

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 events on a regular basis

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 events on a regular basis

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

Provide weekly announcements electronically each Monday. Provide paper copies of announcements to parents upon request.

Re-evaluate how to best share collaboration notes with stakeholders.

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

The Franklin School Parents' Club will e-mail staff and post on social media regarding school-wide happenings and events on a regular basis.

Consider purchasing the "Catapult" safety app.

Continue ALICE training for all staff.

Complete Phase II of security camera installation.

Update phone system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	g. \$2,000.00 i. \$12,000.00 j. \$8,000.00
Source	None	None	g. REAP i. REAP j. REAP
Budget Reference	None	None	g. 6000 i. 4400 j. 6000

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

N/A

Scope of Services:

N/A

Location(s)

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

Modified

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

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

2019-20 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 as needed

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	a.None b.\$20.00	a.None b.\$20.00	\$100
Source	b.Supplemental	b.Supplemental	Supplemental
Budget Reference	b.2100	b.2100	1000-3999

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**

New

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

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

Modified

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

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

Modified

2019-20 Actions/Services

Hold ELAC meetings at a later time of the day (5:30pm) in order to accommodate parents' work schedules

Provide parents with notice of ELAC meetings when ELPAC scores are sent home and send electronic and/or paper reminders to families at least one week in advance of all meetings.

Provide parents information on English Language Development instruction, resources, and the ELPAC

Continue to inform parents of changes to reclassification processes and procedures

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	None	None	\$0
Source	None	None	None
Budget Reference	None	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

2017-18 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

Modified

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

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

Explore gaining one extra day of counseling services per week.

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

Budgeted Expenditures**Year****2017-18****2018-19****2019-20**

Amount	a.None b.None c.None d.None e. \$1,000.00 f.None	a.\$40,000.00 b.None c.\$30,000.00 d.None e.\$1,000.0	a.None b. \$20,000.00 c. None d. \$1,000.00 e. None
Source	e. Supplemental	a.Supplemental c.Supplemental e.Supplemental	b. Supplemental d. Supplemental
Budget Reference	e.5800	a.4100 c.1110 – Certificated Salaries e.5800	b. 1110 Certificated Salaries d. 2000-3999 Classified Salaries

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

Modified

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

Maintain 0 expelled students

Maintain 0 expelled students

Reduce the number of expelled students to 0

Maintain 0 middle school dropout students

Maintain 0 middle school dropout students

Maintain 0 middle school dropout students

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

None

None

\$0

Source

None

None

None

Budget Reference	None	None	None
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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	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Provide students attendance incentives

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

Provide students attendance incentives

Provide students attendance incentives

Analyze chronic absenteeism data each trimester and conference with families in order to promote attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a.\$1,000.00 b.\$500.00	a.\$1,000.00 b.\$500.00	\$200.00 (incentives)
Source	a.Supplemental b.Supplemental	a.Supplemental b.Supplemental	Supplemental
Budget Reference	a.4300 b.4300	a.4300 b.4300	4300

Action #7

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

Students to be Served

N/A

Location(s)

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

\$100,000.00

Source

Supplemental

Supplemental

Supplemental

Budget Reference	5000 – 5999 Operating Expenses	5000 – 5999 Operating Expenses	5000 – 5999 Operating Expenses
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Action #8

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, Foster Youth, 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

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)

Add before school care for all students in the After School Program.

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.\$70,000.00 b.\$9,000.00
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	Percentage to Increase or Improve Services
\$240,002	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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$220,012

Percentage to Increase or Improve Services

5.69%

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 (see instructions).

The district's Minimum Proportionality Percentage for increased or improved services for low income pupils, foster youth, and English Learners is 5.69%. 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 2019-2020. 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. Before and after school care will be offered to all students. An additional day of counseling support is being explored in order to meet students behavioral, social, and emotional needs.