LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Franklin Elementary School
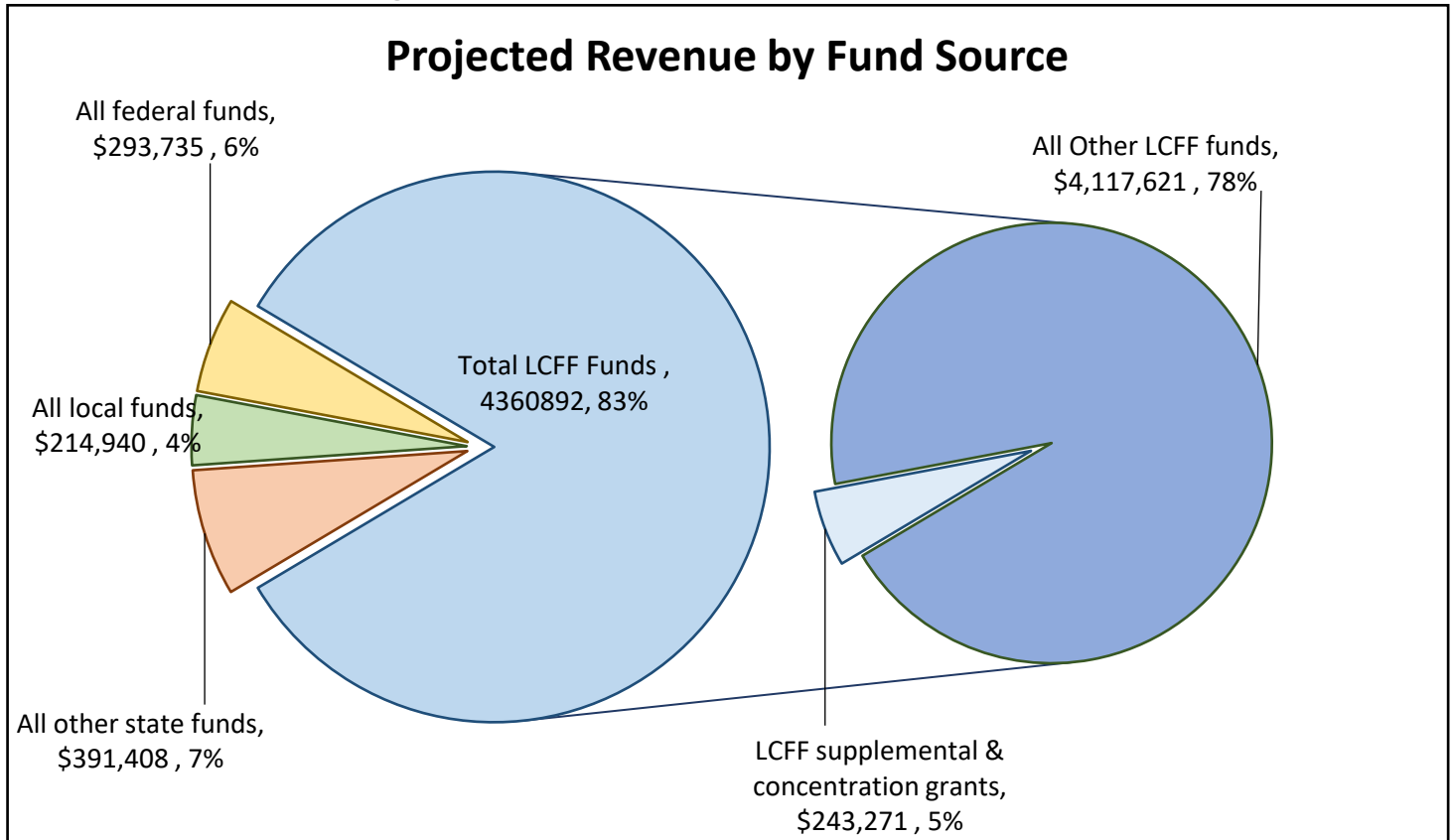
CDS Code: 51-71381

School Year: 2021 – 22

LEA contact information: Lisa Shelton

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 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $293,735 , 6%

All Other LCFF funds, $4,117,621 , 78%

All local funds, $214,940 , 4%

Total LCFF Funds , 4360892, 83%

All other state funds, $391,408 , 7%

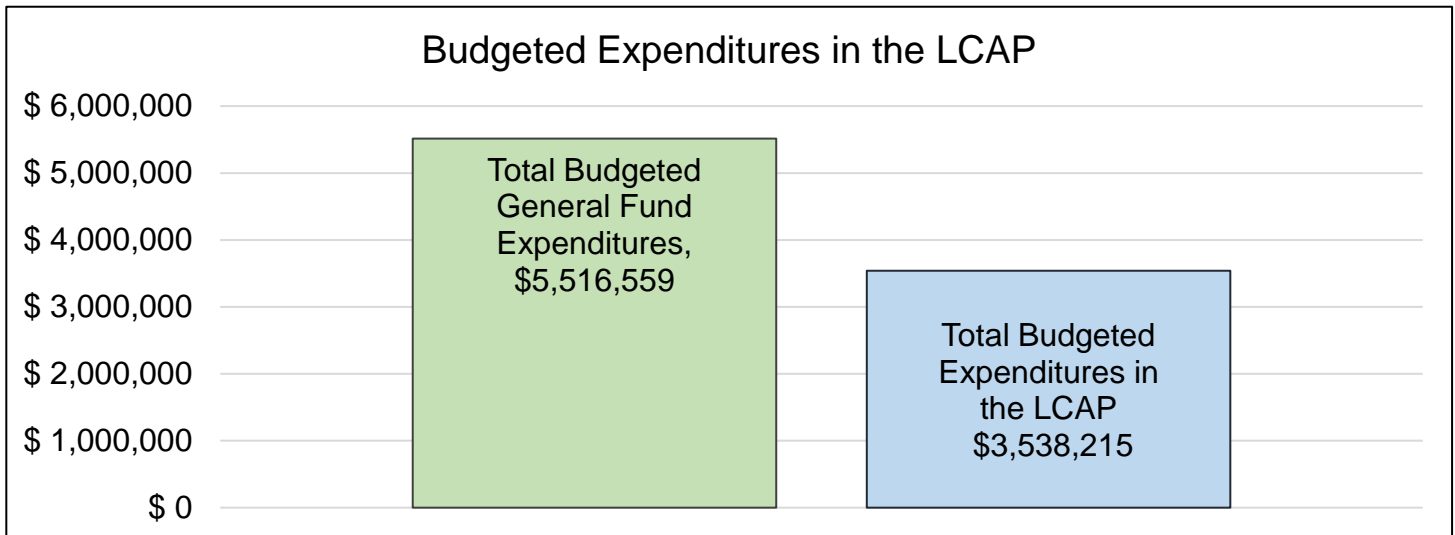LCFF supplemental & concentration grants, $243,271 , 5%

This chart shows the total general purpose revenue Franklin Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Franklin Elementary School is $5,260,975.00, of which $4,360,892.00 is Local Control Funding Formula (LCFF), $391,408.00 is other state funds, $214,940.00 is local funds, and $293,735.00 is federal funds. Of the $4,360,892.00 in LCFF Funds, $243,271.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 in the LCAP

Total Budgeted General Fund Expenditures, $5,516,559

Total Budgeted Expenditures in the LCAP $3,538,215

This chart provides a quick summary of how much Franklin Elementary School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Franklin Elementary School plans to spend $5,516,559.00 for the 2021 – 22 school year. Of that amount, $3,538,215.00 is tied to actions/services in the LCAP and $1,978,344.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
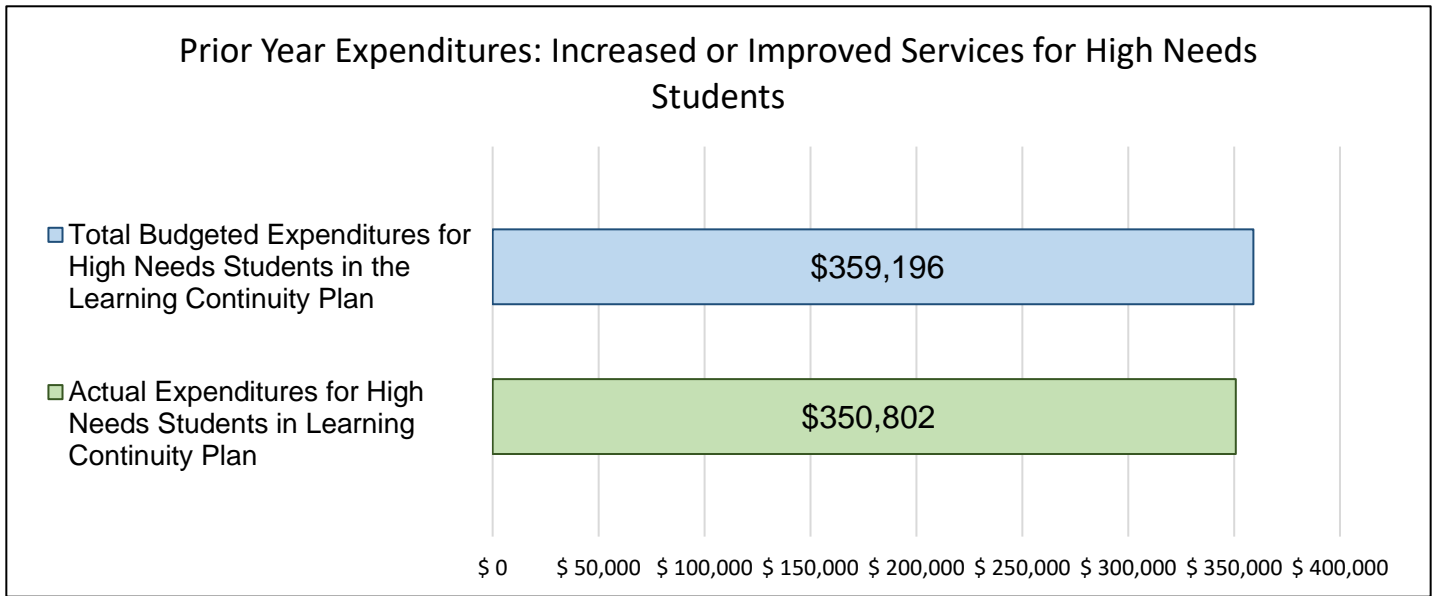
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, instructional supplies, administration, technology, and cafeteria.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Franklin Elementary School is projecting it will receive $243,271.00 based on the enrollment of foster youth, English learner, and low-income students. Franklin Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Franklin Elementary School plans to spend $535,976.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

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

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $359,196
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $350,802

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000 $ 400,000

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

In 2020 – 21, Franklin Elementary School's Learning Continuity Plan budgeted $359,196.00 for planned actions to increase or improve services for high needs students. Franklin Elementary School actually spent $350,802.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $8,394.00 had the following impact on Franklin Elementary School's ability to increase or improve services for high needs students:

Services and programs were provided as planned for high needs students during the 2020-21 school year. The actual cost of Chromebooks was less than budgeted, resulting in the difference between planned and actual expenditures.

California Department of Education
January 2021

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Franklin Elementary School District	Lisa Shelton, Superintendent	lshelton@franklin.k12.ca.us 530-822-5151

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Expected	Actual
Maintain standards aligned instructional materials in ELA/ELD, math, science and history/social science	Maintained aligned instructional materials in ELA/ELD, math, science and history/social science
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	Materials purchased for 6-8 Science materials piloted in grades Purchased science materials for K-5 and 6-8
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	Purchased HSS Materials for K-5 and 6-8
Update teacher laptops Redistribute student laptops	Teacher laptops were upgraded to Windows 10. Teachers and IT person attended Google Conference in Sacramento
Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Professional Development was provided in the area of science. Teachers looked at different science curricula to purchase. Teachers received training on the Next Generation Science Standards.
Maintain fully credentialed and appropriately assigned teachers	Maintained fully credentialed and appropriately assigned teachers
Maintain broad course access	Music and P.E. are offered to all students (Full-time Music and P.E. teacher)
Continue to evaluate and refine the vision and expectations for science in all grades. Continue to improve parent engagement for NGSS.	Teachers worked with Science Teacher from SCOE to understand Next Generation Science Standards
Maintain facilities in good repair as per Facilities Inspection Tool	Maintained facilities in good repair as per Facilities Inspection Tool

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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.	$0	$3,031
Continued site level planning time dedicated to science and the implementation of adopted/piloted instructional materials Purchase Mystery Science Program for Grades 4-6 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	a.$1,000.00 (subs) b. $1,000.00 c.$500.00	$0
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	b. $60,000.00 (textbook adoption)	$11,020
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 GSuite Continue providing support to IT support on Google implementation Explore the technology standards and consider implementation across grade levels	a. $46,200 (1:1 devices) b. $27,000 (upgrade) c. $2,000.00 (training) d. $1,000.00 (google implementation)	a. $28,124 b. $0 c. $0 d. $2,650
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.	c. $26,000	$8,620

Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers across content areas. Contract with Solution Tree for 4 days of PLC Implementation training throughout the year		
Maintain fully credentialed and appropriately assigned teachers	$2,291,539	$2,216,807
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 h. Explore opportunities to offer CTE pathway courses and career exploration for Grade 6--8 students	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	a.$0 b.$2,405 c. 3,899 d. see action 1.3 e. see action 1.3 f. included in b and c above
Action 8 has been combined with Action 2	None	None
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.	a. $0 b. $30,000 c. $147,386	a. $0 b. $0 c. $65,753

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

We spent 88% of funds budgeted for Goal 1 in the 2019/20 school year. Due to the closure of school during the COVID-19 pandemic we did not complete the HVAC project as planned but plan to in the future.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Successes:

Science and social science curriculum was purchased in the 2019 - 2020 school year. Joe Cuddemi from Solution Tree worked with the Franklin School staff three times during the 2019 -2020 school year (the third training was conducted via ZOOM). The content of the work with Mr. Cuddemi focused on essential standards, common formative assessments and Tier III behavioral interventions. Teachers created a schedule that allowed WIN (Whatever I Need) time during the day to target students needing intervention and/or enrichment.

The REAP grant allowed us to purchase campus security cameras, chromebooks for Yearbook, mice, headphones, carts and upgrade the phone system during the 2019 - 2020 school year. A full-time music teacher and PE teacher work with students to ensure that we maintain broad course access. During the 2020 -2021 school year, K - 5 PE and Music were part of student's week via zoom interaction (music) and PE videos.

During the summer of 2019 many summer projects were completed. Mr. Reeder met with the Facilities to develop a five-year facility plan and the projects completed during the 2019 summer were prioritized by the five year plan. The dry rot project by the primary classrooms (Room 5) was completed during the spring of 2019.

Challenges:

Although science and social science curriculum was purchased, the science program was not implemented due to COVID. During distance learning, teachers focused on math and ELA essential standards. The Jr. High team DID provide instruction via ZOOM on social science and science due to each Jr. High teacher teaching to their core subject of science, social science, math and ELA. Staff development was not provided in either social science or science due to Covid.

Although the REAP grant allowed us to purchase technology, when the school shut down it became apparent that we were going to need a device for every student on campus. The Board made the decision to purchase Chromebooks for all students. Due to the high demand for technology, it was hard to obtain Chromebooks right away so students had to use a variety of devices causing (at times) technology challenges. The quick closure of school (due to Covid) did not allow teachers a lot of time to be trained in Google

Classroom or other learning platforms. Teachers had to spend much of their own time researching and developing programs on their own .

    Facility projects were halted for the summer of 2020 due to Covid and the potential for a negative COLA which would have drastically affected the budget.

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

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Expected	Actual
Grade level and overall CAASPP scores will increase 4-5% ELA	Due to COVID-19 the CAASPP assessment was not given in 2019-20
Grade level and overall CAASPP scores will increase 3-4% Math	Due to COVID-19 the CAASPP assessment was not given in 2019-20
Await guidance from the State API	API has been eliminated and replaced with an updated accountability system, the CA Schools Dashboard.

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%	Due to COVID -19 the Wonders Unit Assessments were not given in 2019 - 2020. Due to COVID -19 the StudySync Unit Assessments were not given in 2019 - 2020.
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%	Due to COVID-19 the GoMath Unit Assessments and CPM Chapter Tests were not given in 2019 - 2020.
Reclassify an additional 5 students	Due to COVID-19 theELPAC assessment was not given in 2019-20 and therefore no students were reclassified

Re-evaluate identified progress when ELPAC benchmarks are established	Due to COVID-19 the ELPAC was not administered and therefor benchmarks were not established

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide teachers collaboration time to analyze student level, grade level, and cohort ELA CAASPP data and local data.	$1,000.00	$0
Provide teachers collaboration time to analyze student level, grade level, and cohort math CAASPP data and local data.	$0	$0
API has been eliminated and replaced with an updated accountability system, the CA Schools Dashboard.	None	None
Implement a common intervention time within grade levels at least two days per week in Kinde-r-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. 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	a. None b. None c. $1,000.00 d. $4,500.00 e. $3,000.00 f. $9,000.00	a. None b. None c. $0 d. $6,564 e. $8,700 f. $1,218
Implement a common intervention time within grade levels at least two days per week in Kinde-r-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.	a. None b. None c. See action 4d d. See action 4e	b. None c. See action 4d d. See action 4e

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		
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, 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	$114,271.19	$114,987.90

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Goal 2 were expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

The Franklin School Board approved a 2019 - 2020 school calendar that allowed for 20 collaboration days. The collaboration days provided teachers time to analyze student data and create WIN (Whatever I Need) groups. WIN time was created at all grade levels. Although WIN time varied from grade level to grade level, all grades committed to two 30 minute time frames for intervention during the week. Some grade levels provided as much as four days a week of WIN time. The Reading Lab was in effect for 2019 -2020. A full-time ELD teacher provided 30 minutes daily designated English instruction five days a week.

Franklin School used the MP Room to house students that did not have access to the internet or were students struggling with Distance Learning and social emotional needs. Personnel were hired to help monitor students in the MP Room.

Franklin School partnered with Yuba City Unified School District to provide meals to Franklin School families during the Spring of 2020. Students that needed breakfast and/or lunch could visit any of the schools providing meals and pick up breakfast and lunch at no cost.

Challenges:

After school closed in March, WIN time was eliminated due to students ZOOMing from home. Teachers did provide office hours for students needing extra help. Many students took advantage of the offered support, but unfortunately, some students did not.

Joe Cuddemi from Solution Tree did provide professional development during the 2019 -2020 school year. The last series that Joe provided (essential standards and common formative assessments) had to be conducted via a Zoom meeting.

Although ELD instruction was offered daily to students via ZOOM, many EL students were not successful in navigating the technology due to poor connectivity. Many of the EL students did not attend their ZOOM ELD session. The ELD teachers reported that there were often many students zooming in the same household, so it was often difficult to hear the students during their ELD lesson.

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

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Expected	Actual
Continue to administer Parent, Student, and Staff Survey Implement the Catapult Emergency System	Parent and Student Survey administered in the Spring of 2019 Training was given to staff on the Catapult Emergency System.
Parent and student attendance at workshops will continue to increase	A Kindergarten parent orientation was held before school started in August 201
Maintain increased involvement Survey of English learner parents	ELAC Meetings were held at 5:30 p.m. English Learners were asked for input on the LCAP. ELD teacher shared information on ELD instructions, ELPAC and reclassification processes during ELAC meetings.
Decrease the number of students suspended by 2	10 students were suspended in 2018-2019. 6 students were suspended in 2019-2020.
Reduce the number of expelled students to 0 Maintain 0 middle school dropout students	No middle school dropout students
Maintain or increase 97% attendance rate 13 or fewer students identified as chronically absent Maintain fewer than 10 students identified as chronically tardy	The attendance rate for 2019 - 2020 was 96.2%. Approximately 42 students were chronically absent.
Continue to supplement transportation services	Transportation was provided during the 2019-2020 school year
Maintain after school program	The After School program was in effect during the 2019 - 2020 school year

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

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. 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.	g. $2,000.00 i. $12,000.00 j. $8,000.00	g. $0 h. $0 i. $0
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	$100	$0
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	$0	$0
Conduct a needs assessment from staff and parents regarding the need for additional counseling. Explore gaining one extra day of counseling services per week.	a.None b. $20,000.00 c. None	a. none b. $0 c. $0 d. $0

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	d. $1,000.00 e. None	e. $0
Reduce the number of expelled students to 0 Maintain 0 middle school dropout students	$0	$0
Provide students attendance incentives Analyze chronic absenteeism data each trimester and conference with families in order to promote attendance.	$200.00 (incentives)	$0
Continue to supplement transportation services for in district students to avoid increased costs for families	$100,000.00	$79,337.08
Maintain "The Bulldog Academy" after school program (formerly known as "The Doghouse)	a.$70,000.00 b.$9,000.00	a.$83,316 b.$12,558

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We were unable to fully utilize the funds originally budgeted on the Actions/Services above due to the closure of school during the COVID-19 pandemic but plan to complete the projects in the future.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

There were no expulsions during the 2019 -2020 school year. Transportation was provided to In-District students until the school closure in March of 2020. In August of 2020 transportation was provided to those students needing to be housed in the new gym. These students were students that had limited connectivity to the internet or were suffering due to social and emotional concerns. After School Personnel were staffed to monitor the students in the cafeteria

A Kindergarten Orientation was held in the fall of 2019. The Parents Club was in attendance to share information with parents regarding school events and how to get involved. A back to school assembly was also held in the fall of 2019. The back to school assembly welcomed students back to campus and reviewed school goals, the yearly theme and campus safety expectations.

Throughout 2019 -2020 school year information was sent home through the Monday Message. When school closed in March communication was still sent home through letters posted on the website. The staff made several motivational videos that went on the Franklin School website and Facebook page to encourage students to keep connected with learning.

All phases of the security camera installation were completed in 2019 - 2020.

Challenges:

The parent, student and staff survey were not completed in 2019 - 2020 due to school closures, although a brief survey was given in the fall to gauge whether parents supported students coming to school for in-person learning. The Parents Club was not able to hold many of the yearly events due to Covid and school closure.

The ALICE training was not conducted during the 2019 - 2020 school year as students and staff were not on campus.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Home to school transportation for all in-district students but especially benefits low-income students	$100,000	$76,000	Y

Academic interventions for students experiencing learning loss, with emphasis on unduplicated students (including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities)	$111,921	$125,627	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Transportation: Estimated Actual expenditures were lower than budgeted due to the cost of transportation being less than anticipated due to not transporting students for a portion of the year. We also did not reimburse mileage to the parent of our NPS student for transportation to Sacramento due to distance learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

   Although Franklin School did not offer hybrid in-person instruction until October of 2020, two groups of students were on campus starting as early as August of 2020. Staff members were invited to bring their own children to campus in August of 2020. After school personnel were hired to provide a safe place for students to zoom so that the teachers could focus on their students and DL. Franklin School also had students on campus in August of 2020 that needed internet access, academic support and/or students that were struggling with social/emotional issues. A credentialed teacher helped organize the day for the "gym" kids and this group grew as the year progressed due to parent and teacher requests. Several rooms began to be used for students to be on campus to help keep the number of students small in the gym. The IT person ensured that all students had the technology that they needed for Distance Learning.

   Franklin School went through several schedule changes to allow students on campus for in-person instruction starting in October of 2020. The invitation for in-person instruction was done by staggering grade levels. We started with Kindergarten and 1st, then 2nd and 3rd, then 4th grade followed by 5th grade. The day was split into AM/PM sessions or Monday/Tuesday - Thursday/Friday (Jr. High). April 12 celebrated all students on campus, full day! Parents overwhelmingly supported students on campus; only 3% (14 students) have decided to keep their children on Distance Learning.

   A long-term sub was hired to teach the students staying on Distance Learning. The Distance Learning teacher works closely with classroom teachers to ensure that pacing of instruction is equal to that of students in-person learning..

Challenges:

Although Franklin School did an excellent job of identifying students that needed to be on campus, the school did have to be shut down several times due to Covid which caused students to return to DL. In November and December over 8 staff members contracted Covid. This shut down the gym, the office, classrooms and the After School Program.

The changing schedules that occurred during the 2020 -2021 school year was very difficult for parents. The AM/PM model or Monday/Tuesday and Thursday/Friday (Jr. High) hybrid schedule required parents to drop off and pick up their child at inconvenient times during the day or only two days per week. Parents were frustrated by the length of time it took to fully open school, but there was much caution and planning in re-opening in order for Franklin School to STAY open.

The other challenge facing teachers was parents requesting a concurrent teaching model. It was (and is) very difficult for a teacher to instruct both the students that are in the class physically and at the same time teach via ZOOM . Only a few teachers taught using the concurrent model, but it was difficult to have both modalities occurring simultaneously.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and hotspots to support connectivity for students who would not otherwise have access to technology or connectivity during distance learning	$122,132	$98,333	Y
Academic interventions for students experiencing learning loss, with emphasis on unduplicated students (including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities)	See In-Person Instructional Offerings	N/A	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Devices and Hot Spots - Estimated Actual expenditures were lower than budgeted due to the cost of the Chromebooks and Hot Spots being less than originally budgeted.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Successes:

   FESD was committed to providing continuity of instruction to students during the school year, whether it was classroom-based or through distance learning. Teachers identified priority standards that were the focus of their instruction and work began on creating common assessments. During distance learning, FESD teachers delivered instruction using the same adopted core curriculum as they use during classroom-based instruction. This consistency ensured that students were growing toward the next grade level's expectations regardless of where learning occurred. Distance learning schedules mirrored classroom-based schedules and lesson format and academic expectations were consistent with those in classroom-based instruction.

   A Learning Management System (LMS), Google Classroom or SeeSaw, was used in both distance learning and classroom-based instruction. However, in distance learning the LMS became the digital classroom where lessons, assignments, messages, and communication happened. Teachers used instructional tools including but not limited to: Zoom, Flipgrid, Jamboards, as well as print materials to deliver instruction and connect with students. All students had access to a Chromebook so they could engage in the online work. If a student needed access to connectivity they were provided with a hotspot. Teachers offered online office hours daily to support students' instructional needs as well as regular intervention times. Students with IEPs or 504 plans were provided support to meet their individual needs. Special education staff worked with the classroom teacher(s) to support student learning. English learners received designated and integrated ELD services, Teachers monitored and supported student access to the curriculum through the LMS. Students not engaging in distance learning were referred to the Reengagement Team.

   During Distance Learning ALL teachers were on campus teaching from their classroom. This helped students better focus on the lesson as they were observing a more formalized classroom setting. Teachers created procedures and expectations for ZOOM meetings. All students were expected to have good attendance, be dressed and ready for the day and to be alert and ready for class.

Challenges:

   The toll of Distance learning was definitely evident on both the teachers and students. ZOOMing daily created a different type of fatigue. Teachers reported that the lack of classroom energy made it difficult to know if students were having difficulty. The sheer magnitude of the staff and students Zooming created some technological difficulties. Students reported frustration that they were sometimes kicked out of meetings and would have to re-join. Audio issues were experienced with some students. Distance learning caused some students to totally disconnect from school. In grades 6 - 8, many average to above average students demonstrated poor attendance and very little effort in class work resulting in poor grades. In the primary grades many of the youngest students became heavily dependent on their parents for help, which took some adjustment when these students returned to in-person learning.

Access to Devices and Connectivity

Successes:

   FESD actively assessed the home device and connectivity needs of students through emails, surveys, and phone calls. Since some families live in rural areas and some in more urban areas, needs varied. The school board directed that there be one device for every student so 384 Chromebooks were ordered so all students could use the same type of device. Prior to school starting, the school issued 192 Windows laptops and 135 Chromebooks. Families living in the urban areas of the community were given information for Comcast's reduced rate. Twenty Kajeet hotspots were available for loan as need was determined. A limited number of students unable to connect to the internet and access distance learning through any other means, worked in the school's multi-use room under the supervision of one to two staff members. Distribution and assessment of technology continued throughout the year as the needs of the families changed.

   The technology coordinator worked closely with teachers to determine how they were going to deliver distance learning so equipment and programs would be in place to meet their needs. Teachers monitored student engagement and alerted the technology coordinator to device or connectivity issues.

Challenges:

   Due to Covid and the overwhelming need for technology at ALL school sites, the Chromebooks took longer than anticipated to arrive at school. Frustration occurred when students could not connect due to poor internet connection in their home. Although teachers learned how to use technology in completely different ways, the learning curve was steep and the time to create virtual lessons was overwhelming.

Pupil Participation and Progress

Successes:

   Pupil engagement included daily live interactions, district assessments, curriculum based assessments, teacher created assessments, and assignments of at least 180 daily instructional minutes for TK/K, 230 minutes for grades one through four, and 240 minutes for grades four through eight. Live interaction, pupil and/or parent contact, assignment completion, and engagement in the LMS was the basis for attendance and was recorded in Aeries as well as for daily and weekly engagement. Weekly Engagement Records included student attendance, participation, progress, assignment completion, and the time-value of the assignments. Time-value was based on curriculum pacing guides and the expertise of the teacher.

   Support staff reached out to students who were absent or not engaging fully in distance learning. During weekly grade level meetings teachers reviewed gradebooks and engagement logs and students who were not making adequate progress or engaging were referred to small group intervention during WIN time and/or the Reengagement Team.

   The Special Education Team met with their students in-person so that they could receive their services. Students that were on an IEP came to campus in the afternoon so that the RSP teacher and aide could help support their learning. The ELD teacher provided 30 minutes of ELD Zoom daily. The ELD teacher was also instrumental in reaching out to students experiencing difficulty.

Challenges:

Despite support staff reaching out to families and students who were struggling, there were a few students that demonstrated poor attendance. One student was referred to SARB, but that did not change student behavior. Students that were on-campus were provided with teacher and classified support, but there were a few students that were so far behind academically that they could not catch up.

Even though ELD instruction was offered daily, some of our English learners did not access this time. Some of our EL students have multiple families living in the same household, so Zooming could be very loud and difficult for the students to be heard.

Distance Learning Professional Development

Successes:

Beginning in spring 2020 professional development activities focused on distance learning were available to teachers. Ninety percent of teachers surveyed participated in PD through the school site and 70% participated in PD through the county from March to June. All teachers worked with a facilitator to identify priority standards and begin developing common formative assessments. Additional trainings included Google Classroom, SeeSaw, and technology seminars. Weekly Zoom meetings were held throughout the summer to identify professional development needs as reopening plans and distance learning plans were drafted. Teachers were encouraged to access training available through the county office curriculum department.

Challenges:

It was difficult to participate in PD as teachers were too busy learning the technology needed to teach students virtually. Science had to be put on hold in the primary grades as the science curriculum is brand new and teachers did not have the time to step away from the virtual classroom to take on one more thing.

Staff Roles and Responsibilities

Successes:

All staff have had their responsibilities altered as a result of COVID-19. Classroom teachers used to teaching and managing students within their classrooms became technology experts as well as educators. Aides shifted from spending part of their day supervising students at recess and lunch to working virtually with small groups of students on unfamiliar learning platforms. Bus drivers, no longer with students to transport, helped teachers by supporting students and organizing materials. The crossing guard worked with two students who had no other means of support. Classified staff were pulled from other duties to deploy and support technology for students and distribute meals. Certificated specialists became part of the intervention support team providing small group instruction during WIN time.

Challenges:

All staff members found that their job duties changed dramatically due to COVID. The Crossing Guard became a tutor. The secretaries became Contact Tracers. The P.E.teacher was in charge of all students in the Gym. Aides became outreach consultants. All staff did what they needed to do in order to keep students engaged and learning during DL.

Supports for Pupils with Unique Needs

Successes:

To meet the academic needs of students with unique needs in the areas of English language arts, English language development, and math, students were assessed three times per year using IXL and STAR Math and WIN (What I Need) time was provided two to five days per week by classroom teachers, specialists, and instructional aides. Additionally, special education staff provided instructional support for students in accordance with their Individualized Education Plan (IEP).

FESD's English language development teacher met with students by grade level band/EL level for half an hour each day on Zoom for designated ELD instruction using the ELD materials in the adopted ELA program, Wonders for K-3, and Academic Vocabulary Toolkit for grades 4-8. The EL teacher worked with classroom teachers to support lessons in the classroom, made sure all EL students had computers and connectivity, meet with students when they came to get materials to assess needs of parents and students, checked in with students, and reached out to students if they weren't participating in distance learning. In addition, the EL teacher worked with teachers to scaffold directions and lessons for students. EL students were further supported through the use of language support tools embedded in the online learning platforms, such as translation, dictionary, and read aloud features, as well as through the use of Google Translate.

Students experiencing homelessness were provided referrals in securing housing and food options. Technology devices and connectivity were provided to students in need, including all student groups. In addition, students having no access to the internet worked at the school in the multi-use room. This was for a limited number of students and they practiced social distancing and wore face coverings.

Teacher led office hours were offered to all students with an emphasis on meeting with foster youth, English learners, and low-income students. This provided students with additional time for reteach and/or reassessments or a little more time with the teacher. During office hours teachers checked-in with students and their parents to assess the needs of the family and determine if there were barriers to distance learning. Students with unique needs and their families do not usually feel comfortable asking for help in large groups so these smaller scheduled times supported their needs. Additionally, increased instructional aide support and virtual intervention times allowed all students but especially foster youth, low-income, and EL students greater access to instructors who provide targeted, individualized academic assistance.

Challenges:

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional staff time to provide academic interventions for students experiencing learning loss, with emphasis on unduplicated students (including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities)	$13,000	$41,777	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Additional staff time - Estimated Actual expenditures were higher than budgeted due to the need of additional staff in order to assist and work with our unduplicated students who did not have access to internet other than at school or needed additional support during distance learning.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

Specific student academic needs were determined through a systematic cycle of assessments using IXL and STAR Math, completed three times per year beginning as early in the year as possible. In addition, curriculum based assessments on grade level standards were administered to all students according to publisher pacing guides and student readiness. An analysis of data was used to identify students who experienced learning loss or were not meeting grade level mastery. Students with skill gaps were grouped for

WIN (What I Need) time. Two to five days per week for 30 minutes grade level teams, support staff, and specialists worked with small groups of students for skill development sessions. Progress was discussed during weekly grade level team meetings and interventions were adjusted as needed. All classes were assigned instructional aides to support students and teachers.

As teachers found skill gaps, they delivered instruction in those skills. FESD ensured foster youth, students experiencing homelessness, and students with unique needs had equitable access to all school activities. English learners received a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. Students with disabilities were included in our classroom-based model and in addition to their general education placement received their full IEP accommodations, modifications, and supports.

Understanding learning loss may have occurred, FESD took steps to ensure learning opportunities were available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers used multiple methods of providing instruction to meet students' needs such as whole group, small group, or one to one.

English learners focused on the same grade-level academic standards that were expected of all students. All English learners received a program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. During distance learning, this instruction included instruction via Zoom, supplemental physical and virtual resources, instructional packets, or projects. Instruction was tracked and services documented through the LMS.

Students with disabilities were included in all offerings by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. Through parent feedback, special education staff determined what was working for each student in distance learning as well as what accommodations and modality of learning to allow the greatest access. Special education teachers collaborated with general education teachers to ensure appropriate accommodations, modifications, and support were provided during distance learning instruction.

FESD ensured that students experiencing homelessness and foster youth had equitable access to all school activities, whether online or in-person. During distance learning, instructional aides reached out to, and supported students who were not engaged and participating. Students were supported with free transportation when instruction is classroom-based and access to mental health providers supported students virtually and/or on-site. Families were provided with information, resources, and/or support for social and emotional well-being and trauma-informed approaches.

Students who are low income may not have access to the technology or connectivity necessary for distance learning. FESD purchased devices and internet hotspots to ensure the technological needs of students were met. Food insecurities often contribute to a decline in a student's academic performance; therefore, five breakfasts and five lunches were provided each week for students participating in the free and reduced meal program.

The effectiveness of the services and supports to address specific student academic needs was measured through benchmark assessments (IXL and STAR Math), formative assessments, portfolios, publisher assessments, grades, and engagement in distance learning. Grade level teams met weekly to review each individual student's progress and track changes. Common formative assessments were monitored during this review and intervention (What I Need) groups were formed. Supports and/or staffing was reallocated to address the needs of students.

Challenges:

Although assessments were administered during DL, the reliability of these assessments could be questioned. Students in the primary grades received a lot of support from parents or caregivers so the assessment results could be seen as not as authentic as if students were in-person taking an assessment. Upper grade students had access to technology so assessment questions could be googled, thus making an assessment unreliable.

Students had to be encouraged throughout DL to take IXL and STAR Math tests. There were many students during DL that would mark an assignment as complete, yet the assignment was turned in blank. Some parents stated that they could not figure out how to check their child's missing assignments.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

FESD recognizes the need to support the whole child. Franklin School has smaller class sizes so teachers and support staff get to know their students, families, and challenges and strengths in ways that are not possible in larger schools. During the 2020 - 2021 school year no Inter-District students were accepted in order to maintain the smaller class size. Teachers checked-in with students during synchronous instruction and WIN time as well as through online surveys. The Staff discussed the importance of mental health throughout the school year.   FESD was asked to look for signs of trauma and depression in students even during Distance Learning.

In addition to school staff, the social emotional well-being of students was supported by a school psychologist 1 day per week and a newly hired, two day per week school counselor. Referrals for the school counselor came from the student, parent, or staff and included counseling services for social emotional groups, check-ins, and general social emotional support. Additional support was provided by the classroom teacher through parent Zoom office hours and connecting students with programs outside of school hours.

The staff had regular check-ins with administration to ensure and support the well-being of each staff member. Each staff member was assigned a Mental Health Buddy. Weekly bulletins asked employees to check in with their Mental Health Buddy. Employees had

access to a collection of resources provided by the Sutter County Superintendent of Schools Office as well as the Employee Assistance Program (EAP).

Challenges:

During ZOOM interactions, it was difficult to identify all of the students that were experiencing trauma or stress during DL. Some parents contacted the school to ask for counseling, but there were many families that did not.

The staff experienced a very difficult time during DL. Teachers did not embark on this profession to teach students through a computer screen. Staff was encouraged to take care of themselves and reach out if they needed anything. It was a very busy year, so the effects on staff will not necessarily be seen until after the summer when there is time for reflection.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

Teachers engaged with students daily, reached out to check in and offer support, and generally maintained as much contact as possible with students to support their progress and ensure that students felt seen and heard by their teachers every day. In addition to engaging daily with students, teachers held intervention sessions and office hours where students could ask questions or get support. When students were not engaging in distance learning, support staff called the parent and assessed if there were barriers to distance learning for the family.

The following was the re-engagement plan used during the 2020 - 2021 school year:

If a student misses three days in a week or 60% the reengagement process starts. For absences 1-3, parents are called to notify of absences and determine if there are barriers to attendance. After the third absence, the tiered reengagement process begins.

Step 1: Absent another 3 days in a week or 4 days total: the parents are again contacted to discuss student attendance and/or participation, determine needs, and discuss transitioning pupils to full-time in-person instruction (as feasible).

Step 2: Absent 3 days in a week or days or 8 total absences: we contact parent/guardian to discuss student attendance and/or participation and discuss specific concerns; provide resources/support; send Distance Learning Attendance Letter 1.

Step 3: Absent 3 days in a week or 12 day total absences: contact parent/guardian to discuss student attendance and/or participation; make a home visit to discuss concerns; connect with/see the student; and send Distance Learning Attendance Letter 2.

Step 4: Absent 3 days in the week or 16 days total absences: contact parent/guardian to discuss student attendance and/or participation; schedule SART/SST; Distance Learning Attendance Letter 3 (includes Chronic Absenteeism)

Step 5: Absent more than 3 days in the week or 20 days total absences: contact parent/guardian to discuss student attendance and/or participation; referral to SARB; Distance Learning Attendance Letter Notification of Referral to SARB

Challenges:

   Attendance is extremely important at Franklin School! The staff did everything they could to provide outreach to students not attending ZOOM classes or in-person learning. Despite these valiant efforts there were still 21 students that were chronically absent during the 2020 - 2021 school year. Of these 21 students, 18 families are represented (siblings).

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

   Ensuring students have access to healthy meals is extremely important whether instruction is in-person or through distance learning. Changes to the food service operation include Health and Hygiene Promotion, Meal Preparation, and Cleaning and Sanitation protocols.

   Promoting healthy hygiene practices apply to all staff and students and included: teaching and reinforcing handwashing and use of a cloth face covering by employees when near other employees or students; having adequate supplies including soap, hand sanitizer, and tissues; posting signs on how to stop the spread of COVID-19. In addition to standard food safety procedures followed in the food service department, standard operating procedures for sanitation of school kitchen and cafeteria was updated; employees have been trained on health and safety protocols, including correct application of disinfectants, and maintaining physical distancing. As part of the updated standard operating procedures gloves, masks, disposable aprons, and other supplies were readily available. Only 2 people work in the cafeteria to prepare and serve meals. Three days per week the workers are from the same family so social distancing was not an issue and on the other two days, social distancing and safety practices were followed.

   In addition to the previously mentioned safety protocols, other changes were made to the food service program for classroom-based instruction. First through sixth grade students ate lunch in the cafeteria, spread out among many tables. Only 8 students per table were allowed. Yard duty supervisors monitored lunchtimes and ensured that students practiced hygiene protocols. Students were seated apart from classmates and excused at the end of the lunch period to walk back to classrooms (if eating outside) at staggered times. Grades 7 and 8 wear masks to the MP Room, pick up their lunch tray and then walk to an outdoor area behind the Junior High classrooms to eat lunch. All students are asked to use hand sanitizer before eating their breakfast or lunch.

Sneeze guards and partitions were installed at the food line and point of sale location. The choice bar was changed to items that were packaged to allow for easy selection. Students were served on disposable trays with disposable utensils.

During distance learning Franklin Elementary School operated a "Grab and Go" pickup at the school campus each Monday, Wednesday and Friday for students qualifying for free/reduced meals or those wishing to pay. Staff, trained in food safety procedures, assembled meals that met all nutritional guidelines and were equipped with gloves and face coverings when handling food. Parents drove through the parking lot and stayed in their vehicle while staff members wearing face coverings and gloves handed out breakfasts and lunches.

Challenges:

Serving grab and go meals made it difficult to meet all of the required meal components.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional WellBeing	School counselor 2 days per week to provide mental health and social emotional support for students.	$12,143	$9,065	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Estimated Actual expenditures were lower than budgeted due to the cost of the counselor being lower than anticipated based on what we were invoiced and have paid in full.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons Learned:

-Students and staff suffered anxiety and stress during the COVID-19 pandemic. Moving forward FESD will add one additional day of counseling. SEL lessons will be provided to all students.

-Some students did very well during DL and others did not. Priority standards will be shored up to ensure that accelerated learning occurs on day one of instruction in 2021.

-Professional development is needed in Science and Social Science.

-PD will continue to move Franklin School forward as a PLC School.

-WIN time needs to continue for all students. Weekly collaboration is necessary to compile and examine data in order to create WIN groups. Collaboration needs to be focused and centered on learning loss, acceleration, priority standards and creating common formative assessments.

-Technology needs to be supported.

-New health and cleaning standards have been implemented at the school site. Ongoing funds will help create additional safety supports such as new HVAC units, new filtration systems, water filling stations, hand sanitizer, etc.

-Broad Course of Study - A full-time ELD, P.E. and Music Teacher will be maintained

-Electives such as art will be investigated to address the SEL needs of the whole child

-School Assemblies will be explored in the area of SEL.

-Training for Classified Staff to help support struggling learners.

-Maintain Reading Lab.

-Facilities Committee will prioritize campus needs in order to secure a safe and clean environment.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Franklin School will spend the next three years developing and implementing Tier II and Tier III interventions in both academics and social-emotional development.

Franklin School recognizes that students have experienced learning loss during the Pandemic. Beginning in the fall of 2021, teachers will focus on priority standards in order to accelerate learning. As gaps emerge, teachers will provide just in time instruction rather than try and catch students up. Franklin School teachers will work collaboratively to develop common formative assessments at

each grade level. Data from the assessments will be used to create WIN groups, as well as providing enrichment opportunities for those students at grade level and beyond. Para-educators will be trained to help students that are struggling in the area of ELA.

Franklin School currently has a full-time ELD teacher that provides 30 minutes of designated ELD instruction daily. In order to accelerate learning for our English Learners, teachers will revisit integrated ELD instruction and the importance of this to the academic growth of our English learners. We plan to work with SCSOS for integrated ELD training for classroom teachers and our ELD teacher will serve as a coach and resource to classroom teachers.

A RSP teacher and full time aide will work collaboratively with classroom teachers to ensure that students are provided instructional supports to meet their IEP goals.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences were identified in the appropriate sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2021-24 LCAP was developed after reflecting on and analyzing the challenges and successes of the 2019/20 LCAP and the 2020/21 LCP. Student outcomes, stakeholder input, and school climate were all factors considered when writing the 2021-24 LCAP. Our 2021-24 LCAP will focus on learning loss, accelerated learning to address learning loss, school engagement, and the social-emotional health of all stakeholders.

Our data analysis highlighted progress in several state priority areas. On the 2019 California School Dashboard in ELA our All student group increased by 6.4 points (40.6 points above Standard Met) and our English Learner student group increased 17.1 points to 8.5 above Standard Met. In Math our All student group increased by 10.4 points (32.5 points above standard), and although our English learner student group was below Standard Met, they increased 7.7 points in Math. Having a dedicated ELD teacher will continue to support our English learners in language acquisition and academic achievement. After analyzing student outcome in the

2019/20 LCAP and 2020-21 LCP and reviewing state and local data, it became clear that we need a consistently administered local assessment system and common grade level assessments. In addition, stakeholders noted an increased need for targeted intervention.

Local attendance data indicated 4.1% of our All student group were chronically absent in 2020/21 but 10.6% of our low-income students and 5.7% of our English learners were chronically absent. The LCAP for 2021-24 will include actions related to engaging students and transportation for in-district students in order to decrease chronic absenteeism and increase student attendance rates.

As a result of outcomes and reflection, Franklin School determined areas of focus to be on student achievement and student engagement/social-emotional health.

Student Achievement: The actions included in the 2021-24 LCAP will focus on professional development for teachers in identification of the essential standards, integrated ELD instruction, and science and social studies standards and curriculum. PD will be provided to paraprofessionals and teachers to support best practices in academics and social-emotional health (Goal 1, Action 1.2). Actions included in the LCAP will also support the development of an assessment and progress monitoring system, the creation of common grade level assessments, and the formation of Tier II and Tier III academic and social-emotional intervention supports (Goal 1, Actions 1.4 and 1.5). Every Wednesday will continue to be a collaboration day to allow the teaching staff time to analyze student data, create WIN groups, and reflect on teaching practices. We will continue to fund a full-time ELD teacher to support English language acquisition and academic achievement for our English learners (Goal 1, Action 1.6).

Student Engagement and Social-emotional Health: Actions to support student engagement and social-emotional health include maintaining a broad course of study by funding full time PD, music, and art instruction (Goal 1, Action 1.7). Goal 2, Action 2.2 will support increasing student engagement and regular school attendance by funding rewards for attendance and engaging assemblies and activities for students. We will continue to provide transportation to in-district students at no cost to families in an effort to decrease chronic absenteeism (Goal 2, Action 2.4). We will support the social-emotional health of student by funding a part-time school counselor (Goal 2, Action 2.3).

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Franklin Elementary School District	Lisa Shelton - Superintendent/Principal	lshelton@franklin.k12.ca.us (530)822-5151

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

Franklin Elementary School is a rural, single school district located in Yuba City, California. The Franklin Elementary School District serves approximately 477 students in grades Transitional Kindergarten – Grade 8. A small percentage (8.4%) of students speak languages other than English in their homes and are limited in their English proficiency. About 50% of these students come from Spanish speaking backgrounds. The District supports an English language development (ELD) program that provides a means for limited English proficient (LEP) students to acquire English skills and academic proficiencies needed to succeed in school.

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

Our student body is comprised of approximately 47% inter-district transfer students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all kinds of students for enrollment: students with special education needs or those who receive Title 1 services. The number of students who qualify for free and reduced breakfast and lunch is approximately 33%.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Franklin School is proud of the academic success of all students. The 2018 -2019 CAASPP results showed that in ELA 70.36% of students met or exceeded the standard and in math 67.76% of students met or exceeded the standard. Franklin School is proud of the program in place for English Learners. A full time ELD teacher works daily with EL students. The ELD teacher works collaboratively with classroom teachers to provide designated ELD that will support classroom learning. In 2020-21 Franklin School reclassified 4 out of 39 students (10%). The actions in Goal 1 support continued academic achievement for all students and support English learners.

The student survey administered in spring of 2021 indicated that 86% of all students understood what they were supposed to learn in math and 96% of students reported that they understood what they were supposed to learn in ELA. Ninety-five percent of students reported that they liked coming to school. A spring 2021 parent survey indicated parents think the school is a supportive and inviting place (100%) and the school encourages parents to be an active partner with the school in educating their child (99%). Our efforts to increase parent and student engagement will continue with Goal 2, Actions 2.1 and 2.2.

A Whatever I Need (WIN) time was created at all grade levels to help support students struggling in math or ELA. WIN time also provided enrichment opportunities for those students at grade level or above. The WIN time was created as part of the Professional Learning Community (PLC) endeavor that Franklin School has undertaken. The calendar adopted in 2019 - 2020 created time for teacher collaboration every Wednesday. Collaboration time is used to study assessment data, create WIN groups, and pull out essential standards. Naming the essential standards at every grade level was especially important during Distance Learning. Franklin School will continue to partner with Solution Tree and Sutter County Superintendent of Schools (SCSOS) to provide staff with PLC professional development (Goal 1, Action 1.2). Our next step in the PLC process will be to create common formative assessments. (Goal 1, Action 1.4)

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP data from 2019 indicated a performance gap in ELA between the All student group, 40.6 above Standard Met, the Low-income group, 0.2 below Standard Met, and English learners, 8.5. above Standard Met with a similar gap in mathematics (32.5 above – All, 10.5 below – Low-income, 2.2 below – English learners). While developing this plan and reviewing state and local data, it became clear that we need a consistently administered local assessment system and common grade level assessments. Goal 1, Action 1.4. Staff and parents noted an increased need for targeted intervention. Thirty-nine percent of parents indicated their child needs after-school tutoring and 31% say small group instruction would support their child. Goal 1, Action 1.5.

California School Dashboard 2019 data and local data show our low-income students (13.2%) and English learners (10%) have a higher chronic absenteeism rate than our All student group (5.6%). Four percent of our All student group were chronically absent in 2020/21 but 10.6% of our low-income students and 5.7% of our English learners were chronically absent. Students who are chronically absent are at serious risk of falling behind in school, having lower grades and test scores, having behavioral issues, and, ultimately, dropping out (U.S. Department of Education 2016; see summary in Gottfried and Ehrlich 2018). Our ELAC committee voiced the need for transportation services. Goal 2, Action 2.4

About 21% of parents believe their child will need some counseling support in the 2021/22 school year, 36.78% say we need school assemblies promoting social-emotional learning, and 67% indicate students need extracurricular activities. Goal 2, Actions 2.2 and 2.3 will support the anticipated need for additional focus on social-emotional health and efforts to engage students in the 2021/22 school year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Working with stakeholders FESD developed this LCAP to support the district's mission and vision. Taking into consideration input from stakeholders and an evaluation of state and local data, we have identified two LCAP goals.

Goal 1, *FESD will provide high-quality educational programs, academic support, and enrichment to ensure all students are college and career ready.*

Goals 2, *FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success.*

Key features include: Developing common assessments and a universal assessment system, delivering targeted intervention to students needing Tier II and Tier III intervention, supporting English learners, increasing social-emotional learning support for students, and increasing student and family engagement.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Franklin Elementary School District believes strongly that the input received from all Stakeholders directly impacts the programs and services developed for students. Stakeholder input was obtained throughout the school year, and the 2021 - 2024 reflects that input.

Staff (Certificated and Classified and Bargaining Unit): January 11, 2021, February 8, 2021, March 15, 2021, April 19, 2021, May 17, 2021

LCAP Committee: March 31, 2021

Students: Student Survey, Spring 2021

Parents: Parent Survey, Spring 2021

SELPA: February 2021

Parent Advisory Committee/Site Council January 25, 2021, March 22, 2021, April 26, 2021. LCAP draft review and approval June 2021.

ELAC: May 3, 2021

Public Hearing: June 15, 2021

Board Approval: June 22, 2021

A summary of the feedback provided by specific stakeholder groups.

Staff/Bargaining Unit (Certificated and Classified): Staff input included the following: Facility projects, additional counseling time, Tier II and Tier III interventions (both social and academic), professional development in the areas of PLC, science, social science, social-emotional learning, continue reading lab, maintain instructional aides, convert computer lab one into more useable space, hire someone to input assessment data for each grade level.

LCAP Committee: Committee input included the following; Facilities, professional development, full time Vice Principal, training for after school personnel and yard duty supervisors, visit a PLC school campus, math curriculum (new adoption), additional counseling time, clear discipline procedures, classrooms modernized with technology (e.g., smartboards, laptops, etc.), art support (grades 4 - 6), GATE classes.

Students: The student survey was administered to all students. The question, *What are changes we can make to improve our school?* elicited the following responses from students Grades K - 3 (the list is only a partial list): bring pets, bigger play structure, more playground shade, school garden, tree house, get rid of COVID, more food choices, more field trips, longer recesses, merry-go-round, balance beams. Grades 4-6 suggested the following changes (small sampling): another pickle ball court, arcade, art classes, more extra-curricular activities for 5th & 6th grades, reusable lunch trays, new volleyball nets, no masks, vending machines, zip lines, swings on 4 - 8 grade side. Grades 7 - 8 suggested the following changes: better lunch schedule, art classes, more lunch options, variety of sports equipment, vending machines, wiffle ball equipment, less strict dress code, longer lunch, longer recess, more seating at lunch, more sports, new basketballs.

Parents: A parent survey was sent home in the spring of 2021. Ninety-two parents responded to the survey When asked what ways they felt Franklin School could improve, parents listed the following as possible suggestions: expedite the car pick up line, more sports opportunities, more playground equipment, swings for grades 6 - 8, tutoring before and after school, extracurricular activities, archery, track, drawing, stop the use of masks, math intervention, more PE days, parking before school care, resume field trips.

Parent Advisory Committee/Site Council: Transportation for after school program, Edpuzzles (resource pod), ZOOM meetings with teachers after school, research assessments for grades 4 - 8, PEERS (Communication counseling tools),

ELAC: Bigger playground structures for primary playground, After school care, summer school, English classes for parents to learn English, continued transportation for students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

FESD actively sought the involvement and input of all stakeholder groups as part of the LCAP annual update process and development of the 2021-24 LCAP and considered their input before finalizing the LCAP. The following summarizes the actions and services that have been influenced by specific stakeholder input.

Student Learning: Goal 1

Action 1.2 Ensure staff are provided targeted professional development to support positive student outcomes.

Action 1.4 Develop a universal assessment and progress monitoring system to monitor student achievement and identify students in need of additional support to close the achievement gap. Components include: Assessment system; Data management system and support; Common assessments given during scheduled periods; PLC time for analysis of student performance and progress.

Action 1.5 Provide intervention and support to address the academic needs of Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities.

Action 1.6 Continue to fund a full time ELD teacher to oversee the EL program, provide classroom teachers with EL data, support classroom teachers with EL instruction, deliver designated ELD instruction to English learners.

Student Engagement/Social-emotional Health: Goal 2

Action 2.2 Increase student engagement, regular school attendance, positive student behavior, citizenship, and school climate.

Action 2.3 Support SEL needs of all students by funding a part-time school counselor and purchasing and implementing curriculum.

Action 2.4 Provide transportation for in-district students at no cost to families.

Action 2.5 Continue to provide safe, well maintained facilities by making needed repairs and improvements.

Goals and Actions

Goal

Goal #	Description
1	FESD will provide high-quality educational programs, academic support, and enrichment to ensure all students are college and career ready.

This goal was created to support Franklin School's mission statement, *Making A Difference For all students*. Franklin School has high expectations for students and the entire staff is committed to providing opportunities that address the learning needs of all children. The parent survey administered in the spring provided feedback that 100% of parents felt that the school encouraged them to be an active partner with the school in educating their child. Positive parent involvement coupled with the dedication of the staff make Franklin School a desirable place for children to attend school.

CAASPP data from 2019 indicates a performance gap in ELA between the All student group, 40.6 above Standard Met, the Low-income group, 0.2 below Standard Met, and English learners, 8.5. above Standard Met with a similar gap in mathematics(32.5 above – All, 10.5 below – Low-income, 2.2 below – English learners). While developing this plan and reviewing state and local data, it became clear that we need a consistently administered local assessment system and common grade level assessments. We must ensure that all students are working to master grade level standards.

The staff is committed to keeping up with best practices for their teaching. Stakeholder surveys indicate the need for focused professional development, especially in supporting struggling students. Franklin School adopted a new science curriculum in Grades k - 8 over the past three years. Professional development is needed in science as well as PLC, Social-Emotional learning, and Google Classroom. We also need to create a Health Committee to be trained in the new Health Standards. Staff and parent noted an increased need for targeted intervention. Thirty-nine percent of parents indicate their child needs after-school tutoring and 31% say small group instruction would support their child. The actions and services linked to this goal concentrate on high-quality first instruction, the collection and analysis of assessment data to adjust instruction and plan intervention, targeted intervention, and services for English learners. These actions and services support the implementation of content standards and increasing achievement for all students.

State Priorities: 1, 2, 4, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services – Percent of teachers appropriately assigned and fully credentialed. Source: SARC	February 2021 100%	N/A	N/A	N/A	February 2024 100%
Basic Services – Percent of students with sufficient access to standards-aligned instructional materials	February 2021 100%	N/A	N/A	N/A	February 2024 100%

Source: SARC					
Implementation of State Standards – Progress (1-5) in providing professional learning and teaching for NGSS and History-Social Science (HSS) Progress (1-5) in supporting teachers in identifying area they can improve teaching for NGSS and History-Social Science (HSS) Source: Local Indicator Survey	Spring 2021 **PD** NGSS: 1 HSS: 1 **Improve Teaching** NGSS: 1 HSS: 2	N/A	N/A	N/A	Spring 2024 **PD** NGSS: 5 HSS: 5 **Improve Teaching** NGSS: 5 HSS: 5
Implementation of State Standards – Percent of English learners (EL) meeting and exceeding on CAASPP Summative Assessment (Grades 3-8) Source: CAASPP Data	Spring 2019 42.11%	N/A	N/A	N/A	Spring 2023 65%
Pupil Achievement – Distance from Standard Met on CAASPP Source: CA School Dashboard	Fall 2019 **ELA** 40.6 above All 0.2 below Low-income 8.5 above English learners **Math** 32.5 above All 16.7 above Low-income 10.5 below English learners	N/A	N/A	N/A	Fall 2023 **ELA** 48 above All 5 above Low-income 12 above English learners **Math** 40 above All 20 above Low-income 3 below English learners
Pupil Achievement – Percent of students meeting and exceeding on	Spring 2019 **ELA** 70.36% All	N/A	N/A	N/A	Spring 2023 **ELA** 80% All

CAASPP Summative Assessment (Grades 3-8) Source: CAASPP Data	47.92% Low-income 42.11% English learners **Math** 67.76% All 41.67% Low-income 47.37% English learners **Science** 51.78% All (5th) 47.45% All (8th)				55% Low-income 55% English learners **Math** 75% All 55% Low-income 55% English learners **Science** 60% All (5th) 55% All (8th)
Pupil Achievement- Percentage of EL pupils making progress toward English proficiency. Source: CA School Dashboard	Fall 2019 79.9%	N/A	N/A	N/A	Fall 2023 90%
Pupil Achievement - EL Reclassification Rate Source**:** Local Data	2020/21 10% (4/39)	N/A	N/A	N/A	2023/24 20%
Course Access - Percent of students having access to broad course of study. Source: Master Schedule	2021/22 All Students 100% PE 26% Comprehensive Health 100% VAPA	N/A	N/A	N/A	2023/24 All Students 100% PE 75% Comprehensive Health 100% VAPA
Course Access - Percent of unduplicated and students with exceptional needs scoring *Standard Not Met* on state assessments receiving tutoring or tiered intervention. Source: Attendance in Programs	2021/22 This program will be established and implemented in the 2021/22 school year	N/A	N/A	N/A	2023/24 90%

Other Pupil Outcomes - Percent of TK-8th grade students scoring Standard Met on local assessment. Source: Local Assessment Data	2020/21 We will identify an assessment and establish a baseline in the 2021/22 school year	N/A	N/A	N/A	Winter 2024 **ELA** 85% All 60% Low-income 60% English learners **Math** 80% All 55% Low-income 55% English learners

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff	Maintain fully credentialed and appropriately assigned teachers.	$ 2,092,347.00	N
1.2	Professional Development	Ensure staff are provided with targeted professional development to support positive student outcomes. PD focus: -Grades K-5: science and social science -Grades: 6-8 science -All: Health and Wellness Standards, Integrated ELD, PLC for data review, learning loss and acceleration -Instructional Aides: Administer local assessments	$ 20,145.00	Y
1.3	Instructional Materials	Provide standards-aligned instructional materials, supplemental resources, and supplies.	$ 62,682.00	N
1.4	Assessment and Data Management	Develop a universal assessment and progress monitoring system to monitor student achievement and identify students in need of additional support to close the achievement gap. Components include: -Assessment system -Data management system and support -Develop common assessments to be given during scheduled periods -PLC time for analysis of student performance and progress	$ 27,600.00	N

1.5	Intervention	Provide intervention and support to address the academic needs of Socioeconomically Disadvantaged, English learners, foster youth (currently none), and students with disabilities. -Instructional Aides -Intervention programs -Reading Lab -WIN Time -After-school Tutoring -Create Tier III intervention (academic and social emotional)	$ 315,721.00	Y
1.6	ELD Support	Continue to fund a full time ELD teacher to oversee the EL program. -Administer ELPAC tests and provide results to teachers and parents. -Deliver designated ELD instruction to English learners. -Serve as a coach to classroom teachers to strengthen their delivery of integrated ELD by providing resources, giving demo lessons, and meeting with grade level groups during PLC time to offer support for integrated ELD. We will work with SCSOS and Theresa Hancock to provide professional development to teachers to support language acquisition and support in the delivery of integrated EL instruction.	$ 120,110.00	Y
1.7	Broad Course of Study	Maintain a broad course of study by: -Fund full-time PE teacher -Fund full-time music teacher -Continue art in Grades K-3 and formal art instruction in grades 4-8 -GATE courses -Explore CTE pathways	$ 235,552.00	N
1.8	Technology	Provide teachers and students technology access and up-to-date tools to enhance and support curriculum.	$ 137,930.00	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal #	Description
2	FESD will maintain a safe, healthy learning environment that welcomes and engages students and families to promote student success.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Safety is of the utmost importance to Franklin School. This goal was developed to support the safety, engagement, and involvement of all stakeholders. Ninety five percent of students surveyed (Spring 2021) reported that they felt the school was safe and clean. On the fifth grade Healthy Kids Survey, 54% of students felt that they felt safe at school all of the time; 43% reported that they felt safe most of the time. On the parent survey (2021), 99% of parents agreed that the school is a safe place for their child. The Facilities Committee has been charged with creating a master site plan that will address safety concerns over the next few years. About 21% of parents indicate their child will need some counseling support in the 2021/22 school year, 36.78% say we need school assemblies promoting social-emotional learning, and 67% indicate students need extracurricular activities. The actions in this goal are focused on creating and maintaining a positive school climate where everyone is encouraged to be an engaged, active participant in the school community.

State Priorities: 1, 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services – Facilities Inspection Tool Rating Source: Facility Inspection Tool (FIT)	January 2021 Good	N/A	N/A	N/A	January 2024 Exemplary
Parent Involvement– Percent of parents who strongly agree/agree the school encourages	Spring 2021 99% All	N/A	N/A	N/A	Spring 2024 Maintain >99% All 95% Low-income

parents to be active partners with the school. Source: Parent Survey	We will create a survey to disaggregate data by student group, specifically low income and students with exceptional needs				95% English learners
Pupil Engagement – Attendance Rate Source: P2 Local Data	P2 2021 95%	N/A	N/A	N/A	P2 2024 98%
Pupil Engagement – Chronic Absenteeism Rate Source: CA School Dashboard	Fall 2019 5.6% - All Students 13.2% - Low-income 10% - English learners 9.3% - Students with Disabilities	N/A	N/A	N/A	Fall 2023 3% - All Students 8% - Low-income 5% - English learners 5% - Students with Disabilities
Pupil Engagement– Middle School Dropout Rate Source: CALPADS EOY	EOY 2020 0%	N/A	N/A	N/A	EOY 2023 0%
School Climate – Suspension Rate Source: CA School Dashboard	Fall 2019 2.1% All 1.8% Low-income 0% English learners 2.3% Students with disabilities	N/A	N/A	N/A	Fall 2023 1% All <1% Low-income 0% English learners 1% Students with disabilities
School Climate – Expulsion Rate Source: CALPADS EOY	EOY 2020 0% All	N/A	N/A	N/A	EOY 2023 0% All

School Climate– Percent of parents, students, and staff who feel the school is safe. Source: Local Survey	Spring 2021 99% Parents 98% Students This is a baseline year for staff.				Spring 2024 Maintain 99% Parents Maintain 98% Students 98% Staff
School Climate - Percent of parents and students who feel a sense of connectedness to the school. Source: Local Survey	Spring 2021 100% Parents 95% Students				Spring 2024 Maintain 100% Parents 98% Students

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	Promote parent involvement through parent information opportunities, on-going communication, and engaging school events.	$ 1,000.00	N
2.2	Student Engagement and Attendance	Increase student engagement, regular school attendance, positive student behavior, citizenship, and school climate. Components include: -Rewards for attendance -Attendance system -Assemblies	$ 6,700.00	N
2.3	Social-emotional Health	Support student social and emotional health by funding a part-time school counselor and purchasing and implementing curriculum.	$ 32,222.00	N
2.4	Transportation	Continue to provide transportation services to in-district students at no cost to families.	$ 80,000.00	Y
2.5	Facilities	Continue to provide safe, well maintained facilities.	$ 406,206.00	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021/22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.97%	$243,271.00

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Franklin Elementary School District will receive $243,271.00 in supplemental funding for the 2021/22 school year based on the number and concentration of English learners, low income, and foster youth and does not qualify for concentration grant funding. A review of the district's needs and metrics, along with stakeholder input, determined that the following services and programs would be the most effective use of supplemental funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth.

An examination of student data reveals that students assigned to classes taught by highly trained teachers perform at higher levels than students whose teachers have not participated in additional training. The success of unduplicated pupils is dependent on their access to skilled teachers therefore, we will establish a professional development plan to improve services by providing ongoing training throughout the year for all teachers and support staff as appropriate. Teacher quality is the strongest school-related factor that can improve student learning and achievement. (Hanushek, 2011, Edutopia 2015). Goal 1, Action 1.2.

A review of state and classroom assessments for unduplicated students indicates a performance gap in ELA and Math between unduplicated students and all students. In addition, data indicates unduplicated pupils are not recovering from pandemic-related learning loss at the same rate as their peers. In consideration of this performance gap and slower recovery rate, we will develop an intervention system to support all students but specifically our unduplicated pupils. Our intervention system will include Tier II and Tier III intervention, instructional aides to support intervention and provide small group support, the Reading Lab, "What I Need" (WIN) time, intervention programs, and after-school tutoring. These actions are being provided on an LEA-wide basis and we expect that all students scoring less than proficient on CAASPP and local assessments will benefit. However, because of the gap in performance and slow rate unduplicated pupils have recovered from pandemic related learning loss, we believe this action will support our unduplicated pupils in recovering from learning loss significantly more than other students. Goal 1, Action 1.5.

Our efforts in serving English learners have been effective. The 2019 Calfiornia School Dashboard for English learners show increases in both ELA, 8.5 points above Standard Met, having increased 17.1 points and Mathematics, 2.2 points below Standard Met, having increased 7.7 points. Performance on the Dashboard for English Learner Indicator (ELPI) in 2019 is 75.9%. Ten percent of our English learners were redesignated in 2020/21. Having a dedicated ELD teacher will continue to support our English learners in language acquisition and academic achievement. Goal 1, Action 1.6.

California School Dashboard 2019 data and local data show our low-income students (13.2%) and English learners (10%) have a higher chronic absenteeism rate than our All student group (5.6%). Students who are chronically absent are at serious risk of falling behind in school, having lower grades and test scores, having behavioral issues, and, ultimately, dropping out (U.S. Department of Education 2016; see summary in Gottfried and Ehrlich 2018). Four percent of our All student group were chronically absent in 2020/21 but 10.6% of our low-income students and 5.7% of our English learners were chronically absent. Through our stakeholder engagement process, our ELAC committee voiced the need for transportation services. Taking these factors into consideration, we will provide transportation to in-district students at no cost to families. This action is being provided on an LEA-side basis and we expect that all students will benefit. However, because lack of reliable transportation can be a barrier for low-income families, we believe this action will support our unduplicated pupils in improving attendance rates significantly more than other students. Goal 2, Action 2.4.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Supplemental funds are allocated districtwide and principally directed towards meeting the needs of unduplicated student groups. These funds are targeted to support the achievement of low-income, foster youth, and English learners.

Professional Development

Ongoing professional development and support enables FESD educators to optimize their professional potential to create a highly effective learning community, ensuring the highest levels of achievement for all students. Actions to support and improve teacher quality and practices are improvements that are high impact strategies to support the growth of unduplicated students who have not yet met academic standards. Services for unduplicated pupils will be improved when the staff at Franklin School participates in training for developing common assessments and the use of an assessment system and also training in refining their PLC process to focus on the use of data to support unduplicated pupils. Goal 1, Action 1.2

Intervention

FESD will improve services to unduplicated students by developing an intervention system to improve targeted intervention for low-income students, English learners, foster youth, and students with disabilities. Staff will work in teams to analyze assessment data, progress monitoring, and class grades for our unduplicated students and review this data each month. The participation of our unduplicated pupils and pupils with exceptional needs in tutoring and intervention programs will be tracked and monitored for program review. We will also assign more instructional assistants to small group and one-on-one intervention and provide after-school tutoring specifically targeting our low-income students, English learners, foster youth, and students with disabilities. This system will improve the quality of instruction and academic interventions for our unduplicated pupils and is aimed at addressing learning loss and accelerating growth for our unduplicated students.

ELD Support

The district will improve services to English learners by continuing to fund a full-time ELD teacher to oversee the EL program, provide classroom teachers with EL data, and deliver designated ELD instruction to English learners. To increase/improve services to English learners, we plan to have classroom teachers receive professional development in integrated ELD. Our ELD teacher will serve as a coach to classroom teachers to strengthen their delivery of integrated ELD by providing resources, providing demo lessons, and meeting with grade level groups during PLC time to offer support for integrated ELD.

Transportation

    To support regular, on-time attendance, the district will improve services to unduplicated students by funding home-to-school transportation for in-district students at no cost to families. Approximately 33% of our students qualify for free/reduced meals. During the 2020/21 school year 10.6% of our low-income students and 5.7% of our English learners were chronically absent. Located in a rural area, there are less than 1% of students who walk to school due to distance and safety concerns. Therefore, we must continue to provide free transportation to students to support regular, on-time attendance, especially to our foster youth, English learners, and low-income students.   We will prioritize our unduplicated pupils for free home-to-school transportation. To evaluate the impact transportation has on the attendance of our unduplicated students, the Superintendent/Principal will work with the attendance clerk to monitor the attendance of our unduplicated pupils.

Total Expenditures Table

		Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
		Totals	$ 3,053,190	$ 324,062	$ -	$ 160,963	3,538,215	$ 3,234,349	$ 303,866

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	1.1	Certificated Staff	All	$ 2,092,347				$ 2,092,347	
1	1.2	Professional Development	All	$ 15,099			$ 5,046	$ 20,145	
1	1.3	Instructional Materials	All	$ 39,500	$ 23,182			$ 62,682	
1	1.4	Assessment and Data Management	All	$ 1,800	$ 25,800			$ 27,600	
1	1.5	Intervention	All	$ 115,877	$ 199,844			$ 315,721	
1	1.6	ELD Support	English learners	$ 66,763			$ 53,347	$ 120,110	
1	1.7	Broad Course of Study	All	$ 235,552				$ 235,552	
1	1.8	Technology	All	$ 101,116	$ 36,814			$ 137,930	
2	2.1	Parent Engagement	All	$ 1,000				$ 1,000	
2	2.2	Student Engagement and Attendance	All	$ 500	$ 6,200			$ 6,700	
2	2.3	Social-emotional Health	All		$ 32,222			$ 32,222	
2	2.4	Transportation	All	$ 80,000				$ 80,000	
2	2.5	Facilities	All	$ 303,636			$ 102,570	$ 406,206	
								$ -	
								$ -	

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 277,739	$ 535,976
LEA-wide Total:	$ 277,739	$ 535,976
Limited Total:	$ -	$ -
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.1	Certificated Staff	LEA-wide		LEA-wide	$ 2,092,347	$ 2,092,347
1	1.2	Professional Development	LEA-wide	Low-income, Engish learners, Homeless, Foster Youth	LEA-wide	$ 15,099	$ 20,145
1	1.3	Instructional Materials	LEA-wide		LEA-wide	$ 39,500	$ 62,682
1	1.4	Assessment and Data Management	LEA-wide		LEA-wide	$ 1,800	$ 27,600
1	1.5	Intervention	LEA-wide	Low-income, Engish learners, Homeless, Foster Youth	LEA-wide	$ 115,877	$ 315,721
1	1.6	ELD Support	LEA-wide	English learners	LEA-wide	$ 66,763	$ 120,110
1	1.7	Broad Course of Study	LEA-wide		LEA-wide	$ 235,552	$ 235,552
1	1.8	Technology	LEA-wide		LEA-wide	$ 101,116	$ 137,930
2	2.1	Parent Engagement	LEA-wide		LEA-wide	$ 1,000	$ 1,000
2	2.2	Student Engagement and Attendance	LEA-wide		LEA-wide	$ 500	$ 6,700
2	2.3	Social-emotional Health	LEA-wide		LEA-wide		$ 32,222
2	2.4	Transportation	LEA-wide	Low-income, Engish learners, Homeless, Foster Youth	LEA-wide	$ 80,000	$ 80,000
2	2.5	Facilities	LEA-wide		LEA-wide	$ 303,636	$ 406,206

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to

respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including

data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.

- **Support for Identified Schools**: Describe how the LEA has or will support 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.

- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school

personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with

stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The

explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
nter information this box when mpleting the CAP for **2021–**	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter informatio in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services**:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

    - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.