



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

FRANKLIN HIGH SCHOOL

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin High School	39686763932654	Original – 03/02/2018 Revision – 05/29/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Franklin High School is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Franklin High School's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Franklin High School developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on March 2, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Franklin High School and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions

1 and 2. Discussion and review of the evaluation has been notated in the March 7, 2019 School Site Council meeting.

In school year 2018-2019, also Year 2, Franklin High School initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on September 4, 2018, October 19, 2018, February 27, 2019, March 7, 2019 and May 23, 2019.

In summary, the stakeholders would like to see additional security on campus and paraprofessionals to assist Franklin English Language Learners. The stakeholders are very satisfied and hopeful that next year's 4 X 4 block schedule will add not only rigor, but opportunity for students to participate in additional pathways such as Career Technical Education, music, art, TLC, AVID, JROTC, and IB.

As a result of the stakeholder involvement and data reviews, Franklin High School has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019.

Resource Inequities

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

Resource inequities at Montezuma Elementary will be identified when the comprehensive needs assessment is completed in the upcoming year.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 2020, all 6th - 8th, and 11th grade students will demonstrate progress towards achieving college and career readiness as measured by 5% increase in students scoring at levels 3 or 4 on the California SBAC ELA assessment (11th grade data from 36% to 41%). This increase will be supported through the implementation of standards based curriculum and a full time Instructional coach and one content coach with two resources periods to support classroom instruction.

Math SMART Goal:

By June 2020, all 6th - 8th, and 11th grade students will demonstrate progress towards achieving college and career readiness as measured by 5% increase in students scoring at levels 3 or 4 on the California SBAC math assessment (11th grade data from 12% to 17%). This increase will be supported through the implementation of standards based curriculum and by providing professional development to classroom teachers.

Graduation SMART Goal:

By June 2020, the Graduation Rate will increase by 4.0% to move into Green on the CA Dashboard

College/Career SMART Goal:

By June 2020, the College/Career Readiness Rate will increase by 2.0% to move into Yellow on the CA Dashboard.

Identified Need

ELA/ELD:

The focus on the increase in ELA achievement is based on data on the CAASPP testing. Franklin had a 9 percent decrease for the CAASPP and a 7 percent decrease in IB passage rate (see data below) during the 2017-2018 school year. The school has had one third of new ELA teachers over the last two years and has not had curriculum to support instruction. The plan for increasing achievement in this area includes curriculum to support teacher planning, high quality rigorous first instruction in a new 4X4 block schedule for 2019-2020, and standard/task alignment, as well as coaching to support student engagement and scaffolding strategies.

Teacher Grades per semester F's

	2016-17	2017-18
Sem. 1	1475	1960
Sem. 2	1712	2134

Sem.1	2018-19
	1873

SBAC

	2016-17	2017-18
ELA	35.1%	41.4%

MAP

	2016-17	2017-18
ELA	21%	20%

Graduation Rate

2016-17	2017-18
81.6%	82.7%

Current Dashboard:

Graduation Rate:

Orange/82.7% (Decline of 1.1%)

SUSD required credits for graduation (2019):

210

Student Enrollment:

2100

Current Sections

A-G

2016-17	2017-18
39%	42%

College/Career:

Orange/26% Prepared

(Decline 2%)

ELA: Orange/58.2 points below standard (Decline of 6.7 points)

English Learner Progress

Level 4 - Well Developed - 16.5%

Level 3 - Moderately Developed - 27.8%

Level 2 - Somewhat Developed - 25.6%

Level 1 - Beginning Stage - 30.1%

Math:

The focus on the increase in Math achievement is based on data the CAASPP testing. Franklin had a 7 percent decrease in both the CAASPP and IB passage rate (see data below) in the 2017-2018 school year. The school has had one third of new ELA teachers over the last two years and has not had curriculum to support instruction. The plan for increasing achievement in this area includes curriculum to support teacher planning, high quality rigorous first instruction in a new 4X4 block schedule for 2019-2020, and standard/task alignment, as well as coaching to support student engagement and scaffolding strategies.

Teacher Grades per semester F's

	2016-17	2017-18
Sem. 1	1475	1960
Sem. 2	1712	2134

Sem.1 2018-19

1873

SBAC

	2016-17	2017-18
Math	19%	21%

IB

	2016-17	2017-18
15 Diplomas		18 Diplomas
75% (ELA SBAC)		83% (ELA SBAC)

MAP

	2016-17	2017-18
Math	13%	11%

Graduation Rate

	2016-17	2017-18
	81.6%	82.7%

Current Dashboard:

Graduation Rate:

Orange/82.7% (Decline of 1.1%)

SUSD required credits for graduation (2019):

210

Student Enrollment:

2100

A-G

	2016-17	2017-18
	39%	42%

College/Career:

Orange/24.4% Prepared

(Decline 2%)

By June 2020, all students will work towards reducing the percentage of 2 or more F's by 10%.

By June 2020, all 11th and 12th grade students who take the IB exams will increase an overall Passage rate by 5%.

By June 2020, all students will work towards increasing their reading MAP scores by 5%.

By 2020, the number of students enrolled in A-G classes will increase by 5%.

Math: Red/100.6 points below standard (Decline of 1.7 points)

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	58.2 points below	63.2 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	100.6 points below	115.6 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and subgroups: EL students

Strategy/Activity

Provide teachers with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC conference, AVID conferences, CAFE conference, data analysis, IB academic conferences, etc. such as data analysis, teacher pull-outs, lesson study observations, consultants e.g. AVID Institute, CAFE, RTI, Formative/Summative Assessments, etc.) (WASC Goal #1)

Professional Development - Provide teachers with professional learning opportunities to supplement core instruction. District will provide teachers in depth training on- new curriculum, instructional strategies and ELA/math Common Core State Standards.

Instructional Coach/es - Provide curricular and instructional support to new teachers and experienced teachers in their subject matter. Instructional Coach will foster teacher collaboration, conduct action or instructional rounds walks with teachers, and provide professional development relevant to teachers' subject matter. Instructional Coach will provide further support, such as co-teach, co-plan, and demo lessons in the classroom.

Targeted Professional Development - Teachers will learn new instructional techniques to engage students and increase rigor, as well as materials and supplies for students and staff will be provided.

AVID strategies - Students will be provided with instructional strategies, planners, binders, and other needed materials. In addition, teachers will be invited to attend

Data Analysis- Teachers, administration, and instructional coach will meet to review assessment data and grades, calibrate instruction, and A2Z Learning and Coaching will be provided to Math and Science teachers.

Benchmark Assessments, Common Assessments, analysis of grades and credits earned, EL Assessment and Reclassification Data, SBAC, and Action Walk data will be used to monitor.

Instructional materials and resources include: novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc.

Conferences:

* PLC Conferences ~ Las Vegas or San Diego - Spring - 2 administrators, Instructional Coaches, 8-10 teachers

* AVID Summer Institute ~ Sacramento - Summer - administrator, AVID coordinator, 8 teachers

* CAFE – California Association of Bilingual Education Conference ~ March of 2020 – All ELD teachers, to include ELA, Math, Social Science, Science, and non-core., and Administration.

* IB Conferences – International Baccalaureate ~ Provide teachers teaching IB with the most updated curriculum professional development provided by IB.

Consultants:

A-Z Consultant ~ (Math) - Regular meetings with the teachers to examine data; Collaborating with each teacher and vertical teaching staff; Co-Planning lessons based on standards and differentiation; In Class support, Classroom Observations and Feedback as required. Professional Development focused on enhancing teacher practice and improving outcomes for all students. Approximately 20 days of a combination of co-teaching, demo lessons, observations, along with feedback, and lesson planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$25,000 - 58100 (A2Z Consultants)	Title I - 50643
\$100,000 - 52150 (Conferences)	Title I - 50643
\$ 70,000 – 52150 (Conferences)	LCFF - 23030
\$ 90,000 - 11500 (Teacher Additional Hourly)	Title I - 50643
\$ 5,000 - 11500 (Teacher Additional Hourly)	LCFF - 23030
\$ 85,000 - 11700 (Substitutes)	Title I – 50643
\$ 5,000 - 11700 (Teacher Additional Hourly)	LCFF - 23030

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To provides students opportunities and support to meet AG requirements through additional sections for academic support lab (focusing on math), AVID strategies, such as WICOR, organization, questioning strategies, student portfolios, etc. (WASC Goal #1, WASC Goal #3)

To continue implementation of a monitoring system for students to meet A-G requirements by developing a 4-year plan for students. Continuous monitoring of grades and courses, ensuring that students are on track to graduate by meeting A-G requirements.

Counselors will meet with students to discuss their goals and complete an Individual Graduation Plan along with yearly goals. Students will understand the importance of grades and their college expectations. Counselor will also work with student using the district’s college/career application to research and navigate possible career opportunities that meet the student’s interest.

Students will be provided an “academic folder” which allows them to have their A-G requirement documentation readily available for discussion and personal reminder. The counselors will maintain student portfolios and review as needed.

Counselor and teacher will use various equipment such as the laminator, copier, Duplo, scanner, posters, for students to have college/career materials as necessary. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 40,000 – 43110 (Instructional Supplies)	Title I - 50643
\$ 20,000 – 44000 (Equipment)	LCFF - 23030

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and subgroups: EL, Special Education, Low SES

Strategy/Activity

To provide EL students with resources and supports such as tutoring, one-on-one/small group instruction, etc. that aid in increasing student achievement and reclassification. (WASC Goal #2)

Provide students with structured supplemental instruction techniques, using student and teacher feedback, reciprocal teaching, and academic vocabulary aligned with the District's ELA/ELD and Math curriculum.

Provide EL students with support and resources through targeted small group instruction, tutoring, etc. that honors the student's primary language to increase foundational literacy skills.

Provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction.

Counselors will provide Academic Rescue strategies to ensure students who are receiving two or more D's or F's are provided added interventions to assist their academic growth towards mastery.

Assistant Principals - Oversee instructional supports and intervention programs, coordinate services and supports.

The Homework Center is open three days per week. Fully certificated, site-based teachers assist students by reteaching the necessary skills to help them complete homework.

Teachers will use various equipment such as the copier, Duplo, posters, and markers. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

AVID: Learning Objectives: Students will research the majors and degrees offered at the universities, and then experience first-hand, each university's environment and educational opportunities.

Students will compare and contrast the similarities and the differences (majors, degrees, cost, learning environment, admission rates...) associated with colleges in the CSU and UC system.

1. CSU San Jose - Fall 2019 - 12th - AVID Coordinator, teacher, counselor, 45 students
2. UC Merced & CSU Stanislaus - Fall 2019, Spring 2020 - AVID Coordinator, teacher, counselor, 50 students
3. UC Davis & CSU Sacramento - Spring 2020 - AVID Coordinator, teacher, counselor, 50 students
4. UC Berkeley & CSU East Bay - Spring 2020 - AVID Coordinator, teacher, counselor, 50 students
5. University of the Pacific - Fall 2019 - AVID Coordinator, teacher (no cost)
6. WACAC College Fair - Spring 2020 - AVID Coordinator, counselor, Guidance Tech (no cost)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$13,492 - 21101 (.3126 FTE Bilingual Assistant)	LCFF - 23020
\$ 4,297 - 30000 (Statutory Benefits)	LCFF – 23020
\$108,239 – 12151 (Counselor)	LCFF - 23020
\$ 14,663 – 24101 (Library Media Clerk)	LCFF - 23020
\$194,629 - 13201 (1.5 FTE Assistant Principal)	LCFF - 23030
\$121,561 - 30000 (Statutory Benefits)	LCFF - 23030
\$x,xxx - 43110 (Instructional Material/Supplies)	???? - #####
\$x,xxx - 56590 (Maintenance Agreements)	???? - #####
\$x,xxx - 44000 (Equipment)	???? - #####

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will enhance NGSS (science) standards instruction through hands-on science experiments.

A2Z Consultants will work alongside teachers of science as they instruct students who arrive ready to master grade skills and to also effectively instruct those students who are still struggling to master prerequisite skills and standards for earlier grade levels. Professional Development focused on enhancing teacher practice and improving outcomes for all students. Approximately 20 days of a combination of co-teaching, demo lessons, observations, along with feedback, lesson planning

Inner Orbit Science assessments will be purchased through an online clearing house. Assessments will provide data on student needs assessing what the students have learned to assist in focusing reteaching needs.

Applicable supplemental instructional materials include paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials, copier, Duplo, posters, and markers. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Conferences:

California Science Teachers Association (CSTA) ~ San Jose, CA ~ October 18 - 20 ~ 3 teachers

The California Science Teachers Association (CSTA) hosts this conference to focus on what California science educators need to know to hone their craft, stay updated on standards, and apply best practices gleaned from experts throughout the state.

Applicable supplemental instructional materials include math manipulatives, lab graphic composition books, writing tools - whiteboards/chart paper/graph paper, TI 30x calculators.

Teachers will use various equipment such as the laminator, copier, duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$x,xxx - 52150 (Conferences)

???? - #####

\$x,xxx - 58100 (Consultant - Instructional)

???? - #####

Amount(s)	Source(s)
\$x,xxx - 43110 (Instructional Materials/Supplies)	???? - #####
\$x,xxx - 44000 (Equipment)	???? - #####
\$x,xxx - 58450 (License Agreement)	???? - #####

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Goal 2 – School Climate

Suspensions:

By the end of the 19-20, Franklin High School will reduce suspension by 5%.

By the end of 2019-2020, Franklin High School will reduce the number of teacher referred discipline referrals by 10%.

Expulsions:

By the end of the 2019 - 2020, Franklin High School will reduce expulsion rates by 5%.

Attendance/Chronic Truancy:

By the end of 2019-2020, Franklin High School will reduce chronic truancy by 3%

By the end of 2019-2020, Franklin High School will increase school-wide attendance by 3%.

As indicated through the PLUS student survey, we will increase the number of students who report feeling safe on campus by 5%. Also, students will report they feel part of the Franklin High School campus by an increase of 5%.

Identified Need

Suspension

Suspension Data

	17-18	18-19
Feb.	383.88	238.49

Expulsion

Expulsion Data

17-18	18-19
1	2

Attendance/Chronic Truancy –

Attendance Data

17-18
92.75%

Chronic Absenteeism Data

17-18 18-19
 20.4% 18.01%

School Climate –
 PBIS/PLUS Survey Data

I feel safe at my school?

17-18
 67%

I feel like I am part of this school?

17-18
 40%

PLUS Survey Data

17-18

62% felt part of the school (PLUS) across each grade span.

56% of students reported there was at least one adult who cared about them (PLUS).

67% of students felt safe (PLUS)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	7.3%	2.3%
Chronic Absenteeism (All Student)	18.1%	13.1%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To support our growth and improvement goals of increased learning, increased student attendance, decreased truancy, decreased suspensions, expulsions and behavioral referrals, Franklin High School will provide students with social and emotional support systems. These systems will include, but not be limited to, Wellness Center, Healthy Start programs of trauma counseling, substance abuse counseling, anger management, LGBTQ support, gang intervention, suicide prevention, and other mental health issues. District and Site based programs to support students are PBIS, PLUS and PLUS forums, and mentoring programs. Students may also participate in structured student engagement activities through clubs, ASB, PLUS, and sports.

Continue the implementation of standards based curriculum and instructional coaching to increase student learning and engagement, in addition to mental health/trauma counselors and increased mentoring programs.

Conferences:

California PBIS Coalition: California Conference on Positive Behavioral Interventions and Supports. - October 28 - 29, 2019 - Attendees: Geraldine Leonardis, Assistant Principal; Mr. Richard Glass, PLUS Teacher

California PBIS Coalition: High School PBIS Symposium - February 20, 2020 - Attendees: Geraldine Leonardis, Assistant Principal; Richard Glass, PLUS Teacher

PBIS: Supporting Our Most Vulnerable Children & Youth - October 3 - 4, 2019 - Attendees: Geraldine Leonardis, Assistant Principal

School Climate Conference - April 5 - 7, 2020 - Attendees: Geraldine Leonardis, Assistant Principal; Richard Glass, PLUS Teacher

License agreement purchase for implementation of the Plasco “Hero” program to redirect students’ negative behavior through positive behavior implementations and supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$ 20,000 - 52150 (Conferences)	Title I - 50671
\$ 20,000 - 52150 (Conferences)	LCFF - 23034
\$10,000 - 43110 (Instructional Materials)	Title I - 50671
\$ 20,000 - 58450 (License Agreement Plasco “Hero”)	LCFF - 23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Goal 3 – Meaningful Partnerships

By the end of 2019-2020, Franklin High School will increase parent involvement by 10%, as evidenced by participation in parent meetings and advisory boards.

Identified Need

It has been challenging for Franklin to attract parents to attend back to school night, parent/teacher conferences, ELAC, and SSC meetings based on sign-in sheets even though communication school messengers, emails, and flyers have been sent home.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Meeting - Sign-in sheets	Establish baseline	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Parents

Strategy/Activity

Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent/teacher academic conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, IB information nights, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

\$ 8,667 - 43400 (Parent Meeting)

Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Implementation

Effectiveness

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$446,429
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,015,145

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$446,429

Subtotal of additional federal funds included for this school: \$446,429

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$568,716

Subtotal of state or local funds included for this school: \$568,716

Total of federal, state, and/or local funds for this school: \$1,015,145