



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 01/26/2021

Franklin High School

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin High School	39686763932654	Ver 1 – 10/21/2020	Ver 1 – 11/03/2020	Ver 1 – 01/26/2020

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) for the subgroup Students with Disabilities.

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'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 school plan (2020-2021) 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 Friday, October 2, 2020 and approved by School Site Council on Tuesday, November 3, 2020. Throughout the 2019-2020 school year, School Site Council reviewed the activities relating to the school's budget. For example, in the budget and goals of the school year was reviewed with the members of the School Site Council. Collaboratively the members reviewed the goals of the SPSA and the budget, focusing specifically on data related to ELA and Math. At the mid-year meeting, which took place in January, data from the fall and winter I-ready exams was shared by the council.

For 2020-2021, Franklin's administration changed resulting in the need to review and reestablish stakeholder processes.

In the fall of 2020, members of the school site council were presented with a draft of the 2020-2021 SPSA and budget for Title I and LCFF. The goals and focus of the new SPSA were shared via Zoom. At the conclusion, it was agreed by all stakeholders that a continued focus would be placed on ELA and Math. In addition, parents emphasized the need for a continued focus on providing students with more social and emotional resources.

As a result of the stakeholders input, Franklin High School reviewed, evaluated and rewrote several key components of our plan as well to complete the Decision Making Model (a component of the CNA) in October 2020.

The 2020-2021 SPSA was presented to the English Learner Advisory Committee (ELAC) on Wednesday, October 21, 2020. The stakeholders reviewed and discussed the school data, including Franklin's graduation and A-G percentage and the fall I-Ready and MDTP data. This committee also identified the continued need to address ELA and Math with literacy as the main focus for both. The ELAC committee voted and approved the 2020-2021 SPSA on this date.

The Leadership Team comprised of Principal, Mr. Salama, Assistant Principal, Christine Wehner and core and elective teachers, Kristina Gionnnosa, Mario Acevedo, Michael King, Mariana Hendrickson and Elizabeth James. This team has been meeting once a week since early August 2020. During each of these meetings, the team has prioritized the review and analysis of Franklin's comprehensive needs assessment. Following this review and analysis, the Leadership team identified several focus areas that are aligned to the district's goals and those identified in the SPSA. The focus areas include: "Growth Mindset", "Equity", "School Culture", "Health and Wellness" and Literacy.

In review of Goal 3, Meaningful Partnerships, it was determined by data that parent involvement is disconnected. It was suggested to look into supportive resources such as a Community Assistant to foster parent involvement and community stakeholder relationships. Obtained support from Parent and Family Engagement and State and Federal to determine the cost and evidence based activities.

Resource Inequities

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

Based on the data review that was completed there are no resources inequities at Franklin High School.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 10 percentage points.

By June 2021, the percentage of EL students meeting SUSD reclassification criteria will increase by 10 percentage points.

School Goal for Math: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in Math will increase by 10 percentage points, (average of 5 percent growth per year).

By June 2021, the percentage of EL students meeting or exceeding the standards in Mathematics will also increase by 10 percentage points.

School Goal for Science: (Must be a SMART Goal)

By June 2021, the percentage of students meeting or exceeding the standard in Science will increase by 10 percentage points.

School Goal for College and Career Readiness: (Must be a SMART Goal)

By June 2021, the percentage of students who have completed courses that satisfy UC or CSU entrance requirements (or programs that align with state board approved career technical educational standards) by 10 percent.

By June 2021, the graduation rate will also increase by 10 percent.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

In 2017-2018 31% of the Franklin student population met or exceeded the standard on the ELA portion of the CAASPP. In 2018-2019, 37% of the Franklin student population met or exceeded the standard on the ELA portion of CAASPP. For ELL's in the 2017-2018 school year, 6.98 %ELL's met the standards on the ELA portion of the CAASPP. In 2018-2019 12.26% of the students met the standards on the ELA portion of the CAASPP.

Math:

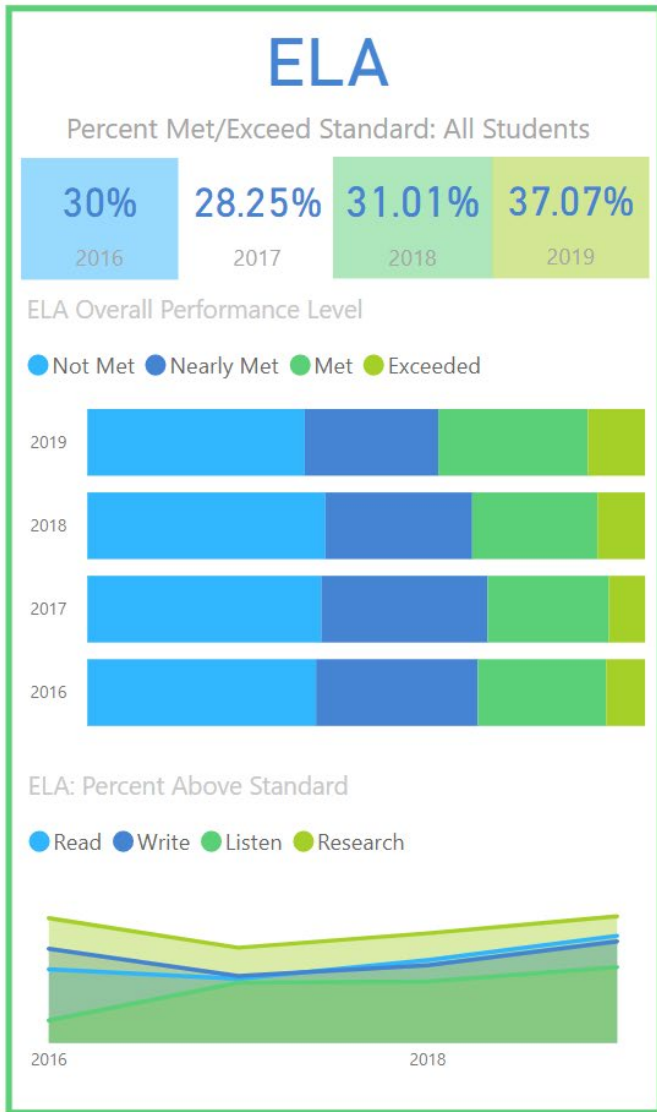
In 2017-2018, 21% of the Franklin student population met or exceeded the standard on the Mathematics portion of the 2017-2018 SBAC. This number improved slightly 2018-2019 with 22%. of the Franklin's student population meeting or exceeding the standard on the Math portion of CAASPP. For ELL's in 2017-2018, 3.53 %of the students met the standards on the Math portion of the CAASPP. In 2018-2019, this improved to 12.26% of ELL's who met or exceeded the standard in the

Science:

There is no science data to report either schoolwide or for ELL's.

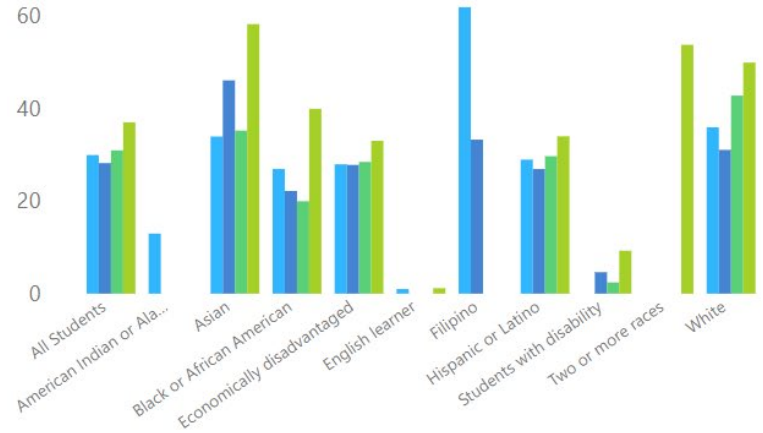
College and Career Readiness:

For the 2018-1019 school year, Franklin's graduation rate was 85.9%. However, this number dropped last year (2019-2020) to 76.14%. At the same time, only 78 students or 23% of our student population met the A-G requirements for admission into UC or CSU colleges.



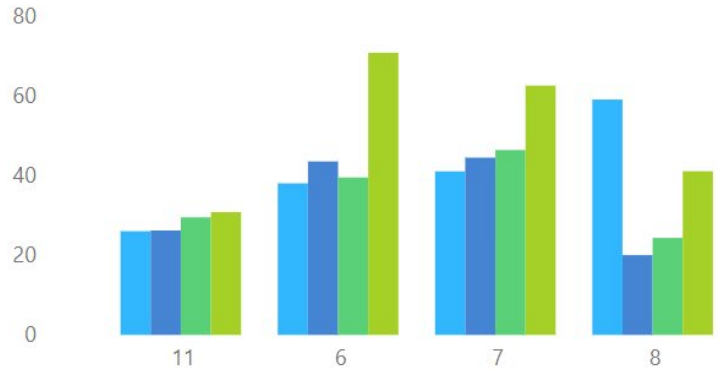
ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



ELA CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

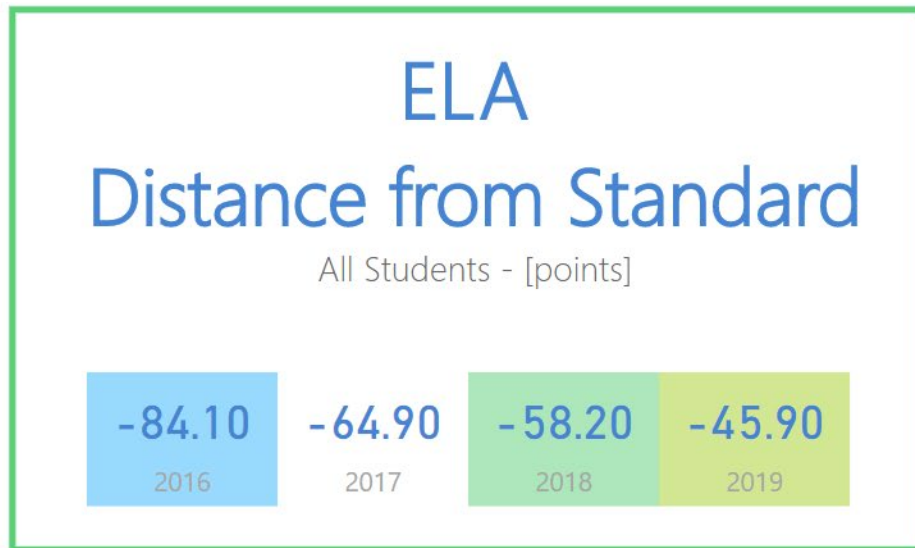


2019 Prelim ELA CAASPP: Area - Percent Above Standard

● Read ● Write ● Listen ● Research

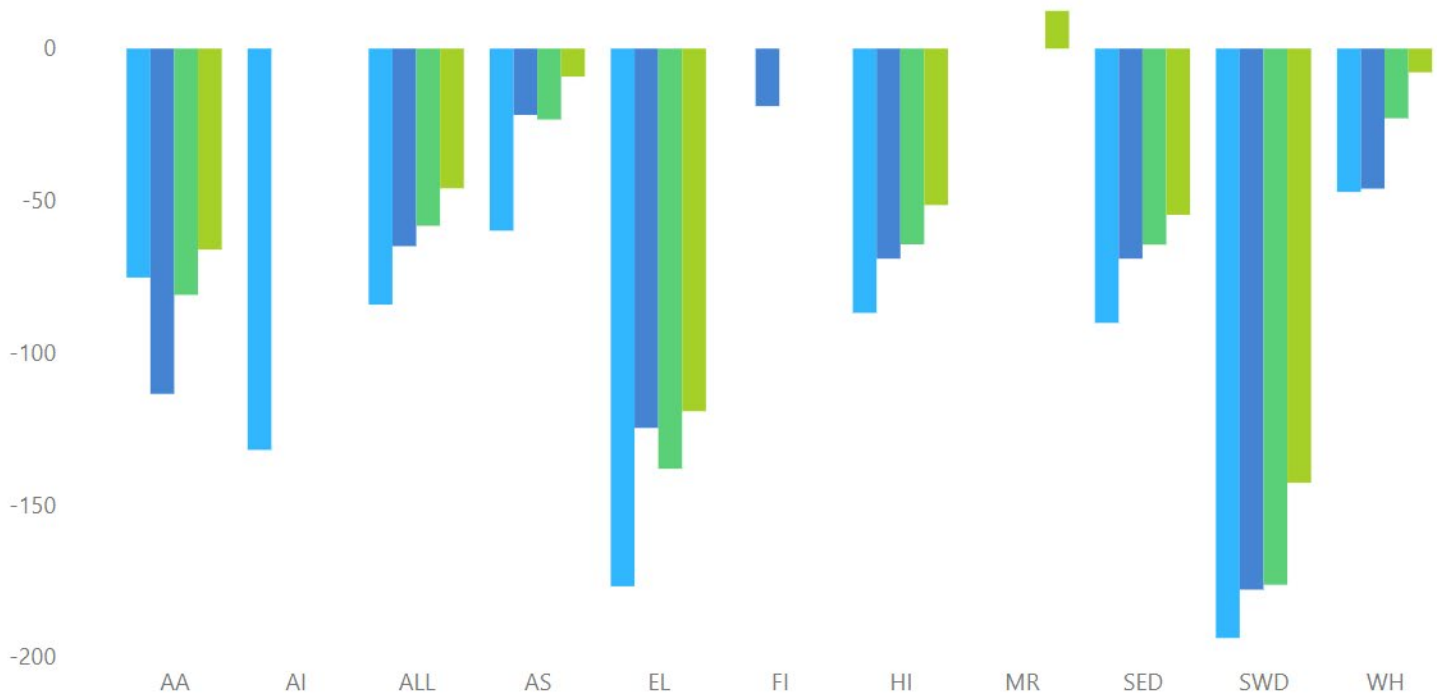


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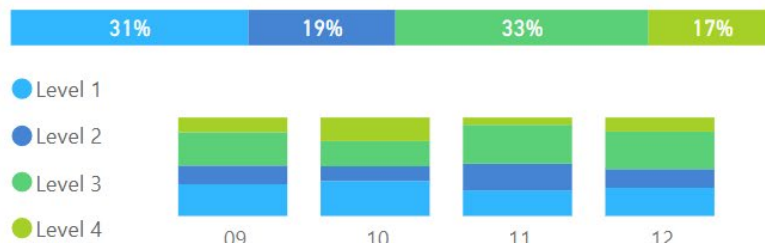
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

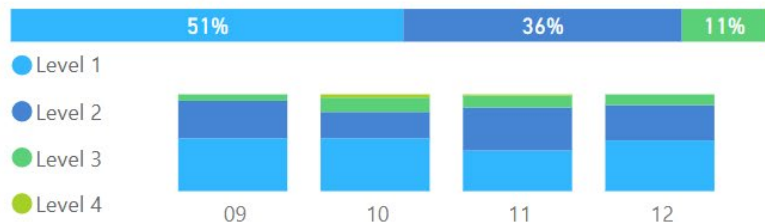




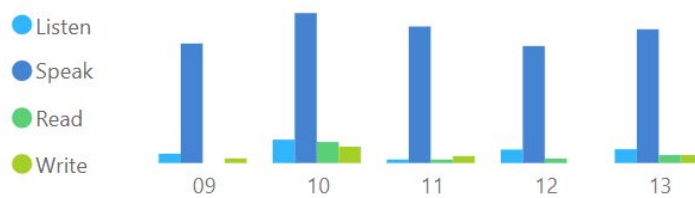
Oral Language Overall Performance Level

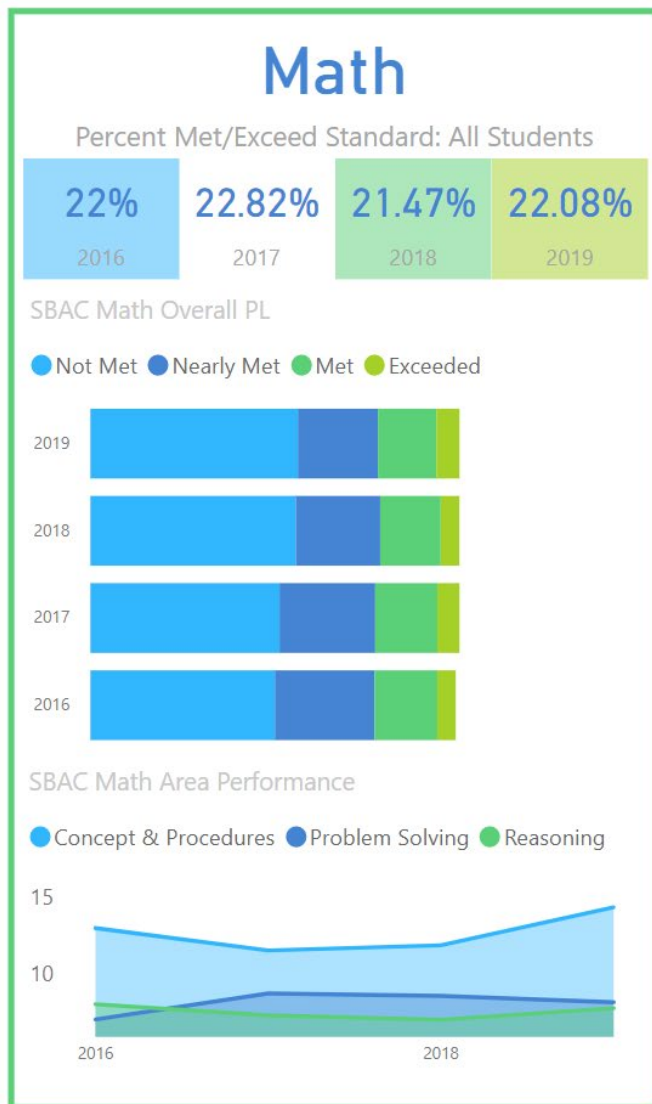


Written Language Overall Performance Level



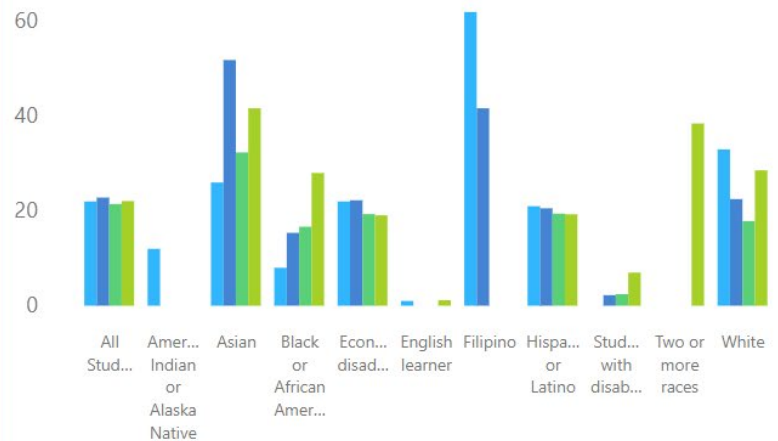
Performance Area: Percent Well Developed





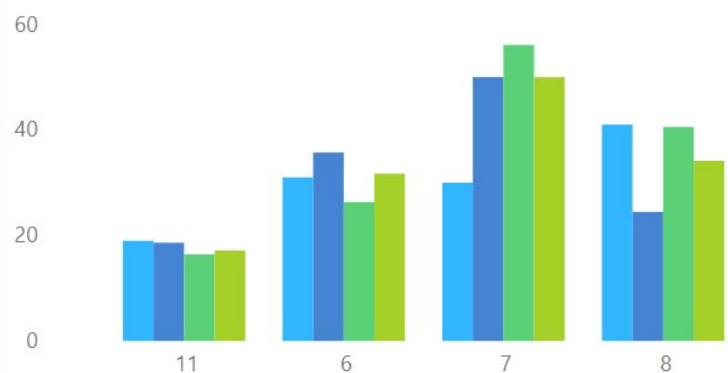
Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



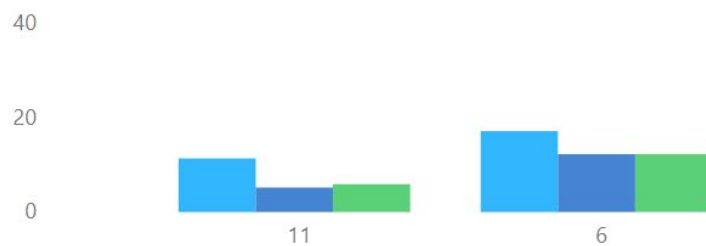
Math CAASPP: Percent Met/Exceed Standard by Grade Level

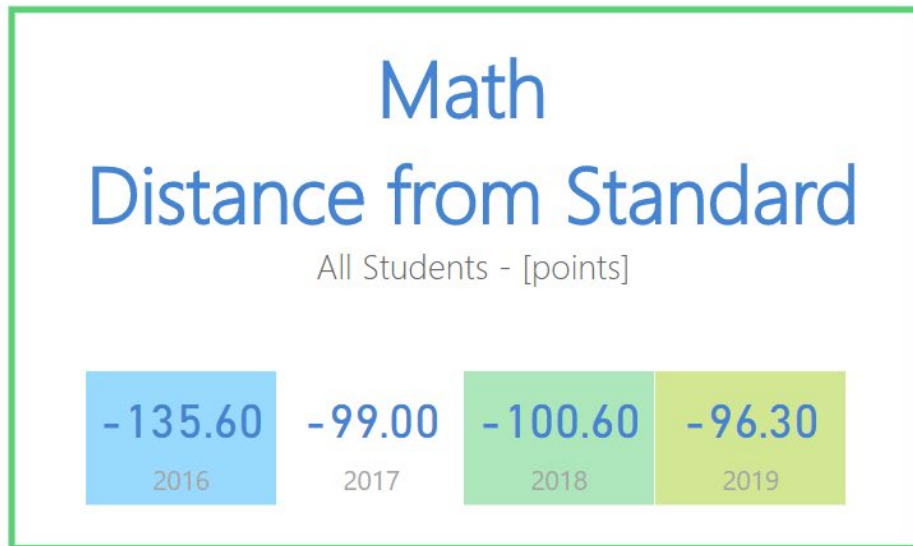
Year ● 2016 ● 2017 ● 2018 ● 2019



2019 Math CAASPP: Percent Above Standard

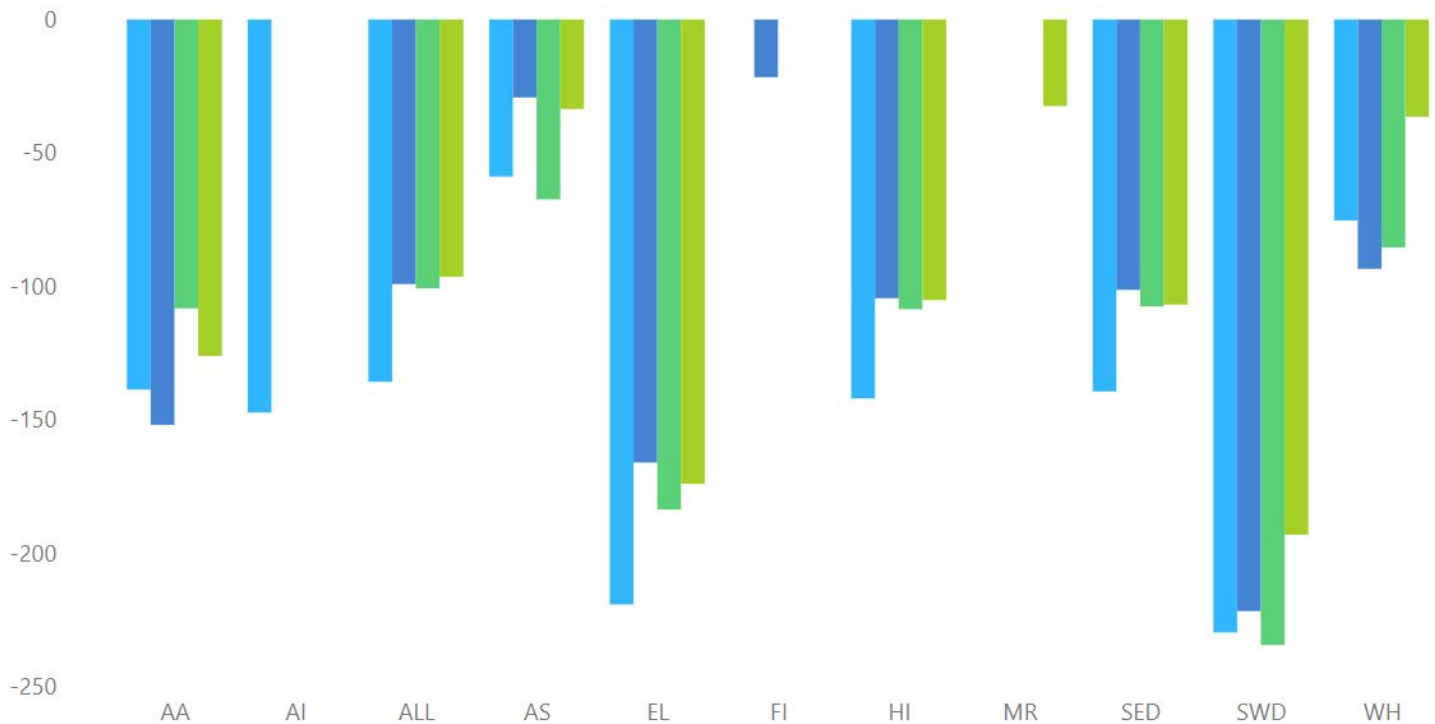
● Concepts ● Problem ● Reasoning





Math Distance from Standard [points]

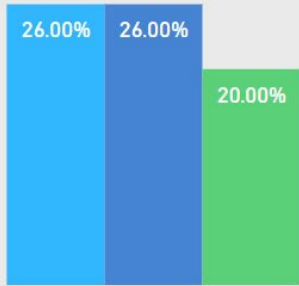
Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

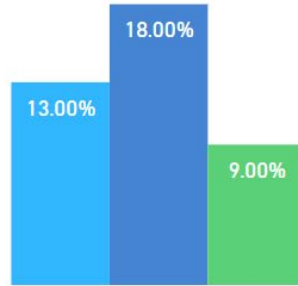
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

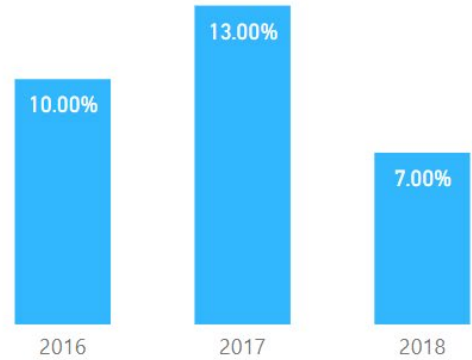


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



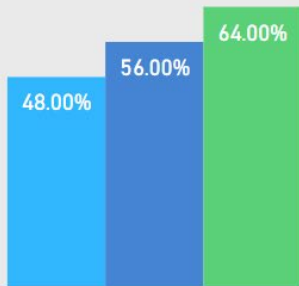
Percent Met ERW & Math Benchmark



PSAT 8/9 Grade 8

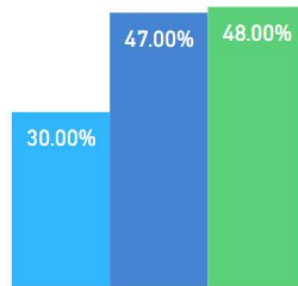
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

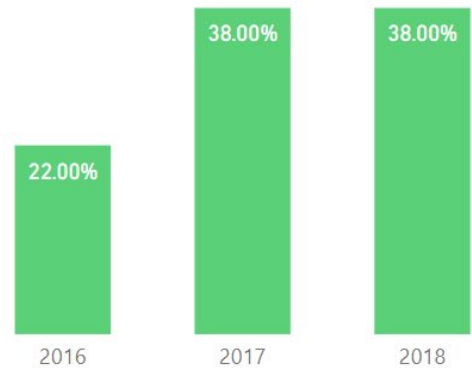


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



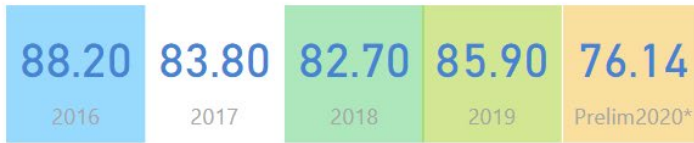
Percent Met ERW & Math Benchmark



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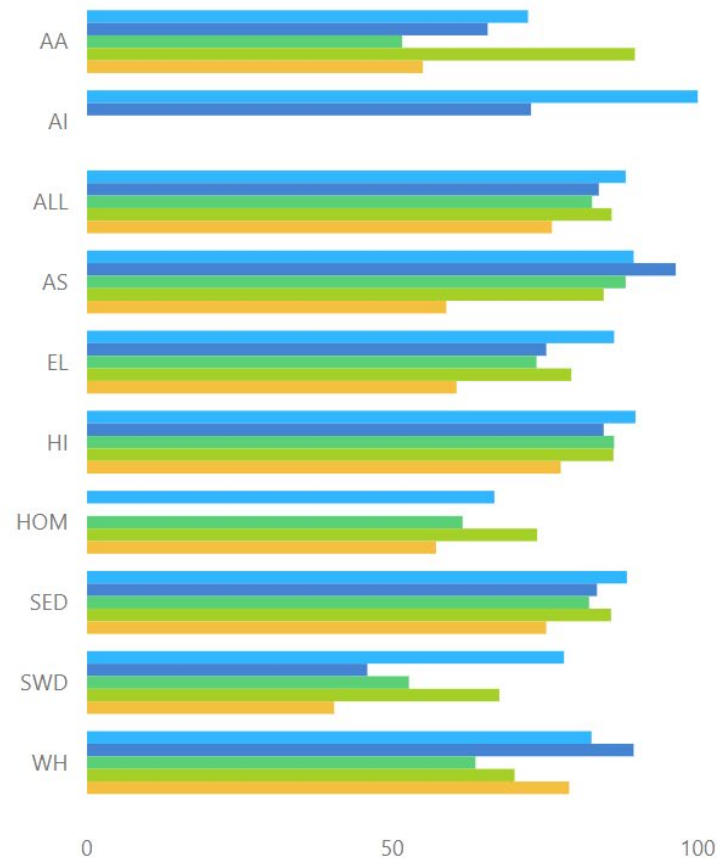
Graduation Rate

Four Year Cohort - All Students



Four-Year Student Group Graduation Rate

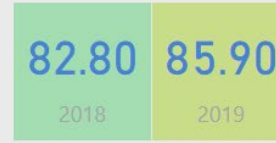
Year ● 2016 ● 2017 ● 2018 ● 2019 ● 2020



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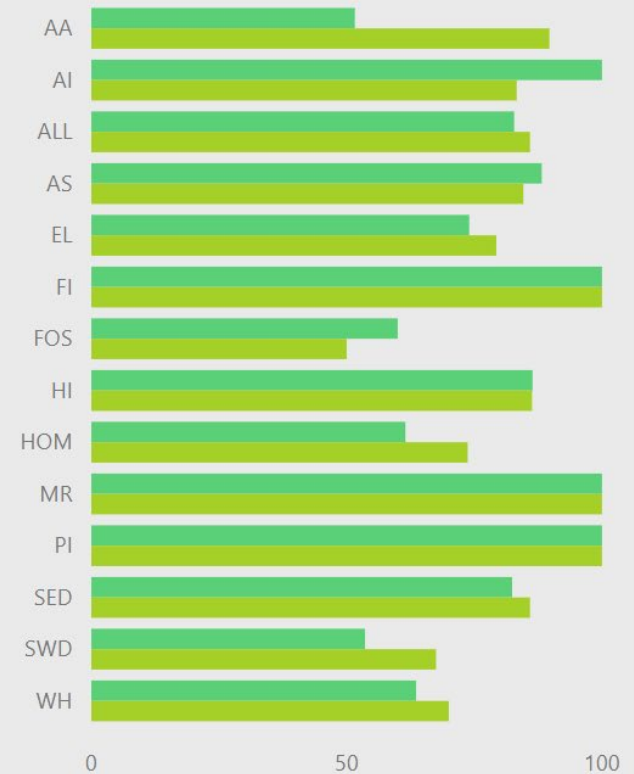
Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019



2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared

22.9%

2016

21.8%

2017

24.4%

2018

28.8%

2019



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



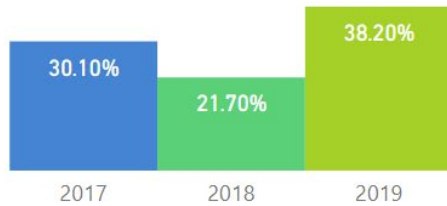
2019 CCI Percent Prepared by CCI criteria

Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
AA	2019	75.00	0	0.00	75.00	0.00	50.00	75.00	0.00
ALL	2019	81.50	0	3.70	46.70	3.00	48.10	63.00	0.00
AS	2019	77.80	0	0.00	55.60	0.00	55.60	44.40	0.00
EL	2019	88.90	0	11.10	22.20	0.00	11.10	55.60	0.00
HI	2019	82.70	0	3.60	45.50	3.60	45.50	64.50	0.00
HOM	2019	100.00	0	0.00	0.00	0.00	100.00	100.00	0.00
SED	2019	81.00	0	4.00	45.20	3.20	46.80	62.70	0.00
SWD	2019	0.00	0	0.00	0.00	0.00	0.00	0.00	0.00
WH	2019	80.00	0	20.00	40.00	0.00	40.00	20.00	0.00

UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019



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College-Going Rate

High School Completers

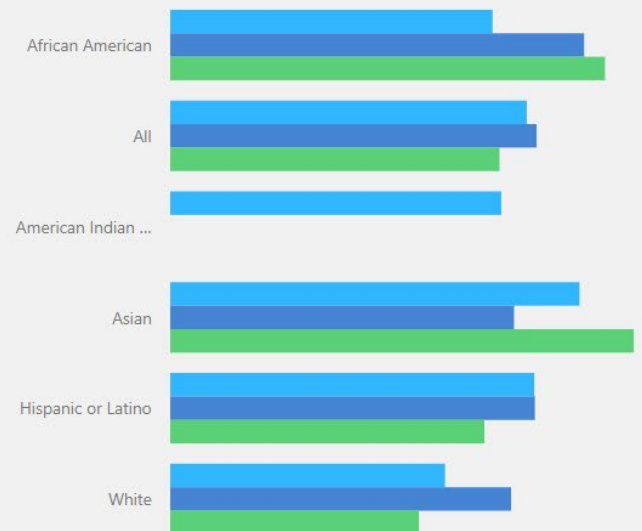
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment

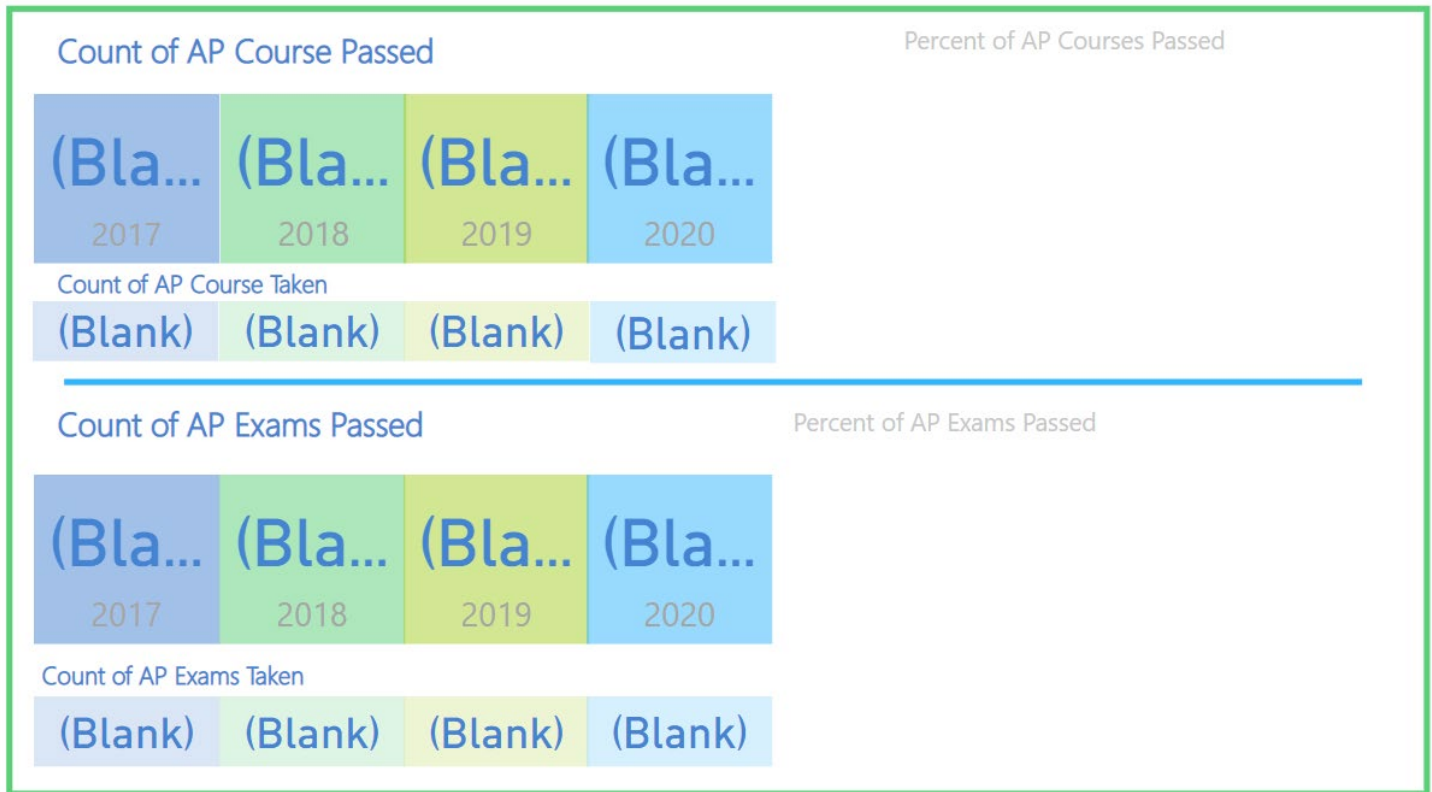


Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



Advanced Placement



AP Courses Offered	Eng Lang & Comp	Eng Lit & Comp	Calculus AB	Calculus BC	Statistics	Physics	Biology	US History	US Govt	European History	World History	Micro-economics	Spanish Lang & Culture	Studio Art	Enviro Science
Cesar Chavez High	•	•	•	•	•			•	•		•		•	•	
Edison High	•	•	•	•	•				•		•		•		
Edward C. Merlo Institute of Environmental Studies															
Health Careers Academy	•						•								
Pacific Law Academy	•	•			•			•	•	•					•
Stagg Senior High	•	•	•				•	•					•	•	
Stockton Unified Early College Academy	•		•	•		•	•	•	•	•		•			

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	58.2 Points Below Standard	48.2 Points Below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	100.6 Points Below	90.6 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 subgroups include EL, students with disabilities, African-American, foster and homeless youth, socioeconomically disadvantaged, American Indian/Alaskan Native, White, Asian, Hispanic, Filipino, Pacific Islander, and IB students

Strategy/Activity

Increase student academic achievement through a comprehensive instructional support system.

Leadership Team: This team will be composed of two administrators and teachers from the core, IB and CTE. The Leadership team will collaborate on a weekly basis to analyze and discuss school data, including A-G completion, graduation rate, I-Ready and MDTP. Through this collaboration, the Leadership team will identify focus areas which will be used to coordinate professional development for the administration team, counselors and teachers.

Teacher Training: Teachers will continue to receive in depth training on new curriculum, instructional strategies and standards through ELA and Math. They will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC and Avid Conferences, data analysis and monthly academic conferences.

Instructional Coach: Will provide curricular and instructional support in the ELA and ELD department. Support will be provided to new and experienced teachers in their subject matter. The Instructional Coach will foster teacher collaboration, conduct action walks with teachers and will provide professional development relevant to teacher's subject matter. The Instructional Coach will also provide support via co-teaching and demo lessons in the classroom.

PLC: Site-based professional development opportunities will provide teachers with additional training that reinforces adopted instructional practices. This ongoing professional development will allow for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies, including a focus on WICOR and Avid strategies.

Professional Development:

Opportunities are provided for specific departments to receive professional development based on the PLC targeted goals and data provided from Illuminate or curriculum based assessments. Through the PLC process, teachers will collaborate their instruction and monitor student achievement. Opportunities for re-teaching and mastery of standards will be identified through data analysis within the PLC. Additional support for students will be provided through in class interventions or during teacher office hours.

District Provided Core Subject Workshops: Attendees will include ELA Department Chair (1) and two teacher leaders from ELA department as well as Math Department Chair (1) and two teacher leaders from the Math Department (a total of six teachers). Teachers will attend workshops at various times throughout the school year as they are offered by the district.

ELD: District Provided ELD Workshops: Attendees will include ELD coordinator (1) and two teacher leaders from ELD department. Teachers will attend workshops at various times throughout the school year as they are offered by the district.

Avid: District Provided Avid Workshops: Attendees will include Avid Site Coordinator, Avid teacher and two teachers from Franklin Leadership team (a total of 4 teachers). Teachers will attend workshops at various times throughout the school year as they are offered by the district.

Substitute Pay Calculation for Teacher Release:

55 days X \$200 day rate = \$11,000

Conference: - \$70,000

PLC Conference: core teachers (x20) will attend the PLC conference in the summer (\$3,000 X 20 = \$60,000)

AVID Institute: 1 AVID Coordinator, 1 AVID teacher, and counselor (\$3,000 X 3 = \$9,000, Allocating \$10,000)

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$70,000	52150	Conference
\$11,000	11700	Teacher Substitutes
Centralized Service	11101	1 (FTE) Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

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 provide students with structured supplemental instruction techniques using Avid strategies, student and teacher feedback, reciprocal teaching and academic vocabulary that will enhance ELA/ELD and Math curriculum paired with ELD focus of Speaking, Writing, Listening, and Reading.

Bilingual Assistant: (1 FTE \$56,709 - LCFF) Provide EL students with support and resources through targeted small group instruction, tutoring, primary language novels, etc. that honors the student's primary language to increase foundational literacy skills. Propose increase of FTE from .4375 (\$20,545) to 1 FTE.

Bilingual Assistant Additional Comp Pay Calculation

10 hours X \$50 rate of pay = \$4,500 total cost (LCFF)

To further focus on ELD priorities, teachers are monitored for use of Integrated and Designated ELD instruction based on training and conferences and feedback is provided to refine use of strategies to support EL integration. Additionally, counselors and the EL Coordinator use EL monitoring forms that are completed by the classroom teachers to monitor EL and RFEP students. An action plan is devised by the classroom teacher and the EL Coordinator to support any students who have not shown adequate growth or who have regressed. Common formative assessments are also used to respond to students immediately who are experiencing difficulty. Technology such as laptops for students and iPads/tablet and stylus for ELD teachers will be purchased for ELD to enhance ELD student engagement and instruction.

Equipment: Laptops/Technology \$50,000; iPads/Tablets \$2,640 (Title I)

Library Media Assistant: Perform a variety of functions in a school library media center including: Operate specialized computer system for circulating media center materials, assist students with instructional tasks, staff circulation desk, assist and instruct students with book selection; charge and discharge books, assist students with location and use of media center materials, maintain and organize periodicals, assist in controlling status of books in circulation; check on overdue books, generate overdue and other computerized reports, shelve returned books; replace incorrectly shelved books; label and mend books, assist with the processing of new materials, circulate media center equipment and materials; operate media center equipment, assist with bulletin board displays, assist with inventory of all media center materials

Academic Support:

Via Google Meet or Zoom, teachers in core areas provide additional academic support to students five days a week. Tutoring is available to all students who are receiving D's and F's. Upon a return to campus, tutoring will be available for targeted populations (EL's Seniors in danger of failing, Sped) receiving D's and F's. This tutoring will occur after school

Special Education students will also be provided with academic support through individual or small group tutoring, academic rescue, and learning centers.

Extended Learning: Summer Intersession: Franklin will host Summer Intersession from June 1-June 26th 2021. Summer Intersession will provide credit recovery opportunities through the use of online learning via Cyber High or APEX. 200 students will be able to enroll in this program. Summer Intersession will be designated for Juniors and Seniors who are in need of credit recovery. This will minimize the sections of remediation throughout the 2021-2022 school year. This summer session will also include seniors who are close to attaining a diploma.

Extended Year 2021: 8 Teachers x 4.5 hours x 20 days x \$50 = \$36,000 (Allocating \$40,000)

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.

Through Franklin's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.

Tier I Academic Interventions: Core (80% of Students)

Instruction that happens in the regular classroom

Research-based instruction and curriculum emphasizing essential learnings

Differentiated instruction, flexible grouping, enrichment

Formative assessments, common assessments

Universal screenings

Screening data will suggest areas of strength and areas needing attention in the core curriculum

Tier II: Targeted (5-10% of students)

Students will be referred to the counselor by a teacher or staff members using designated referral form.

Small group interventions

In addition to regular classroom instruction

Based on universal screening data

Tier III: Intensive (1-5%)

Students will be referred to the school counselor by teacher or staff members using designated referral forms.

Students will be placed on “academic probation” and will attend weekly tutoring sessions to receive individual or small group interventions.

3@.5 FTE-Assistant Principal (LCFF)-\$292,943-Oversee instructional supports and intervention programs, coordinate services and supports, ensure academic rigor, and ensure equity. This will be accomplished via bi-weekly meetings with assigned counselor in which the following will be analyzed, reviewed and discussed in regards to their assigned caseload:

- a. Attendance (Chronic, Homeless/Foster Youth, Perfect)
- b. On Track for A-G and Graduation
- c. 4 Year Plans
- d. Athletics NCAA Requirements
- e. Discipline
- f. EL's
- g. IEP's
- h. 504's

School Wide Avid Implementation: Students will be provided with Franklin planners at the beginning of the school year to assist with organization. Avid inquiry strategies to increase rigor (such as emerging level for English Learner students) and meet grade level expectations will be utilized school wide. Grade level expectations (e.g, level 2 and 3 question development, close reading, web-based programs) that supports student collaboration (e.g. pair share and philosophical chairs) will also be used.

Instructional Materials/Supplies-\$20,000 Title I, \$20,000 LCFF-Include novels, paper, writing tools, markers, toner/ink, white boards, chart paper, etc

Maintenance Agreements: \$1,000 – Title I - Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Equipment required by team members to evaluate data, strengthen PLC practices, and record evidence of learning from classrooms. \$20,000 - LCFF

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	56590	Maintenance Agreements
\$20,000	43110	Instructional Materials/Supplies
\$52,640	44000	Equipment
\$40,000	11500	Teacher Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$20,000	43110	Instructional Materials/Supplies
\$56,709	29101	1 FTE Bilingual Assistant (salary and benefits)
\$4,500	29500	Additional Comp – Bilingual Assistant
\$292,943	13201	3 @ .5 FTE Assistant Principal (salary and benefits)
\$56,709	24101	1 FTE Library Media Assistant (salary and benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement.

The counselor will meet with students to discuss transcripts and establish semester goals. Counselors and students will complete an Individualized Student Six Year Plan (6-12th grade). The counselors will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselors to support students who are not on track to meet graduation requirements. Assistant Principals will work with counselors to monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.

Credit recovery and the achievement of graduation and A-G requirements may also be completed through the APEX or Cyber High programs. Students will be placed in these programs by the school counselors.

15 Chromebooks and a chromecart will be provided for the Counseling Department and the College and Career Center for the support of (A) Completion of the FAFSA, (B) College Applications (C) Transcript Review (D) A-G graduation and Graduation Review (E) Development of 6 and 4 Year Plans

Instructional Material and Supplies: \$8,000

Equipment: \$2,000

In the spring, all Avid students (9-12) will participate in virtual/in person college tours. For 9th graders, the purpose of these tours is to provide the 9th grade students with an opportunity to become familiar with the atmosphere and learn first-hand some aspects of college life. For 10th graders, the purpose of these virtual/in person college tours will be to help students envision a different future for themselves. For the 11th grade students, the purpose of these virtual/in person tours is to promote early awareness of college preparation, selection, admissions, financial aid and other critical steps for college entry. Lastly, for the 12th grade students the purpose of these tours is to provide them with an opportunity to (1) learn about the academic and extracurricular activities available to them on college campus (2) to help them imagine what it would be like if they were in college and (3) demystifies misconceptions related to college. It is the intent of these virtual/in person college tours that participating students will become energized and hopeful for their future as a college student. The overall main goal of these trips is to place into context the economic and personal value of obtaining a postsecondary education.

If students and staff return to campus and physical campus tours are allowed, Avid students in grades 9-11 will be invited to participate in these in-person tours. Students will research the majors and degrees offered at the universities, they will then compare and contrast the similarities and the differences (majors, degrees, cost, learning environment, admission rates, etc. as part of their campus visit. Students will be required to sign-up to participate. 1 Counselor, Avid teacher and 1 grade level teacher will be invited to attend these tours. Substitutes will be provided for teachers in each grade level. Our school site Guidance Counselor will also assist with supervision during these tours.

Schools to be targeted in the spring for these tours are:

9th Grade (50 students): Sacramento State

10th Grade (50 students): Stanislaus State

11th Grade (50 students): U.C Davis

Substitute Pay Calculation for Teacher Release:

1-day X 3 teachers x \$200 day rate = \$600

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$600	11700	Teacher Substitutes
\$8,000	43110	Instructional Materials/Supplies
\$2,000	44000	Equipment

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

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 align NGSS standards and support: Increase implementation of NGSS standards instruction and provide supplemental training on strategies to support alignment of Science and Math curriculum, with a focus on live instructional feedback of classroom practices.

Instruction: Teachers will enhance NGSS (science) standards instruction through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Franklin also offers students the opportunity to complete a career pathway in five different areas. The purpose of each of these pathway programs is to provide students with a high quality CTE curriculum and instruction while also providing them with the necessary skills and knowledge required for employment in entry-level positions post high school.

The following pathways are offered at Franklin High School:

1. Residential and Commercial Instruction: This course allows students to demonstrate mastery in skills attained in concentrator courses. Students will apply mathematical calculations, interpret technical drawings and demonstrate techniques for proper site preparation and foundation layout. Students will demonstrate carpentry techniques for the construction of a single-family residence, proper installation techniques of internal and external materials and finishes, employ sustainable construction practices and install plumbing and electrical systems that adhere to industry standards. Students may be prepared for a Class B California License.

Building Materials: Lumber, nails, brackets...etc

Equipment: Construction tools and equipment such as saws, tape measures, routers...etc

2. Welding and Materials Joining: This capstone course further builds upon the Manufacturing and Product Development introduction and the Product Innovation and Design concentrator courses. This career technical education capstone course provides content, skill development and leadership training which prepares students for the world of work and to pursue further education such as industry certifications and postsecondary degrees.

Building Materials: Varying types of raw metal to guild with including iron, steel, and aluminum

Equipment: Welders, grinders, plasma tables, metal lathe, virtual welders

3. Product Innovation and Design Pathway: This capstone course further builds upon the Manufacturing and Product Development Introduction and Product Innovation and Design concentrator courses. This career technical education capstone course provides content, skill

development and leadership training which prepares students for the world of work and to pursue further education such as industry certifications and postsecondary degrees.

Supplies: 3D printer filament and replacement heads, lumber, varied metals, drafting printing paper, Adobe Creative Cloud, 3D modeling software

Equipment: 3D printers, drafting computers

4. Performing Arts: This course will provide students with the opportunity to apply skills related to theatrical performance and to create project based performances in theater, musical theater, film and video production. Students will prepare audition or direction portfolios, learn business/managerial skills and develop a professional career plan.

Supplies: Costumes, makeup, set props

Equipment: Sewing machines

5. Production and Managerial Arts: This course will build on foundation skills in Stage Technology and Production to include design in variety of theatrical productions. Students will use analytical skills to interpret literary material to create a design concept. Students will be familiar with design elements, drafting techniques, computer software and modeling skills necessary to prepare designs and models of theatrical sets. They will be trained to interpret mechanical drawings to safely use appropriate power equipment to construct sets based on artist's designs. They will also become familiar with the diverse array of production materials and techniques. Students will also become familiar with the diverse array of production materials and techniques used to augment live theatrical productions.

Supplies: Lumber, nails and other building materials

Equipment: Lighting, computers, soundboard, monitors

Assessment: Assessments will provide data on student needs assessing what the students have learned to assist in focusing re-teaching needs. Franklin partners with the district curriculum to provide pacing and instructional planning support, as well as demo lessons, observations and feedback to teachers.

Instructional Materials and Supplies - \$25,000 – Title I, \$6,819 - Applicable supplemental instructional materials include paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials, copier, Duplo, posters, and markers.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$166,399	44000	Equipment
\$25,000	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$6,819	43110	Instructional Materials/Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity 5

School Plan for Student Achievement| SY 2020-2021

Version 1 – Board Approval 01/26/2021

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

2018-2019 (Year 2)

Implementation

- 1a. ELD coordinator attended district provided professional development
- 1b. Bilingual assistant provided assistance in core, ELD and elective classes
- 1c. College tours offered to AVID students in grades 9-12.
- 1d. All 12th graders offered opportunity to take the SAT at various times throughout the school year

Effectiveness

- 1d. ELD coordinator shared strategies from training with the whole staff during collaboration meetings.
- 1e. The model was implemented effectively in some of the departments, although the level of implementation varied. This model was, however, not implemented successfully site wide.
- 1f. Bilingual assistant had a difficult time meeting the needs of all of the students. Coordinating her time between the different classes became demanding, especially because she only worked part time.
- 1g. Not all students in grades 10-12 took advantage of the opportunity to attend college tours. There is still not enough interest or buy in by the students in terms of college. Many do not see the benefits of obtaining a college degree or are fearful of the cost of attending college.
- 1h. Not all 12th graders took advantage of this opportunity or assistance provided in terms of completing the FAFSA or college applications.
- 1i. Not all students bought into information provided or completed the academic plan. More needs to be done to encourage students on the importance of doing well in their classes and meeting A-G requirements.

2019-2020 (Year 3):

Implementation

- 1a. Instructional coach provided coaching and instruction in ELA the coaching cycle of co-teaching, demo lessons, and observation/feedback.
- 1b. Administrator and instructional coach met weekly to discuss implementation of curriculum, teaching strategies and assessment data

1c. Teachers meet with their departments weekly and then with their colleagues twice a month to plan for assessments, lesson studies, and to discuss outcomes of leadership walks and professional development needs

1h. Bilingual assistant provided in class assistance to students in core and ELD classes

1l. 10th and 11th grade participated in the PSAT

1m. 12th graders participated in SAT

1n. APEX utilized for credit recovery

Effectiveness

1a. Franklin currently has only one instructional coach on site who works specifically with the ELA and ELD department. Coach coordinated with ELA department chair to provide guidance with the new ELA curriculum as well as opportunities to, co-teach moments and analyze data related to common formative assessments and I-Ready

1b. These meetings with the ELA department showed great growth. Teachers became comfortable with the curriculum. Meetings provided insight into strengths and weaknesses of departments and possible professional development opportunities for teachers. Information also provided guidance in terms of class offerings for the 20-21 school year. Meetings continued via zoom during the last few months of school.

1c. Student I-Ready data shows that these collaboration meetings and release time was very effective. Students in both ELA and Math showed steady growth from fall to winter. No results are available for the spring because of Distance Learning

1d. Each department completed one instructional walk with their coach. The overall effectiveness of this activity cannot be fully measured because of the school closures.

1e. Both departments were provided a common prep once a week to meet and collaborate. Teachers also met with instructional coaches during this time. This practice will continue in the 20-21 school year.

1f. ELD coordinator identified all EL students on campus and provided this list to the school counselors to ensure that all EL students were placed in the appropriate ELD class.

1g. Only a handful of Avid students in the 10th, 11th and 12th grades did not take part in these college tours.

1m. Only a few students did not participate in the district provided SAT. However, having the district pay for the SAT and having the SAT administered at the school site helped with student participation.

1n. APEX and Cyber High continue to be the main source for student recovery.

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

2018-2019 (Year 2):

Material Changes

It was determined that more support needs to be provided for students in both ELA and Math. More collaboration time was provided at the end of the school year. It was also determined that additional assistance would be provided for the ELA department via instructional coach. However, school site does not have an instructional coach for the Math department.

District implemented new curriculum in ELA and Math

2019-2020 (Year 3)

Material Changes

Instructional coaches were added to the staffing.

Teachers in ELA and Math departments met monthly with instructional coaches

Teachers in ELA and Math were provided with one common prep a week

Literacy improvement because of the focus of both ELA and Math. Programs such as “Reading Thursdays” were created for this purpose.

All ELL students were placed in appropriate ELD classes.

Assistant Principals and the school counselors worked collaboratively to monitor and track student academic success at each grade level

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.

2018-2019 (Year 2):

Future Changes

Instructional coaches will be added to the school staff

ELA and Math departments will be provided with common preps

Core classes will be provided with collaboration time

There is a need for more training on student engagement and content rigor. Additional teachers will be sent to AVID, will receive coaching and will be provided with curriculum training.

130 teachers attended training for the PLC process. These teachers were then tasked with sharing and presenting information within their department and to the whole staff.

2019-2020 (Year 3)**Future Changes**

Creation of 4x4 schedule to provide students with greater opportunities to complete graduation requirements or fulfill A-G requirements.

There is a need for all core classes to be provided with collaborative release time scheduled into the staff professional development.

Provide opportunities for cross-curricular assignments or assessments to be created.

ELA and Math departments will work on identify priority standards

Provide students with regular indicators of student academic progress. This should be done through student planners or weekly progress reports as needed.

Provide timely and effective feedback on assignments/assessments/projects

Follow-up and monitoring of teachers who are not regularly updating their gradebooks or completing grade checks in student planners.

Identify “focus areas” for assistant principals to manage and monitor (ASB, PLUS, Counseling Department, MTSS...etc.)

Goal 2 – School Climate

School Goal for School Suspension and Expulsion:

Suspensions and Referrals:

By the end of the 2020-2021 school year, Franklin High School will reduce suspension by 5% for all students.

By the end of 2020-2021, the number of teacher referred discipline will be reduced by 10% for all students.

Expulsions:

By the end of the 2020-2021, Franklin High School will reduce expulsion rates by 5% for all students.

These goals will be supported through the implementation of standards based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors and a mentoring program.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By the end of the 2020-2021 school year, Franklin will reduce chronic truancy by 5%. By the end of the 2020-2021 school year, Franklin will increase school wide attendance by 5%.

Identified Need

Suspension –

Current Dashboard Data:

Suspensions:

Orange: 6.4 suspended at least once. Maintained 0.2%

2018-2019: Suspensions: 6.2%

2017-2018: Suspensions: 4.9%

Expulsion:

2017-2018: 1

2018-2019: 2

2019-2020: 0

By the end of the 2020-2021 school year, Franklin School will have less than 200 days of suspension, no expulsions, less than 8% of the students will be considered chronic truants and school climate will increase with only 5% of students consistently report being bullied on campus, 80% of students report feeling safe at school, and 10% of students report racial tension at school. This increase will be supported through the implementation of standards based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors and a mentoring program.

These goals will be supported through the implementation of standards based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors and a mentoring program.

Attendance/Chronic Truancy –

Chronic Truant Students:

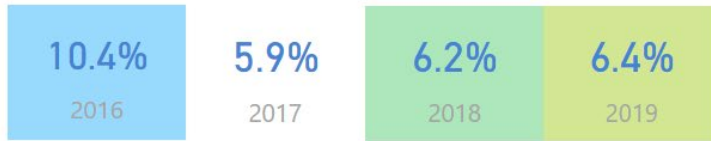
2017-2018: 20.4%

2018-2019: 18.01%

2019-2020: 19.09%

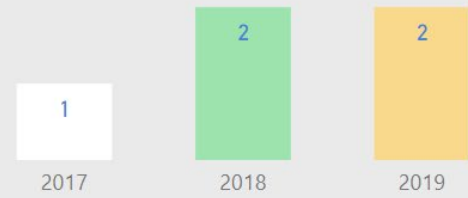
Suspension Rate

All Students
percent of unduplicated suspension



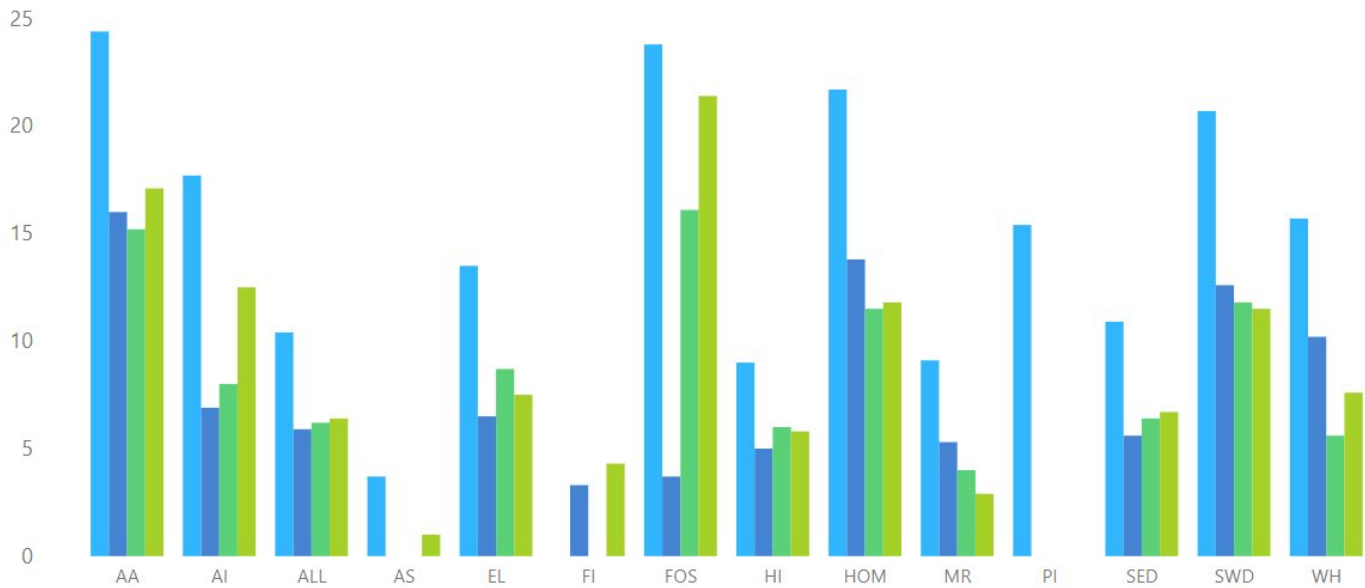
Expulsion

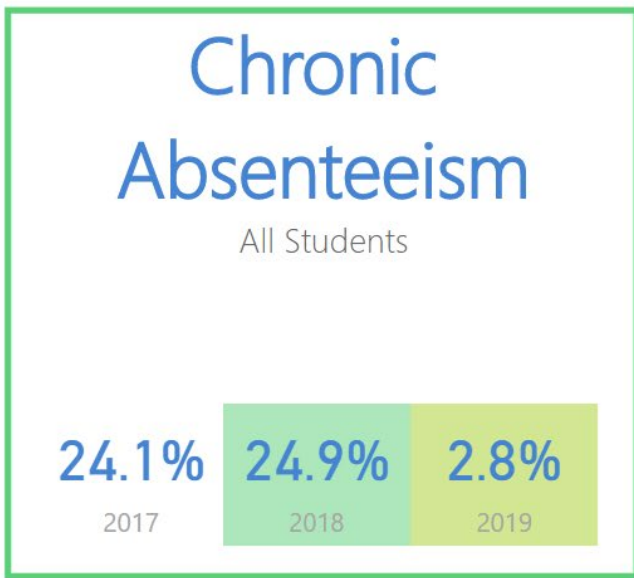
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



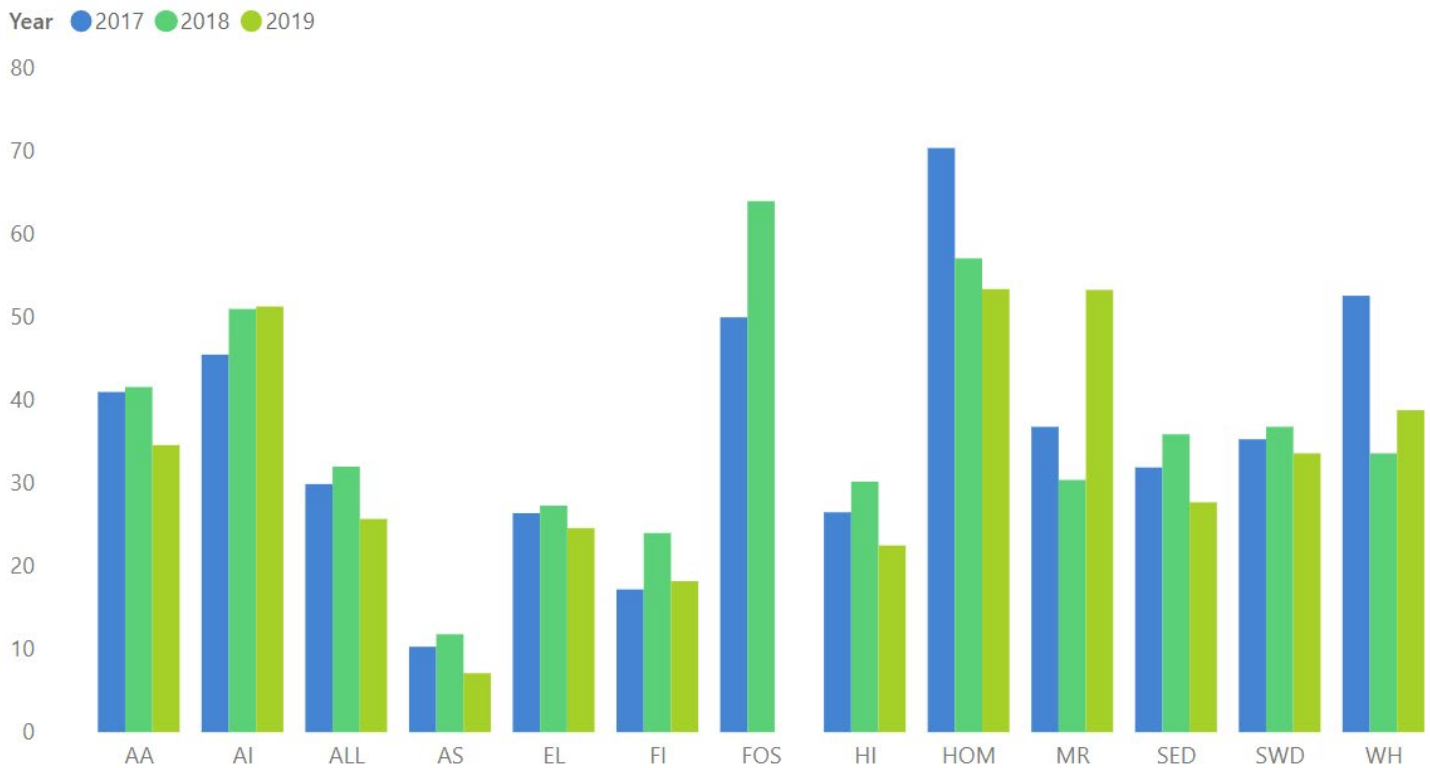
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	6.4%	5.4%
Chronic Absenteeism (All Students)	2.8%	2.8%

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

In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS.

Tier I students will be referred to the school counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades, attendance and SPED Services. The school counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings.

Tier II and Tier III students are referred to the Franklin CARE Team by the school counselors or assistant principals after Tier I interventions have been exhausted by all parties. A student may also be referred to the Franklin CARE Team by a teacher or staff member. Once a referral has been generated for the Franklin CARE Team, the school counselors will provide the Franklin CARE Team with a profile of the student which will include grades, attendance and discipline record. The school counselors will present this information to the Franklin CARE Team. The CARE Team will discuss and decide on appropriate interventions for students based on information that is shared. Tier II and Tier III interventions may include access to school site Mental Health Clinician or a referral to an outside agency. The CARE Team will review the student profile once a month until either the school counselors, Mental Health Clinician or outside agency states that interventions are no longer needed. Students may also be referred to the school site Wellness Center for group or individual support.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

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 support our growth and improvement goals of increased learning, increased student attendance, decreased truancy, decreased suspensions, expulsions and behavioral referrals, Franklin School will provide students with social and emotional support systems. These systems will include, but not be limited to, Wellness Center 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. 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.

The 1/3 Project: Parent, Student and Faculty Mentoring Program: This mentoring program will serve 13 students 9-12 who are in the Franklin IB Program. Program participants will be determined by a needs assessment, grades and attendance. This program is designed and facilitated by IB teachers and administrators and will focus on providing individualized guidance on IB Program Requirements, SUSD graduation requirements and college planning. Meetings between teachers and students will take place during designated office hours either before school or after school for 1 hour each week.
Title 1: \$ 5,000

The ASB/Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large.

The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.

Link Crew: Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, this high school transition program trains mentors from the 11th and 12th junior grade to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. Link Crew's goal is to provide schools with a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, freshmen learn that people at school care about them and their success and leaders experience increased self-esteem as well as overall character development. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school. When this program is implemented it will include 1 Link Crew teacher and 30 Link Crew Leaders (students who will serve as mentors for incoming 9th graders). The Link Crew Teacher, Student Activities Director and one other staff member and two student will receive virtual training in the Link Crew program and strategies. This information will then be shared with the Link Crew mentors in class.

Link Crew Cost: \$1,500

ASB/Leadership program will also use the HERO App to track student participation in events and attendance in order to provide a streamlined approach in behavior/event tracking by being able to scan student ID cards for monitoring. This will help increase student and staff engagement and allow for incentive awards and prizes to be given. Students can track their participation, behavior, and attendance. HERO also provides parents with push notifications on student's attendance and behavior so they are aware of their student's progress at Franklin in regards to participation/behavior/attendance.

The cost for HERO App license is \$9,000.00

An additional leadership opportunity for students exists through the JROTC and athletics program. Students in the JROTC program experience leadership through a military command structure and utilize this experience in area competitions and events. Student athletes have the opportunity to participate in different events to promote and engage the community, including serving as referees for flag football.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	11500	1/3 Project: Parent, Faculty and Student Program
\$1,500	52150	Conference: Link Crew

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$9,000	58450	License Agreement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students who are academically successful will be recognized during the “Monthly Academic and Attendance” Celebration assembly held during lunch or during a designated class period. Students will be recognized for perfect or improved attendance, EL Reclassification, I-Ready results, FAFSA completion and college acceptance.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		No funds allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		No funds allocated.

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

Growth Mindset 101 Curriculum and Training Program will be introduced and implemented school wide beginning in January 2021. This program presents a holistic approach to tackling issues related to school culture. The rollout of this program begins with teachers, staff and administration and is then shared with students. The purpose of this program is to help participants identify the differences between a “fixed” and “growth” mindset and then equip them with the core belief that abilities and intelligence can be developed utilizing in class and online curriculum and activities. The Growth Mindset Curriculum and Program utilizes research which is then translated into practical products and services to help students and educators increase their motivation and achievement. This program will provide the Franklin community with the tools to transform into a Growth Mindset School or a school with a learning focused culture that makes the most out of time and resources.

The Leadership team will also be provided additional time and professional development geared towards the analysis of this curriculum and the development of a site wide professional development plan throughout the school year. The Leadership team will then roll out this curriculum and provide training to all Franklin staff members at various points throughout the school year.

Teacher Additional Comp

6 Teachers X 10 hours X \$60 rate of pay = \$3,600

Counselors Additional Comp

7 Counselors X 3 hours X \$60 rate of pay = \$ 1,260

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$54,000	58320	Consultant
\$3,600	11500	Teacher Additional Comp
\$1,260	12500	Counselor Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

2018-2019 (Year 2)

Implementation

- 1a. No clear universal behavior, emotional or social support system was implemented. Identified plan was too vague.
- 1b. Academic data cycle was implemented school wide, but was not successful in all departments. T. Some departments made further progress than others on common assessments, lesson planning, and data analysis and in class interventions. All departments need further refinement in this process.
- 1c. Teachers were provided with onsite PD focused on the academic data cycle. Additional support, training and follow through is still needed.
- 1d. Leadership and PLUS continue to be key in identifying critical areas of need in regards to student input.

Effectiveness (Year 2)

- 1. a. Staff became aware that a clear universal behavior, emotional or social support system was needed in order to address the social, emotional and behavior needs of the students. CARE Team and Wellness center implemented as part of this process.
- 1b. More work is needed in implementing the academic data cycle and in class interventions.
- 1c. Continued PD is needed to address questions related to the academic data cycle and structure of in class interventions.

2019-2020 (Year 3):

- 1a. A universal behavior support system that includes teaching school wide behavioral expectations, social-emotional learning skills, recognition systems and proactive and or restorative discipline policies was developed and implemented.
- 1b. A digital referral form was implemented as a result of the school closures due to Covid-19.
- 1g. Students were provided with regular indicators of student academic progress. This was done through student planners or weekly progress reports. Teachers also continued to work on implementing the academic cycle and in class interventions
- 1h. Continue to provide on-site PD to staff that focused on the academic cycle and in class interventions.

Effectiveness (Year 3)

1a. Newly adopted MTSS system was successful in providing a defined structure for administrator, staff and teachers. This system will need to be continuously reviewed and updated.

1b. CARE Team meets every month. This team discussed the social, emotional and behavior concerns of students identified either via the school referrals or by the school counselor. Targeted interventions were identified for each student as well as designated follow-up time.

1g. Providing students with monthly grade checks via student planners was very successful. This process engaged students in their academic success in each class and provided insight for parents in terms of their student's academic achievement.

1h. Teachers were more successful in core classes in implementing the academic cycle and in class interventions. Providing teachers with common preps contributed to this success. Additional PD and collaborative opportunities and follow through is still needed in other core and elective courses.

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

2018-2019 (Year 2)**Material Changes**

It was determined that more needs to be done in order to address the social, emotional and behavioral needs of the students. A defined MTSS plan needs to be developed.

2019-2020 (Year 3)**Material Changes**

Suspension rates have increased. School culture and student connection to the campus has also decreased.

Continue to provide teachers with PD related to MTSS and academic data cycle. Provide Social Science, Science and elective courses common preps or collaboration time via pull out days to develop lessons, assessments and review data as part of the academic data cycle.

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.

2018-2019 (Year 2):

Future Changes

Continue to provide administration, staff and teachers PD related to the academic data cycle and MTSS

It was determined that more needs to be done in order to address the social, emotional and behavioral needs of the students. A defined MTSS plan needs to be developed.

PLUS needs to take a more active role on campus. School climate surveys and forums need to be conducted and utilized on a regular basis. PLUS advisor and school counselor will need to participate in additional training related to these areas.

2019-2020 (Year 3):

Future Changes

Continue to build on the current MTSS plan referral system and monitor student social, emotional and behavior progress via the CARE Team. Provide staff with focused PD on these areas.

PLUS needs to take a more active role on campus. School climate surveys and forums need to be conducted and utilized on a regular basis. PLUS advisor and school counselor will need to participate in additional training related to these areas.

Coordination and implementation of the Link Crew Program to assist 9th graders with the transition from middle school to high school.

Use of the HERO app to track student participation and attendance at on campus activities and events.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase participation by 5% at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2021, establish one new opportunity for stakeholders to be engaged with the school community.

By June 2021, identify two opportunities for student internships within the community.

Identified Need

Meaningful Partnerships:

Parent Involvement: Currently, Franklin offers the following opportunities for parent involvement: Back to School Night, Coffee Hour, ELAC, Spring and School Site Council.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-in Sheets	100	150
Parent Coffee Hour	10	15-20
Back to School Night	150	200
IB Parent Booster Meeting	10-15	20-25
IB Parent Information Night	20-50	50-80
ELAC	10	12-15
SSC	6	8-10

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

Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are empowered to be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, Parent Coffee Hours, ELAC, SSC, IB Parent Meetings, etc.

of meetings coordinated # of parents attending # of college readiness activities for parents # of college readiness activities for students # of college fields trips # of parents attending college and career readiness informational events

Parent Meeting - \$1,000: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.

Non-Instructional Materials - \$6,346: Materials for parent and student involvement activities such as FAFSA Night, College/A-G/Graduation Awareness Night, IB Program Informational Night, Literacy Night, and Science and STEM/CTE Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

Equipment: Chrome cart: \$2,000

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	43400	Parent Meeting
\$6,346	43200	Non-Instructional Materials/Supplies
\$2,000	44000	Equipment

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

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

Community Assistant – 1 FTE: Provides parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, parent meetings (e.g. Parent Coffee Hours, PTA, etc.), parent trainings (e.g. Positive Parenting classes, ESL, community resources, etc.), communication, after school academic focused activities (e.g. Back to School Night, Literacy Night, School Book Fair, Parent evening workshops, etc.), etc.

Community Assistant Additional Comp Pay Calculation (Object Code 29500):

30 hours X \$50 rate of pay = \$1,500 total cost

School site will hire a full time Community Assistant to serve in a liaison capacity between school and community to secure parent involvement and share information related to school programs and events. He will be asked to work outside of his normal work hours to run evening family engagement events.

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings. Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee and monthly newsletters

Parents routinely receive communications through Connect Ed that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events and informational meetings.) and information to parents of the entire student body. The school website and marquee is regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend. Social media and parent emails are also used to communicate with parents.

ParentVue access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence.

Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$60,000	22901	1 @ 1 FTE Community Assistant (salary and benefits)
\$1,500	22500	Additional Hourly Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build relationships with local businesses in order to provide internships and on site job training for students in the CTE pathways.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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.

2018-2019 (Year 2):

Implementation

Parent Engagement

Parent Engagement events were hosted by the school to communicate academic issues. These events included the following:

Back to School Night

ELPAC

SSC

Communication with parents was completed through regular communications via Connect Ed. Communications were sent out in regards to events and school activities. Student planners were also used as a way to communicate with parents, Flyers were also sent home as a way to communicate with parents. School website and marquee were regularly updated and used as forms of communication with parents and the community.

Meaningful Partnerships

No internship opportunities were offered

Effectiveness

Flyers that were sent home did not always reach parents. Calls home did not always reach parents. Marquee was not always updated with information. Website was not routinely updated.

2019-2020 (Year 3)

Implementation

Parent Participation

The same events continued to be offered as the prior year. Events scheduled for the spring geared towards parent participation did not occur due to the school closures. Communication prior to school closures remained the same. As a result of the school closures, communication with parents was done via phone calls home. Classified staff made calls to parents once a week in order to inform them of their student attendance during Distance Learning classes. The website was also updated weekly with information related to district informational events and school events. Parents were also invited

to attend weekly “office hours” via Zoom with school staff and the administrator. Monthly “Coffee Hours” also continued to be hosted via Zoom

Meaningful Partnerships

No internship opportunities were offered.

Effectiveness

Parent Participation

Parent participation declined, especially due to school closures.

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

2018-2019 (Year 2)

Material Changes

2019-2020 (Year 3)

Material Changes

Parent engagement continues to see a decrease. Parents are encouraged to participate in areas such as ELAC and SSC. However, this participation continues to be a focus of concern.

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.

2018-2019 (Year 2)

Future Changes

Improve communication with parents and offer more opportunities for them to be involved in. Administer surveys at the end of each semester in order to identify concerns and needs.

Coordinate with Work Experience coordinator and College and Career Center to identify possible community connections or internship opportunities.

Identify one new area for parent participation.

2019-2020 (Year 3)

Future Changes

Changes will be the same as Year 2.

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	\$478,205
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	\$924,885

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	\$478,205

Subtotal of additional federal funds included for this school: \$478,205

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	\$446,680

Subtotal of state or local funds included for this school: \$446,680

Total of federal, state, and/or local funds for this school: \$924,885

Budget Spreadsheet Overview – Title I and Budget Spreadsheet Overview – LCFF

FRANKLIN #515

INITIAL BUDGET/DATE

REVISED BUDGET/DATE

TITLE I		TOTAL ALLOCATION		\$ 468,859	LCFF		TOTAL ALLOCATION		\$ 446,680	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 9,346
TOTAL BUDGET DISTRIBUTED BELOW				\$ 468,859	TOTAL BUDGET DISTRIBUTED BELOW				\$ 446,680	TOTAL BUDGET DISTRIBUTED BELOW				\$ 9,346
TO BE BUDGETED (Should be \$0.)				0	TO BE BUDGETED (Should be \$0.)				0	TO BE BUDGETED (Should be \$0.)				0

Object	Description	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET					
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE			FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE
Personnel Cost-Including Benefits																				
11500	Teacher - Add Comp (incl benefits)		\$ 40,000							\$ 8,600										\$ 48,600
11700	Teacher Substitute (incl benefits)		\$ 11,600																	\$ 11,600
12151	Counselor																	0.000		\$ -
30000	Statutory Benefits																			\$ -
12500	Counselor-add Comp (incl benefits)									\$ 1,260										\$ -
13201	Assistant Principal			1.500	\$ 292,943															\$ 292,945
30000	Statutory Benefits																			\$ -
19101	Program Specialist																	0.000		\$ -
30000	Statutory Benefits																			\$ -
19500	Prog Spec-Add Comp (incl benefits)																			\$ -
19101	Instructional Coach																			\$ -
30000	Statutory Benefits																			\$ -
19500	Instr Coach-Add Comp (incl benefits)																			\$ -
21101	Instructional Asst/CAI																	0.000		\$ -
30000	Statutory Benefits																			\$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)																			\$ -
21101	Bilingual Assistant			1.000	\$ 56,709															\$ 56,710
30000	Statutory Benefits																			\$ -
21500	Bl Asst-Add Comp (incl benefits)				\$ 4,500															\$ -
22601	Library Media Assistant			1.000	\$ 56,709														1.000	\$ 56,710
30000	Statutory Benefits																			\$ -
22500	Lib Med Asst-Add Comp (incl benefits)																			\$ -
22901	Community Assistant											1.000	\$ 60,000							\$ 60,001
30000	Statutory Benefits																			\$ -
22500	Comm Asst-Add Comp (incl benefits)											\$ 1,500								\$ -
29101	Parent Liaison																			\$ -
30000	Statutory Benefits																			\$ -
29500	Par Lia-Add Comp (incl benefits)																			\$ -
Sub Total - Personnel/Benefits			\$ 51,600		\$ 410,861		\$ -		\$ -		\$ 9,860		\$ -		\$ 61,500		\$ -		\$ -	\$ 526,566
Books & Supplies																				
42000	Books																			\$ -
43110	Instructional Materials		\$ 53,000		\$ 26,819															\$ 79,819
43200	Non-Instructional Materials																	\$ 6,346		\$ 6,346
43400	Parent Meeting																	\$ 1,000		\$ 1,000
44000	Equipment		\$ 166,399															\$ 2,000		\$ 168,399
Sub Total - Books & Supplies			\$ 219,399		\$ 26,819		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 9,346	\$ 255,564
Services																				
57150	Duplicating																			\$ -
57250	Field Trip-District Trans																			\$ -
56590	Maintenance Agreement		\$ 1,000																	\$ 1,000
52150	Conference		\$ 70,000							\$ 1,500										\$ 71,500
58450	License Agreement										\$ 9,000									\$ 9,000
58720	Field Trip-Non-District Trans																			\$ -
58920	Pupil Fees																			\$ -
58100	Consultants-Instructional																			\$ -
58320	Consultants-Noninstructional									\$ 54,000										\$ 54,000
Sub Total - Services			\$ 71,000		\$ -		\$ -		\$ -	\$ 55,500		\$ 9,000		\$ -	\$ -	\$ -	\$ -	\$ -		\$ 135,500
GRAND TOTAL			\$ 341,999		\$ 437,680		\$ -		\$ -	\$ 65,360		\$ 9,000		\$ 61,500		\$ -		\$ 9,346		