



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 01/26/2021

Version 2 – 03/09/2021

Version 3 – 10/12/2021

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 2 – N/A Ver 3 – 05/21/2021	Ver 1 – 11/03/2020 Ver 2 – 02/17/2021 Ver 3 – 09/23/2021	Ver 1 – 01/26/2020 Ver 2 – 03/09/2021 Ver 3 – 10/12/2021

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 subgroups: African American and 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:

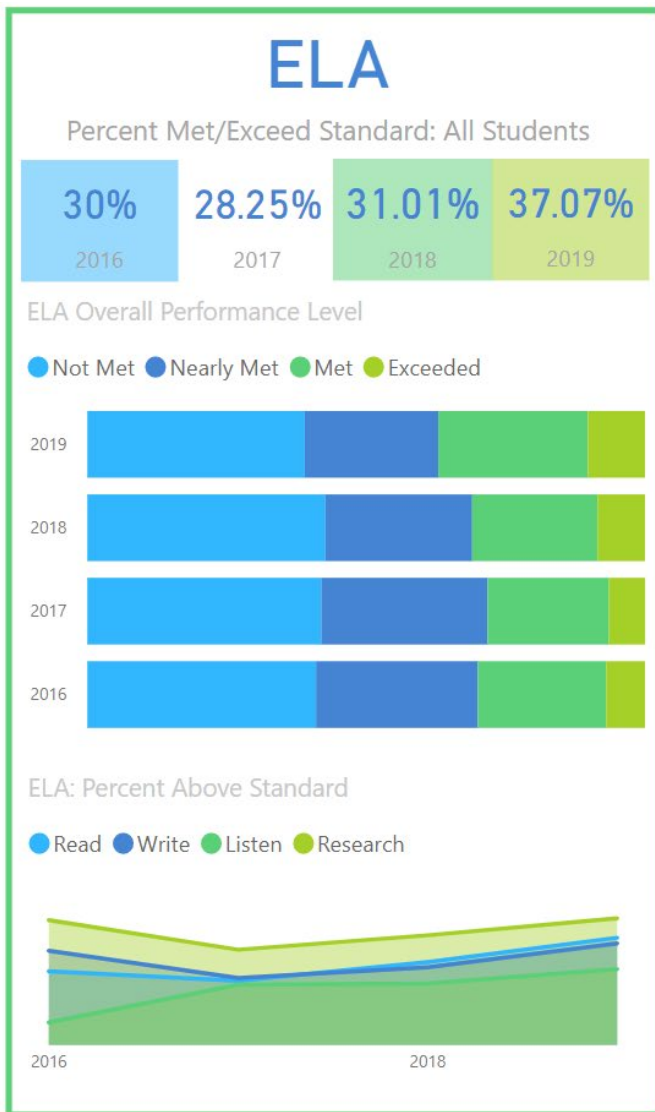
In 2017-2018, 21% of the Franklin student population met or exceeded the standard on the Mathematics portion of the 2017-2018 SBAC. This number improved slightly 2018-2019 with 22%. of the Franklin's student population meeting or exceeding the standard on the Math portion of CAASPP. For ELL's in 2017-2018,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

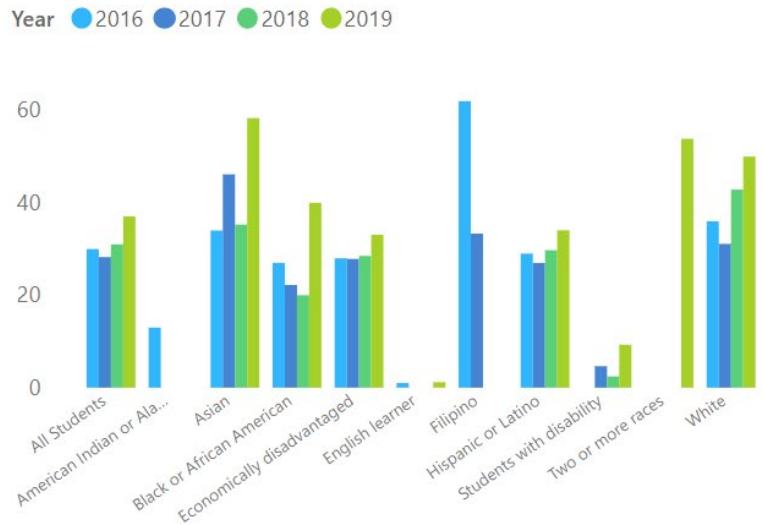
There is no science data to report either schoolwide or for ELL's.

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.



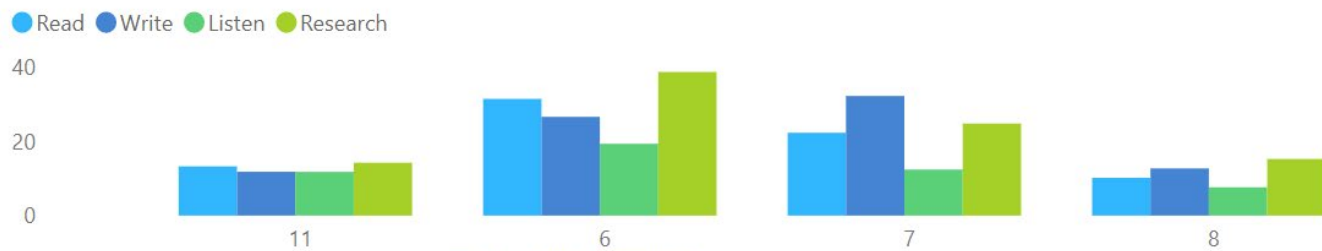
ELA CAASPP: Percent Met/Exceed Standard

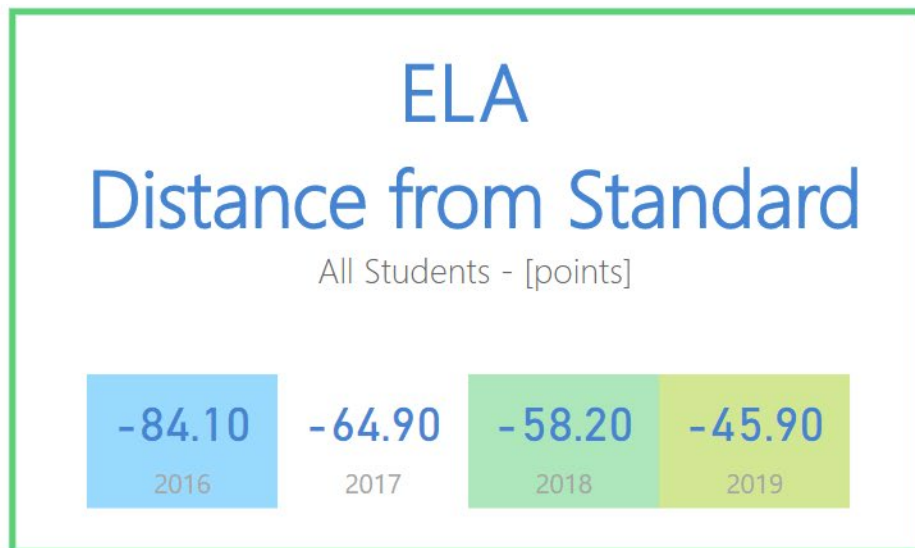


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



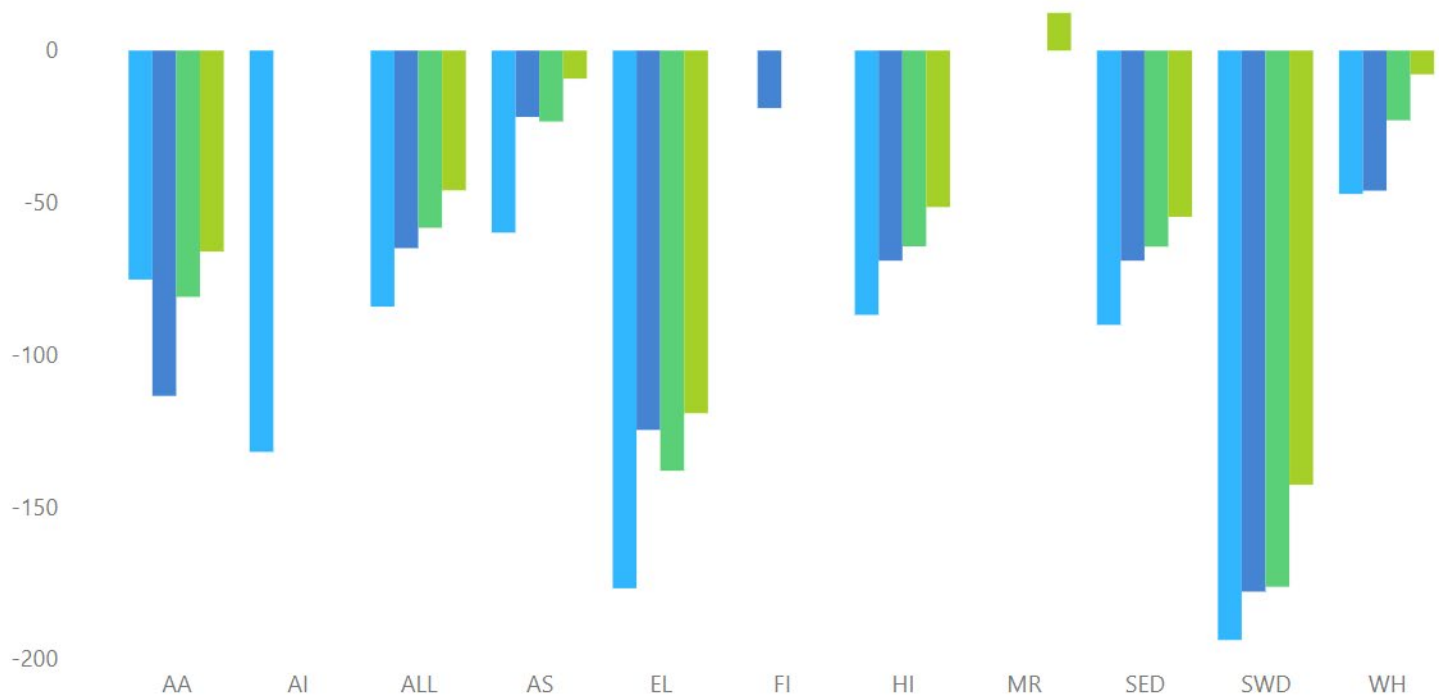
2019 Prelim ELA CAASPP: Area - Percent Above Standard

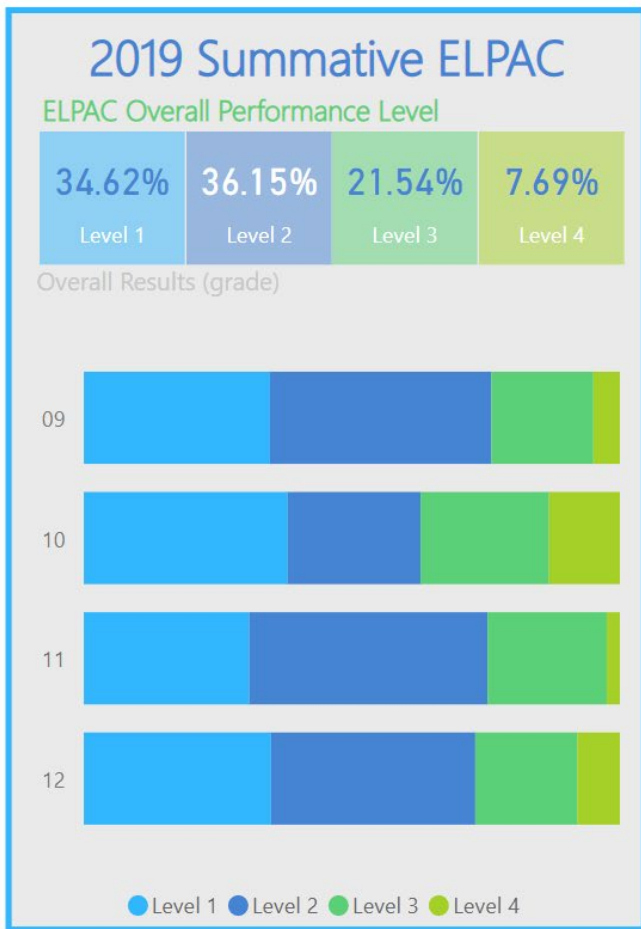




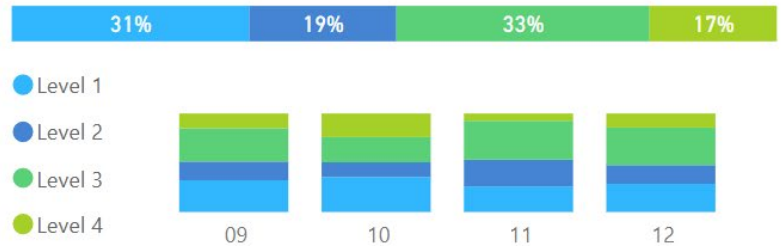
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

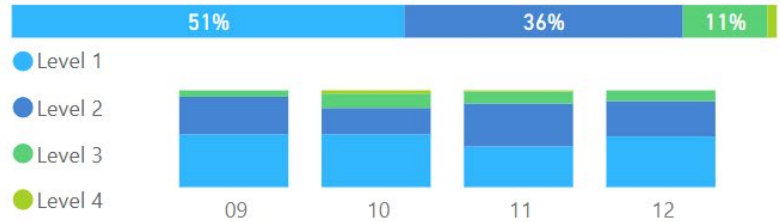




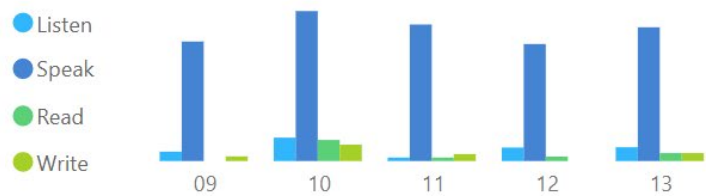
Oral Language Overall Performance Level



Written Language Overall Performance Level

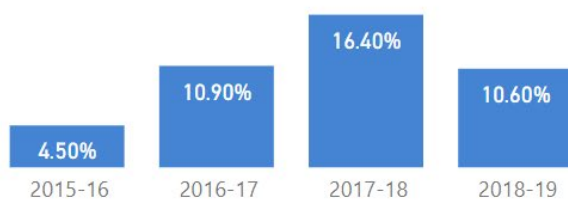


Performance Area: Percent Well Developed



English Learner Progress

Reclassification Rates



English Learner Progress Indicator (ELPI)

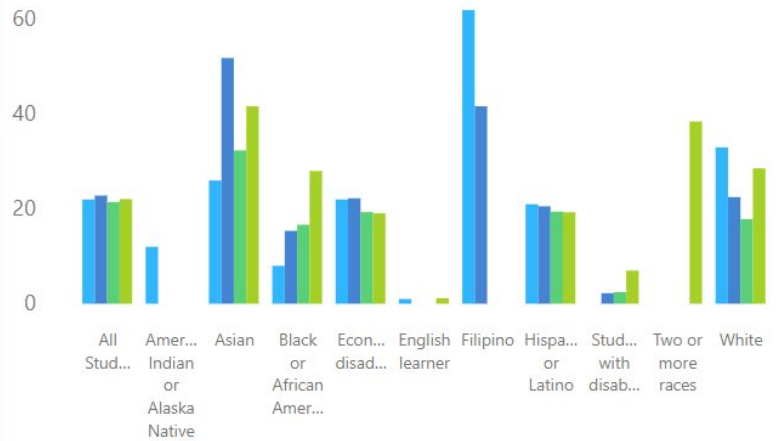
31.3%

ELPI 2019



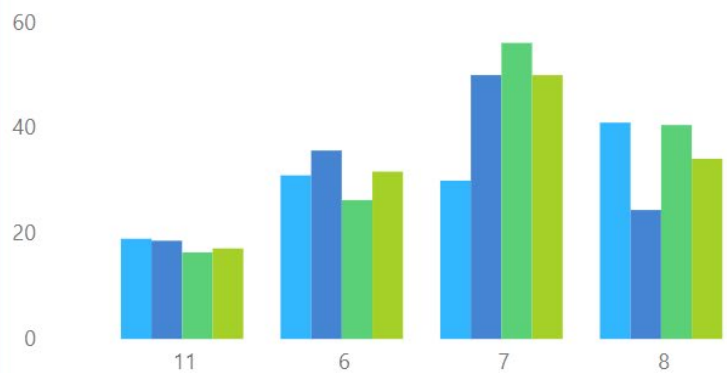
Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



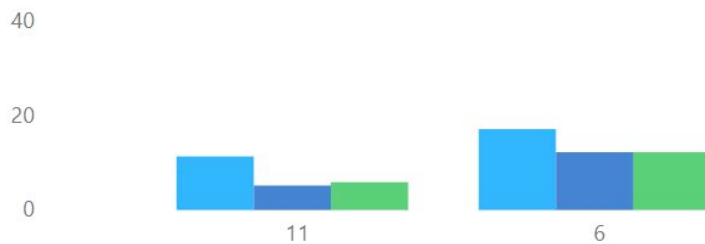
Math CAASPP: Percent Met/Exceed Standard by Grade Level

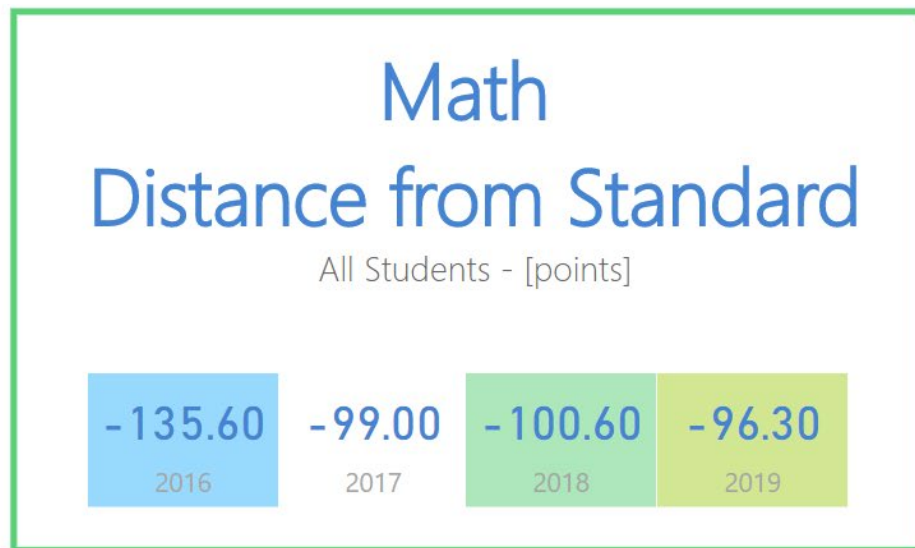
Year ● 2016 ● 2017 ● 2018 ● 2019



2019 Math CAASPP: Percent Above Standard

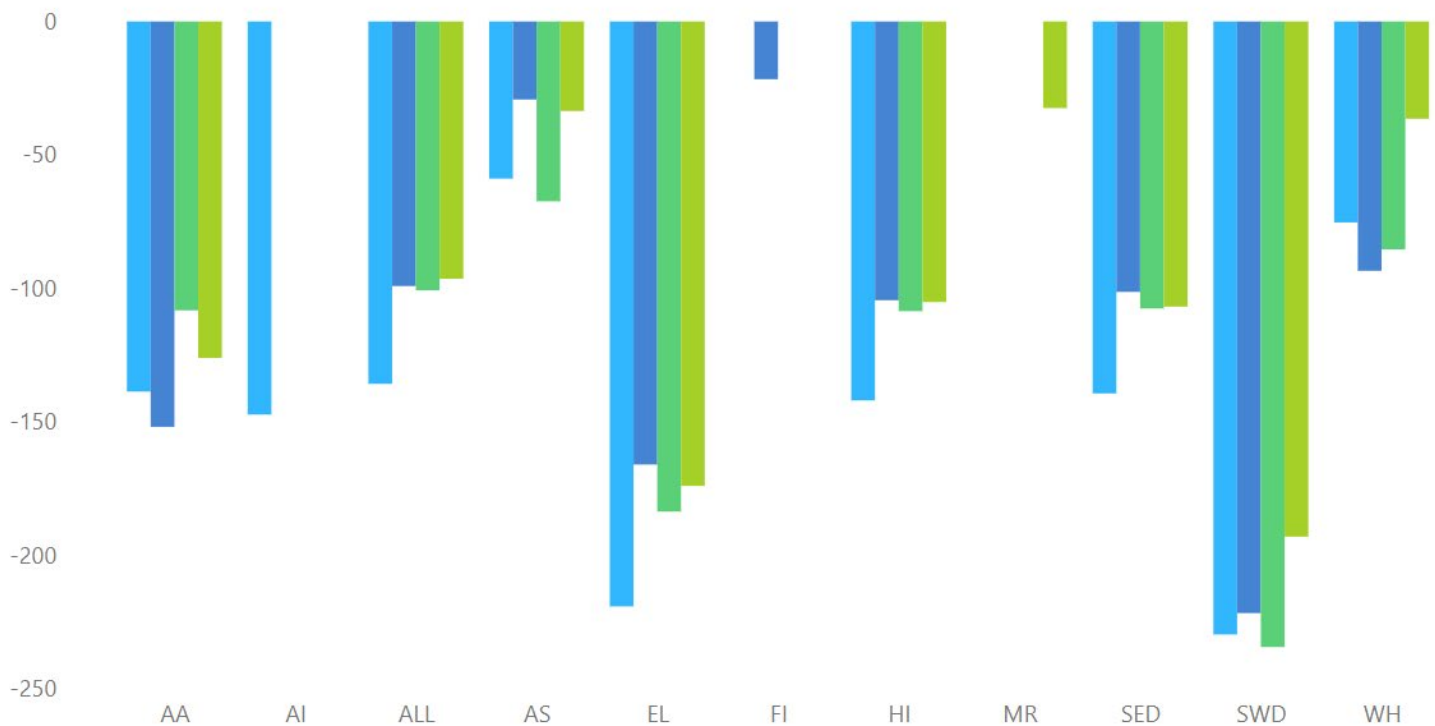
● Concepts ● Problem ● Reasoning





Math Distance from Standard [points]

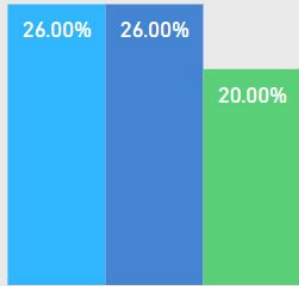
Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

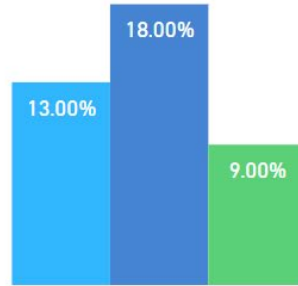
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

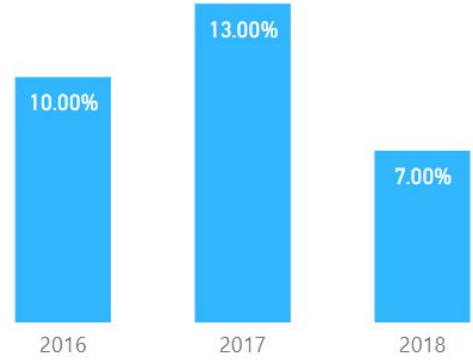


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



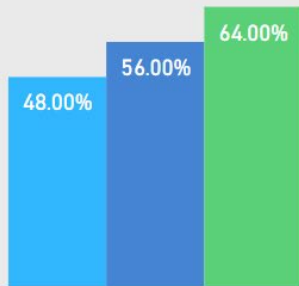
Percent Met ERW & Math Benchmark



PSAT 8/9 Grade 8

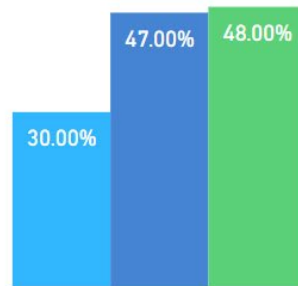
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

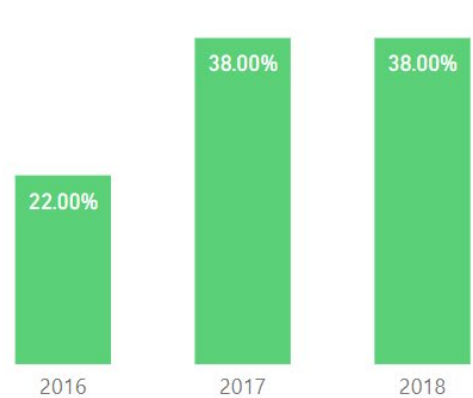


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



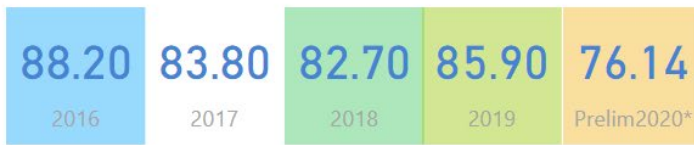
Percent Met ERW & Math Benchmark



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Graduation Rate

Four Year Cohort - All Students



Four-Year Student Group Graduation Rate

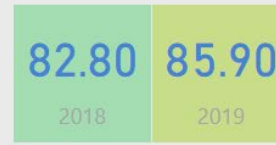
Year ● 2016 ● 2017 ● 2018 ● 2019 ● 2020



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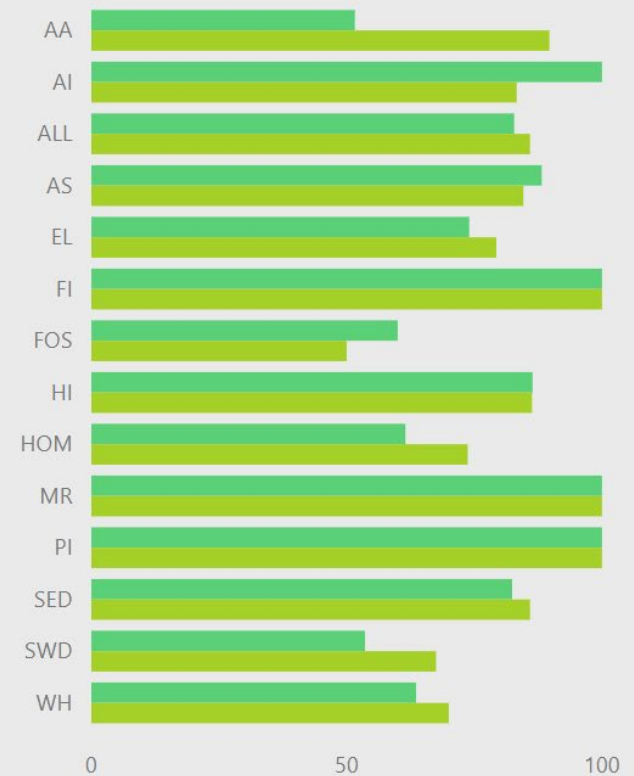
Graduation Rate

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



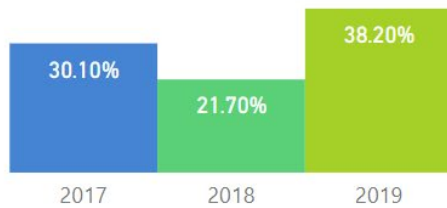
2019 CCI Percent Prepared by CCI criteria

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

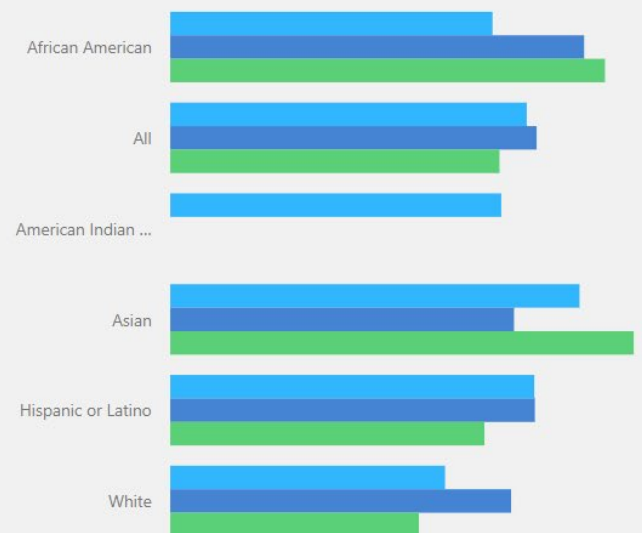
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment

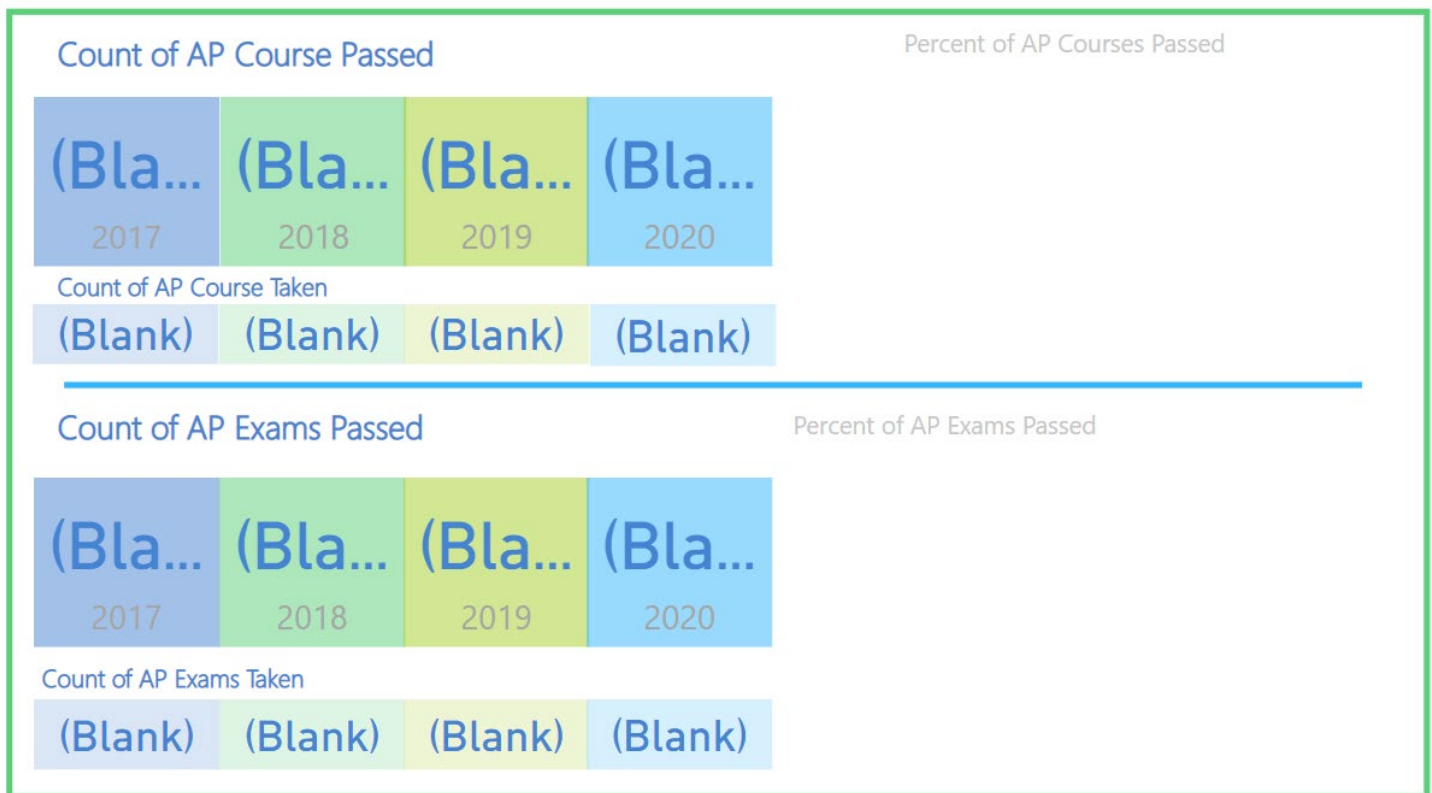


Percent of High School Completers and College Enrollment

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 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

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, teaches 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, and AA) receiving D's and F's. This tutoring will occur after school

Special Education and African American 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 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

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), including targeted student groups, 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 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

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
- 1i. 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:

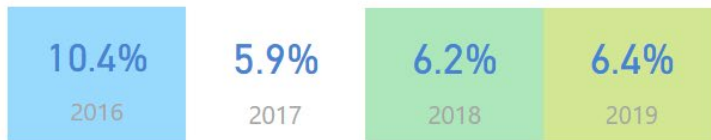
2017-2018: 20.4%

2018-2019: 18.01%

2019-2020: 19.09%

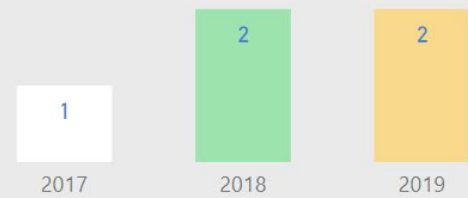
Suspension Rate

All Students
percent of unduplicated suspension



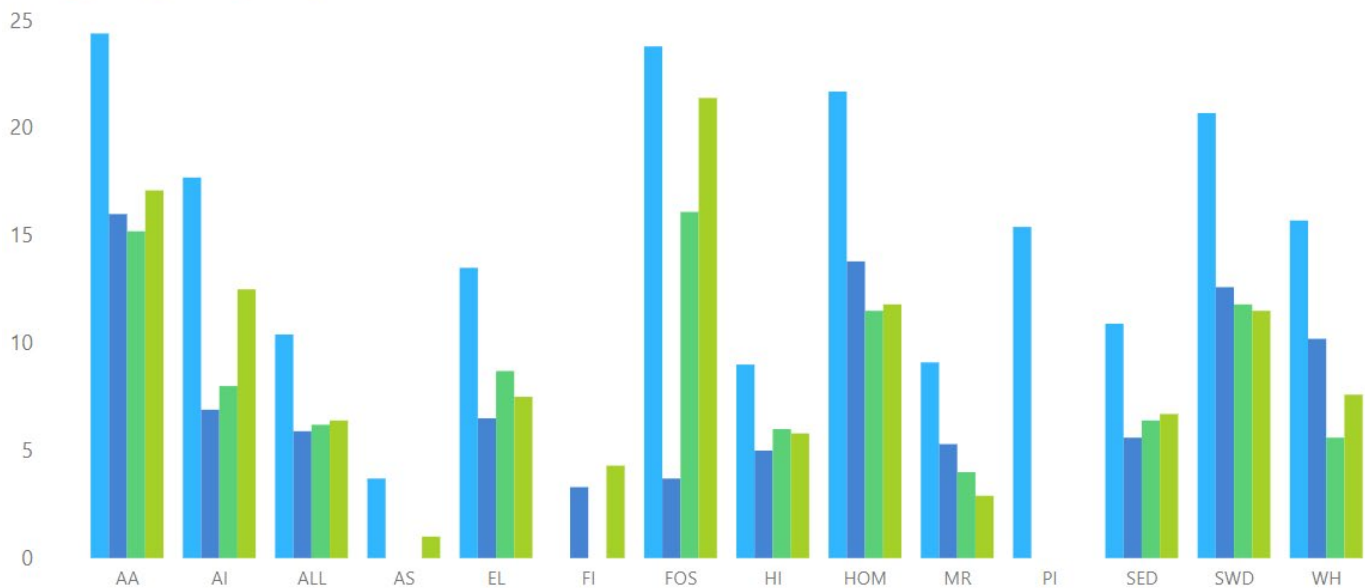
Expulsion

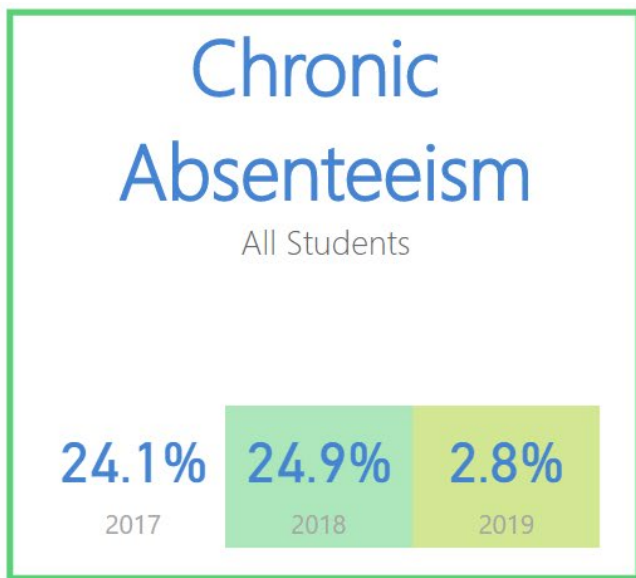
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



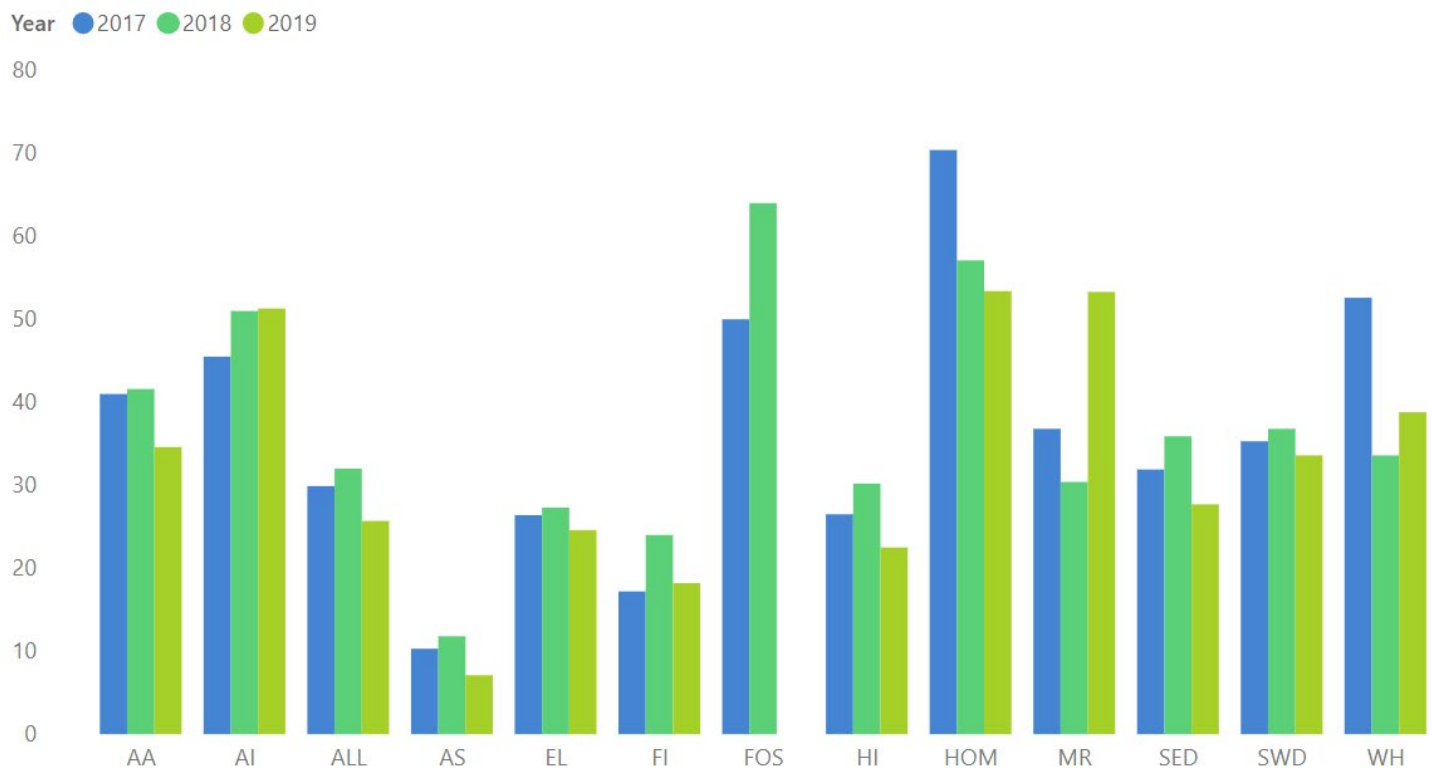
Suspension Rate: Student Group

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 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

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, including targeted subgroups, 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 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

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 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

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
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												\$ 56,710	
30000	Statutory Benefits															1.000	\$ -	
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	

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Franklin's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Franklin's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 2:

Title I –

- **\$5,000 – 44000 – Equipment:** Reallocated funds the purchase of equipment such as iPads/tablet and stylus for ELD teachers that can be utilized to enhance and support and enhance student engagement and instruction in the ELD classes. Franklin has also identified the need to provide equipment for team members that would allow for a more in-depth evaluation of data, strengthen the current PLC practices at FHS, review and provide support for the analysis, review and recording of evidence of learning from classrooms. Our current data indicates that our EL students are not performing at grade level per I-Ready ELA and Math. Our NM data from the first semester report card also indicates that our EL students are failing their core classes at a high rate. There is a need to provide our EL students with evidence-based strategies that would help them meet grade level expectations as well as support that would provide them with a greater chance of passing the ELPAC during this time of the Covid-19 pandemic. District I-Ready ELA and Math data will continue to be utilized in order to verify that EL students are meeting grade level expectations. Student progress and reports cards will also be monitored in order to verify if students are successfully passing their core academic courses. We will also continue to review the ELPAC data. This data will be shared with teachers and staff during the weekly collaboration and department meetings. This data will also be shared with parents during our weekly Coffee Hour meetings. This data will be analyzed, reviewed and discussed by the Department Chairs, Leadership and Administration teams. This data will then shared with teachers and staff during the weekly collaboration and department meetings for discussion and review so that action plans and interventions can be identified for implementation. This data will also be shared with parents during our weekly Coffee Hour meetings.

SPSA: Goal 1, Strategy 3:

Title I –

- **\$5,000 – 44000 – Equipment:** Reallocated funds for the purpose of supporting the College and Career and Counseling departments in terms of meeting the needs of the students in areas such as (a) College applications (b) FAFSA, (c) Transcript Review, (d) A-G review (e) Graduation requirements (f) Social-Emotional counseling. Currently, our counseling staff is working via Zoom to meet with students and families in order to discuss the above-mentioned topics. Increasing funding for this activity would allow the College and Career and Counseling departments the ability to be able to (a) provide additional forums presentations to our students, parents and community (b) send home printed materials home for families in multiple languages in order to ensure that families have access to resources related to the above-mentioned topics. Our current situation due to the Covid-19 Pandemic illustrates the need for the College and Career and Counseling teams to have access to the materials, resources and equipment that is needed to be able to provide targeted and specific assistance to both our students and their families. The data that will be collected will be (A) Number of calls/emails sent home to families (B) Number of calls/emails made to students (C) Number of zoom meetings/presentations being held for both families and students (D) Number of paper resources/materials being sent home to families/students. This data will be reviewed, analyzed and discussed once a month by the Leadership and Administration team in conjunction with the Counseling and College and Career teams. The data will indicate whether or not the strategies being utilized for this goal are successful or need to be adjusted. Data related to this goal will be shared with our parents/community once a month during our Coffee Hour. Staff will have access to this information via our Franklin Google Drive and through our monthly staff meetings.

SPSA: Goal 1, Strategy 4:

Title I –

- **\$22,000 – 44000 – Equipment:** Reallocated funds supporting CTE programs to be used for the purchase of equipment. This money is being used to purchase items such as lighting, computers, soundboard, monitors, sewing machines, 3D printers, drafting computers, welders, grinders, plasma tables, metal lathe, virtual welders, saws, tape measures and routers. This designated equipment is being utilized in the various CTE classes that are offered at Franklin H.S to provide students with hands on opportunities during in person classes. These tools are necessary for students to be able to meet the academic requirements set forth by the CTE Pathway guidelines. Enrollment in these courses continues to increase. At the same time, there is growing evidence that suggests that more and more students are looking at different forms of secondary education, including attending schools that provide a more direct line to a career post high school. In order for students to be qualified for admission into these type of programs, they must have a strong foundations skills that would allow them to be competitive in these fields. Adding additional funds to the budget for CTE will allow for the five CTE pathways to be able to purchase the equipment that is needed to meet the growing demands being placed on Franklin's CTE courses which is being caused by an increase in enrollment in these courses. The data that will be collected will be (A) Equipment that is currently on site (B) Equipment that needs to be replaced (C) New equipment that needs to be purchased (besides the equipment that needs to be replaced) (D) Number of students enrolled in these courses

(this will help to identify the numbers that are needed). Data will be collected via a Google Excel sheet which will be located in the Franklin Drive sheet and will be monitored by our CTE department chair, Custodial Site Supervisor, and our administrators that oversees facilities/maintenance and our CTE program. Data will be reviewed bi-weekly to ensure correct information is being provided and equipment reviewed. Data will be shared once a month with the Administration team to help keep them informed of the improvements being made to the CTE pathway courses offered at Franklin.

SPSA: Goal 2, Strategy 4:

Title I –

- **\$54,000 – 58320 – Consultant Non-Instructional:** Reduce funds for The Growth Mindset 101 Curriculum and Training Program as it will no longer be implemented for the 2020-2021 school year. This change is coming as a direct result of (1) the lateness in the approval of Franklin's 2020-2021 SPSA and (2) the length of time required for the identified consulting firm to be vetted and approved the district (this process can take up to 3-4 months).
- **\$14,000 – 11500 – Teacher Additional Comp:** Reallocated funds will provide the Leadership team will be additional time and professional development geared towards the analysis of Franklin's school wide data including I-Ready (ELA and Math), graduation rates, D/NM numbers, EL Reclassification and Health and Wellness Survey. The Leadership Team will then develop a plan, coordinate, implement and facilitate site wide professional development related to these topics during the remainder of the 2020-2021 school year. This team will complete these tasks outside of their designated contracted time. Additional funding of \$14,000 is being added to this goal in order to provide compensation for the hours that the Leadership Team members are being asked to work outside of their contracted time. Our current NM, IReady, Health and Wellness data indicates that professional development needs to be added in order to better understand how to meet the needs of our students, especially during this time of the Covid-19 pandemic and Distance Learning. This professional development can only be offered after an in-depth analysis is conducted by the Leadership team. The increase in funding for this will allow those teachers who have been working outside of their designated contracted hours to ensure that our school wide data is accurately analyzed, and targeted and specific professional development is offered can be properly recognized and compensated for their time and effort. The ability to compensate these teachers is significant because it demonstrates a value in their time and effort, especially during this time of distance learning when the challenges of teaching the virtual world are also having to be met. The data tools that will be collected for this goal will be (A) Leadership Team meeting attendance sheets to verify participation in Leadership Team meetings (B) Teacher meeting agendas with time and zoom links (c) Teacher time sheets. These data forms will provide evidence of teachers participating and working on tasks outside of their contracted time. This data will be shared with the staff and administration once a month during the FHS staff meetings.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Franklin is receiving additional monies in Parent Involvement (Cost Center: 50647). Franklin's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 –

Equipment for the purchase of equipment to support parents access to online resources and parent trainings.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
FRANKLIN(9-12)	2,235	1718	76.9%	\$ 468,859	10436	\$ 479,295	\$ 9,346.00	\$ 1,090.00

Title I –

- \$8,000 – 43200 – Non-Instructional Materials:** Reallocated funds to 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. Provide paper materials and resources 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. This funding will be increased by \$8,000. FHS continues to experience low parent involvement in our various organizations/groups/committees. Providing educational and professional development opportunities for our parents in terms of how they best support their student/s and be involved is necessary for the success of FHS. Without parent engagement/support, our school cannot achieve the transformational change it is seeking to implement and achieve. Adding additional funding to the purchasing of non-instructional supplies will help to be able to engage our parents and community and provide them with the resources, supplies and materials that they need to be able to support their students academically, socially and emotionally especially during this time of distance learning. The data that will be collected in relation to this activity will be (A) Number of presentations and professional developments offered to parents and (B) Number of parents attending these presentations and professional developments. These numbers will dictate the amount of non-instructional materials that need to be purchased. This data will be analyzed once a month in order to verify and validate the success of the presentations/professional developments that are being implemented. This data will be reviewed, analyzed, and discussed by the Leadership, Innovation and Administration teams on a mostly basis. This information will also be shared with parents/community during our Coffee Hours so that they are also aware of what is being offered and the success of these offerings.

Franklin High School – Amendments

FRANKLIN #515

1/26/2021

INITIAL BUDGET/DATE

3/9/2021

REVISED BUDGET/DATE

50647 inc by \$1,090

TITLE I		TOTAL ALLOCATION		\$ 468,859		LCFF		TOTAL ALLOCATION		\$ 446,680		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 10,436		
TOTAL BUDGET DISTRIBUTED BELOW		\$ 468,859				TOTAL BUDGET DISTRIBUTED BELOW		\$ 446,680				TOTAL BUDGET DISTRIBUTED BELOW		\$ 10,436				
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
Personnel Cost-Including Benefits																		
11500	Teacher - Add Comp (incl benefits)		\$ 40,000							\$ 22,600							\$ 62,600	
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	\$ 211,011												\$ 211,013	
30000	Statutory Benefits				\$ 76,419												\$ -	
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					0.438	\$ 11,678										\$ 11,678	
30000	Statutory Benefits						\$ 1,049										\$ -	
21500	Bl Asst-Add Comp (incl benefits)						\$ 4,500										\$ -	
22601	Library Media Assistant			0.438	\$ 16,394											0.438	\$ 16,394	
30000	Statutory Benefits				\$ 11,744												\$ 11,744	
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		\$ 315,568		\$ -		\$ 17,227		\$ 23,860		\$ -		\$ 61,500		\$ -	\$ 385,030
Books & Supplies																		
42000	Books				\$ 500												\$ 500	
43100	Budgeted Reserve Supplies				\$ 34,084				\$ 43,982								\$ 78,066	
43110	Instructional Materials		\$ 53,000		\$ 26,119												\$ 79,119	
43200	Non-Instructional Materials												\$ 8,000			\$ 6,346	\$ 14,346	
43400	Parent Meeting															\$ 1,000	\$ 1,000	
44000	Equipment		\$ 198,399													\$ 3,090	\$ 201,489	
Sub Total - Books & Supplies			\$ 251,399		\$ 60,703		\$ -		\$ 43,982		\$ -		\$ -		\$ 8,000		\$ -	\$ 374,520
Services																		
57150	Duplicating																\$ -	
57250	Field Trip-District Trans																\$ -	
56590	Maintenance Agreement		\$ 1,000														\$ 1,000	
52150	Conference		\$ 68,500														\$ 68,500	
52170	Webinar Training		\$ 1,500							\$ 1,500							\$ 3,000	
58450	License Agreement				\$ 200							\$ 9,000					\$ 9,200	
58720	Field Trip-Non-District Trans																\$ -	
58920	Pupil Fees																\$ -	
58100	Consultants-Instructional																\$ -	
58320	Consultants-Noninstructional									\$ -							\$ -	
Sub Total - Services			\$ 71,000		\$ 200		\$ -		\$ -		\$ 1,500		\$ 9,000		\$ -		\$ -	\$ 81,700
GRAND TOTAL			\$ 373,999		\$ 376,471		\$ -		\$ 61,209		\$ 25,360		\$ 9,000		\$ 69,500		\$ -	\$ 10,436

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

ELA/ELD:

By June 2022, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 10 percentage points (average of 5 percent growth per year).

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

Math:

By June 2022, 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 2022, the percentage of EL students meeting or exceeding the standards in Math will also increase by 10 percentage points.

Science:

By June 2022, the percentage of students meeting or exceeding the standard in Science will increase by 10 percentage points.

College and Career Readiness:

By June 2022, 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.

Graduation:

By June 2022, the graduation rate will also increase by 10 percent.

Strategy Adjustments

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.

Focusing on:

Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for re-teaching to move forward more efficiently:

In-Depth Root Cause Analysis and Need Assessment:

Stakeholder Involvement Plan:

In-Depth Data Analysis and Evaluation:

Walk-Through Visit - Observation of Actual Activities:

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning:

113 teachers X 17 hours X \$60 = \$115,260 (Allocating \$118,995)

2021-2022 Strategy Update

Students to be Served: 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

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, AVID, ELD, 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: (2 @ .5 FTE Instructional Coaches – Centralized Service) 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.

Data to measure effectiveness will include the number of teachers trained, instructional walk observation measuring how often focus strategies are seen and the level of implementation, number of co-teaching opportunities, number of demo lessons, number of site based training opportunities, number of WICOR training opportunities

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.

Additional Comp: (In the event substitutes are available for teacher release funds may be transferred to support the activity.)

Teachers: Additional Hourly for PLC Process/Trainings: 113 Teachers X 3 hours per month X 10 months X \$60 = \$203,400 (Allocating \$162,000) Title I- 11500

Counselors Additional Comp

8 Counselors X 3 hours per month X 10 months X \$60 rate of pay = \$14,400

Substitutes: (In the event substitutes are not available for teacher release funds may be transferred to teacher additional comp to support the activity.)

Substitute Pay Calculation for Teacher Release:

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

Conference: - \$70,000 – Title I

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)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
228,800	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
70,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students to be Served: 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

To provide students, including targeted student groups, with structured supplemental instruction techniques using Avid strategies, Integrated ELD 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 (3.5 hours) \$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 for support during ELPAC testing and communication with parents.

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.

Library Media Assistant (Reduce from a 1 @ .5 FTE (4 hours) – to 1 @ .4375 FTE (3.5 hours) - \$30,479): 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

Data to measure effectiveness: number of visits by classes based on teacher need, number of student check out books, number of students that visit the library during lunch

Academic Support:

Via Google Meet or Zoom, teaches 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, AA) receiving D's and F's. This tutoring will occur after school

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

Extended Day/Year Programming:

Franklin will host Summer Intersession/Extended Year Program to provide credit recovery opportunities through the use of online learning via Cyber High or APEX. 200 targeted 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.

(In the event the district funds an extended year program, these funds will be used to provide teacher additional compensation to support afterschool tutoring supports and development of lessons to support alignment with the instructional day.)

Extended Year: 8 Teachers x 4.5 hours x 24 days x \$60 = \$51,840 (Allocating \$50,194)

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. In addition, counselors will provide intervention to targeted students on the cusp of A-G and HS graduation.

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

Data to show effectiveness. The above data will be collected biweekly when Administrators meet with counselors.

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: \$41,000 Title I - Include novels, paper, writing tools, markers, toner/ink, white boards, chart paper, etc.

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

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
50,194	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
40,000	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
292,943	1000 Series	Certificated Personnel Costs (including benefits)
91,688	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
1,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students to be Served: 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

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, including targeted student groups, 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.

To support college and career readiness activities, purchase approximately 15 computers/devices (and required peripherals). Students will use devices in the Career Center and Counseling Department to reinforce (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. In addition, it will support AVID instruction, college & career information learned in class and from guest speakers regarding post-secondary institutions and careers. This equipment will serve as a supplementary resource to support college and career readiness for student achievement. They will research various majors, degrees, cost, earning environment, admission rates associated with colleges in the CSU, UC and private universities as well as complete college and career applications.

Equipment: \$24,000 – Title I

Data to demonstrate effectiveness. Counselor meeting data, Increase graduation and A-G rates,

In the spring, all AVID students (9-12), including targeted student groups, 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:

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

Field Trips – Non-District Transportation: 18 field trips X \$1,500 = \$27,000 (Allocating \$28,449)

Data: Number of approved Field trip forms completed

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
24,000	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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28,449	5000 Series	Services
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Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students to be Served: 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

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. Supplies/materials may include paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials, copier, Duplo, posters, and markers.

Instructional Materials/Supplies: \$10,000

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.

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.

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.

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.

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.

Program Specialist (1 FTE - .5 FTE – Title I - \$73,000, .5 FTE – LCFF - \$73,000) \$145,623 (19101)

Program Specialist will allow site instructional leadership to examine and dig deep into “trends, Patterns and next steps for professional development to improve teacher capacity, thus increasing student achievement.” Program Specialist would take over some of the responsibilities of the ELPAC Coordinator which tests students (ELPAC, I-Ready, SBAC, MDTP, SAT, etc.), Monitors reclassifications, monitors student progress and creates and monitors the Bilingual aide's schedule. This provides AP the ability to focus on and maintain a safe and positive school campus and climate as well as focus on the ability to focus on instructional analysis increasing student achievement.

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
73,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
10,000	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
73,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Personnel Costs (including benefits)
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0	2000 Series	Classified Personnel Costs (including benefits)
---	-------------	---

0	4000 Series	Books & Supplies
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\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

By the end of the 2021-2022 school year, Franklin High School will reduce suspension by 5% for all students. By the end of 2021-2022, the number of teacher referred discipline will be reduced by 10% for all students.

Expulsions: By the end of the 2021-2022, Franklin High School will reduce expulsion rates by 5% for all students.

* These goals are reflective of the FHS data prior to the period of Distance Learning. During Distance Learning suspension and expulsions were nonexistent. However, a return to full in-person learning will present the potential of these activities as a result of students being off campus for over a year.

By the end of the 2021-2022 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%.

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.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students to be Served: 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

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.

Data to determine effectiveness. Number of students referred, number of student removed from CARE team support, number of teacher's input.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students to be Served: 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

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 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. f

Data: number of forums impacting students, number of students that participated, number of surveys created, number of surveys completed

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 students will receive virtual training in the Link Crew program and strategies. This information will then be shared with the Link Crew mentors in class.

Data: number of students mentored

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.

HERO App license is \$9,000.00 – Title I

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
9,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students who are academically successful will be recognized during the “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.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students to be Served: 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

Consultant services will be procured that address areas of crisis and conflict resolution involving a student's health, peers, teachers, parents and guardians by focusing heavily on three critical challenges: suspensions, truancy and academics. Through the use of restorative practices (Resilient Me!), the organization will provide wrap-around mentoring services for students who are in need for more intensive support on a more intimate basis that maintains continuity. They will also focus on development plans that restore the 7 C's of resilience (competence, confidence, connection, character, contribution, coping, and control) necessary to manage the challenges in the lives of at-risk youth. Mentorship with Consultant to provide conflict mediation, restorative practices, community service, anger management, 1:1 mentoring.

Consultant Services - \$50,000

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
50,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

By June 2022, increase participation by 5% at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2022, establish one new opportunity for stakeholders to be engaged with the school community.

By June 2022, identify two opportunities for student internships within the community.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is \$10,953.

2021-2022 Strategy Adjustment

Students to be Served: All Students

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.

Data to determine effectiveness. number of meetings coordinated # of parents attending, number of college readiness activities for parents, number of college readiness activities for students, number of college fields trips, number of parents attending college and career readiness informational events

Parent Meeting - \$2,607: 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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
10,953	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students to be Served: All Students

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

1 FTE - \$60,000

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

Data: 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
61,500	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students to be Served: All Students

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

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

[illegible]

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
FRANKLIN (9-12) - 515 - 63
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION				\$ 587,854		LCFF		TOTAL ALLOCATION				\$ 507,080		TITLE I - PARENT - 50647				TOTAL ALLOCATION				\$ 10,953	
		TOTAL BUDGET DISTRIBUTED BELOW				\$ 587,454				TOTAL BUDGET DISTRIBUTED BELOW				\$ 507,080				TOTAL BUDGET DISTRIBUTED BELOW				\$ 10,953			
		TO BE BUDGETED (Should be \$0.)				400				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/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS				
Personnel Cost-Including Benefits																									
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 212,194	0.000		0.000		0.000		0.000	\$ 5,000	0.000		0.000		0.000		0.000		0.000	\$ 217,194				
11700	Teacher Substitute (incl benefits)	0.000	\$ 14,600	0.000		0.000		0.000		0.000	\$ 1,260	0.000		0.000		0.000		0.000		0.000	\$ 15,860				
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -				
12500	Counselor-add Comp (incl benefits)	0.000	\$ 14,400	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 14,400				
13201	Assistant Principal (incl benefits)			1.500	\$ 292,943			0.000				0.000				0.000			1.500	\$ 292,943					
30000	Assistant Principal-Statutory Benefits			0.000		0.000		0.000				0.000				0.000		0.000		0.000	\$ -				
19101	Program Specialist (incl benefits)	0.500	\$ 73,000	0.500	\$ 73,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000	1.000	\$ 146,000					
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	\$ -				
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	\$ -				
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	\$ -				
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	\$ -				
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	\$ -				
21101	Bilingual Asst-Add Comp (incl benefits)			0.438	\$ 56,709			1.000				0.000				0.000		1.438	\$ 56,709						
21500	Bit Asst-Add Comp (incl benefits)			0.000	\$ 4,500			0.000				0.000				0.000		0.000	0.000	\$ 4,500					
22601	Library Media Assistant (incl benefits)			0.500	\$ 30,479			1.000				0.000				0.000		1.500	\$ 30,479						
22500	Lib Med Asst-Add Comp (incl benefits)			0.000		0.000		0.000				0.000				0.000		0.000	0.000	\$ -					
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 60,000	0.000		0.000	1.000	\$ 60,000					
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,500	0.000		0.000	0.000	\$ 1,500					
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	\$ -				
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	0.000	\$ -				
Sub Total - Personnel/Benefits			\$ 314,194		\$ 457,631		\$ -		\$ -		\$ 6,260		\$ -		\$ 61,500		\$ -		\$ -		\$ 839,585				
Books & Supplies																									
43110	Books/Supplies/Materials (less than \$500 per item)		\$ 51,000		\$ 20,000													\$ 6,348		\$ 77,346					
43200	Non-Instructional Supplies																			\$ -					
43400	Parent Meeting																	\$ 2,607		\$ 2,607					
44000	Equipment (\$500 - \$4999.99 per item)		\$ 24,000															\$ 2,000		\$ 26,000					
Sub Total - Books & Supplies			\$ 75,000		\$ 20,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 10,953		\$ 105,953				
Services																									
57150	Duplicating																			\$ -					
57250	Field Trip-District/Non-District Trans				\$ 28,449															\$ 28,449					
56590	Maintenance Agreement				\$ 1,000															\$ 1,000					
52150	Conference		\$ 70,000								\$ 1,500									\$ 71,500					
58450	License Agreement										\$ 9,000									\$ 9,000					
58920	Pupil Fees																			\$ -					
58100	Consultants-Instructional/Non-Instructional										\$ 50,000									\$ 50,000					
Sub Total - Services			\$ 70,000		\$ 29,449		\$ -		\$ -		\$ 60,500		\$ -		\$ -		\$ -		\$ -		\$ 159,949				
GRAND TOTAL			\$ 459,194		\$ 507,080		\$ -		\$ -		\$ 66,760		\$ -		\$ 61,500		\$ -		\$ 10,953		1,105,487				
Assumptions:																									
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.																									
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.																									
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.																									
**** State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.																									
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.																									
																							\$ 1,105,887		

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: 63

FRANKLIN HIGH SCHOOL

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
X					20389385	ASST PRINC/PROGRAM MANAGER IV	0090	1230302163	13201	0.5000	0.5000
X					20383502	ASST PRINC/PROGRAM MANAGER IV	0090	1230302163	13201	0.5000	0.5000
X					20383513	ASST PRINC/PROGRAM MANAGER IV	0090	1230302163	13201	0.5000	0.5000
			X		64169215	LIBRARY MEDIA ASSISTANT	0090	1230302463	22601	0.5000	1.0000
			X		71252406	BILINGUAL ASST/SPANISH	0091	1230201063	21101	0.4375	1.0000
TOTALS, THIS LOCATION: 515										2.4375	

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	Community Assistant	1.0	1 50672 26 63 22901
2.			
3.			
4.			

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On _____ School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the _____ school year.

Site Administrator's Approval:



DATE: 2/4/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca
Report Location: CDD \ Accounting\ State and Federal
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020
Current Time: 04:05:14
Page #: 41

2020-2021 SPSA Evaluation



Stockton Unified School District

FRANKLIN HIGH SCHOOL

Home of the Yellow Jackets



School Plan for Student Achievement (SPSA) Evidence-Based Title I Funded Program Evaluation

Goal 1:	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>ELA/ELD SMART Goal: By the end of the 2020-21 the number of Franklin High School students meeting or exceeding the standard in ELA will increase by 10 percentage points. The percentage of EL students meeting SUSD reclassification criteria will also increase by 10 percentage points.</p> <p>Math SMART Goal: by June 2021, the percentage of students meeting or exceeding the standard in Math will increase by 10 percentage points. The number of EL students meeting or exceeding the standards in Math will also increase by 10 percentage points.</p>	<p>Goal 1, Strategy 1: Increase Student Achievement Through a Comprehensive Instructional System: Activity 1:The Leadership Team: Team will consist 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 MDTB. Through this collaboration, the Leadership Team will identify focus areas which can be used to coordinate professional development for the administration, counselors and teachers. Activity 2:Teacher Training:Teachers will continue to receive in depth training on new curriculum, instructional strategies and standards through the district in ELA and Math. Activity 3:Instructional Coach: The Instructional Coach will provide curricular and instructional support in the ELA and ELD departments.</p>	<p>Goal 1, Strategy 1</p> <p>Activity 1: The Leadership Team has met via zoom every week. As a team, school-wide data has been reviewed, analyzed, discussed and shared with other teams and site departments. Data has been instrumental in identifying and developing the FHS Focus Areas for the 2020-2021 school year. Teacher leaders who are on the team are working outside of their contractual time and have been compensated for their work and effort.</p> <p>Activity 2: During the months of September-December, teachers received professional development training every month during collaboration meetings. This Professional development focused on curriculum training, training for content specific instructional strategies, and rigor and engagement implementation and digital lesson platforms. These professional development sessions were planned based on feedback from teachers, coaches and department chairs.</p> <p>Activity 3: Instructional Coach, provides curricular and instructional support to new and experienced teachers in their subject matter. They collaborate with teachers, analyze school assessment data, including I-Ready or common assessments to modify instruction or plan interventions.</p> <p>Activity 4: Teachers meet with their PLC twice a week, three weeks out of the month. During this time student and school-wide data is analyzed and discussed. Curriculum is</p>	<p>Goal 1, Strategy 1</p> <p>Activity 6 and 7: Due to Covid-19, the number of teachers participating in district sponsored PD (outside of those required) was limited. Core departments chose to focus on developing their own PD that was focused on meeting the academic and social emotional needs of students as indicated by PLUS and site based survey data.</p>	<p>Goal 1, Strategy 1</p> <p>Activity 1-5 No Modification</p>

	<p>Activity 4: PLC: Site-based professional development opportunities will provide teachers with additional training that reinforces adopted instructional practices.</p> <p>Activity 5: 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.</p> <p>Activity 6: District Provided Core Subject Workshops:</p> <p>Activity 7: ELD: District Provided ELD Workshops:</p> <p>Activity 8: Avid: District Provided Avid Workshops:</p>	<p>reviewed and lesson plans are created. Department PD is also coordinated and facilitated using site personnel or district personnel.</p> <p>Activity 5: Professional Development for specific departments. This was geared toward the core departments and took place during PLC time.</p>		
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	<p>Goal 1, Strategy 2: 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</p> <p>Activity 1: Bilingual Assistant: (1 FTE \$56,709 - LCFF)</p> <p>Activity 2: Bilingual Assistant Additional Comp</p> <p>Activity 3: 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..</p> <p>Activity 4: Library Media Assistant:</p> <p>Activity 5: Academic Support</p> <p>Activity 6: 3@.5 FTE-Assistant Principal (LCFF)- \$292,943-</p> <p>Activity 7: School Wide Avid Implementation:</p> <p>Activity 8: Resources and Instructional Materials</p> <p>Activity 8: Maintenance agreements ensure the</p>	<p>Goal 1, Strategy 2:</p> <p>Activity 2: Within the ELD department and with the assistance of site administration, ELD teachers reviewed, assessed and discussed student data. Instructional strategies and best practices in terms of utilizing digital platforms were also discussed. during collaboration time.</p> <p>Activity 4: A FTE Media Assistant was hired for the 2020-2021 school year which helped with the cataloguing and distributing of textbooks during this time of distance learning.</p> <p>Activity 5: Academic support was offered to students either via APEX or Cyber High over the course of the school year and during the Spring Intersession.</p> <p>Activity 6: 3@.5 FTE-Assistant Principal Assistant Principals oversee instructional support and intervention programs ,SSTs, course placement, tutoring referrals, and wellness center referrals. They work with the counselors, social services caseworker, parents and students to address the increasing number of students who are considered chronically truant as well as make needed adjustments to student supports.</p> <p>Activity 7: Resources, Materials, and Supplies for Instruction, resources that support high achievement for all students. Includes: instructional materials, novels, paper, writing tools, markers, toner/ink, whiteboards, chart paper, etc. 85% of our students qualify as Socioeconomically Disadvantaged. Our students need supplies for their courses, even during distance learning. Supplies were distributed with textbooks for many classes.</p>	<p>Goal 1, Strategy 2:</p> <p>Activity 1: FHS is still currently looking to fill the position of a FTE Bilingual Assistant. We currently have three part-time Bilingual Assistant's on campus.</p> <p>Activity 2: Although the ELD department implemented and self-monitored the use of instructional practices, this was not done on a school-wide level.</p> <p>Activity 4: Responsibilities of the Media Assistant changed during this time of the Covid-19 pandemic. Students were not on campus and did not need assistance or guidance in the selection of texts to read. Our Media Assistant was mostly focused on distributing books needed for distance learning, quarantining and cleaning books once they had been returned and cataloguing those that were returned to the site. At the same time, our full time Media Assistant was laid off by the district within days of being hired.</p> <p>Activity 7: School-wide implementation of Avid was attempted during the first few months of the school year. PD was offered on this topic but teachers feeling overwhelmed by distance learning became prevalent and a full implementation of Avid was not addressed past October 2020.</p>	<p>Goal 1, Strategy 2:</p> <p>Activity 1: The need for a full time Bilingual Assistant will be included in the 2021-2022 SPSA</p> <p>Activity 2: \$5,000 – 44000 – Equipment: Reallocated funds the purchase of equipment such as iPads/tablet and stylus for ELD teachers that can be utilized to enhance and support and enhance student engagement and instruction in the ELD classes. Franklin has also identified the need to provide equipment for team members that would allow for a more in-depth evaluation of data, strengthen the current PLC practices at FHS, review and provide support for the analysis, review and recording of evidence of learning from classrooms. Current I-Ready data continues to highlight the need to address literacy school wide. 20.3% of Franklin's student population are designated as EL's. The necessity to address literacy school wide will need to be addressed and implemented for the 2021-2022 school year.</p> <p>Activity 4: The hiring of a full time Media Assistant will be</p>
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	<p>equipment is available and usable to provide a print rich environment.</p> <p>Activity 9:Equipment required by team members to evaluate data, strengthen PLC practices, and record evidence of learning from classrooms.</p>	<p>Activity 8:Maintenance Agreements, for duplicating and laminating equipment Teachers will use various equipment types to support instruction. This became necessary, especially as teachers created supplemental materials and resources for their students to use during this time of distance learning.</p>	<p>added to the 2021-2022 school year in order to address the needs that will come about as a result of return to in person learning full time.</p> <p>Activity 5: Credit Recovery will continue to be offered as an opportunity for the students. However, the process of implementation will be reviewed.</p> <p>Activity 7: N/M data from over the course of the school year illustrate the need for AVID support for students and teachers. This support will be provided through training and professional development for teachers to learn new instructional techniques to engage students and increase rigor. Materials and supplies such as planners, binders and other materials will be purchased for all Avid students. All 9th graders will be required to take Avid 9. Core teachers who volunteer will attend the Avid Summer Institute in addition to all current Avid teachers.</p>
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	<p>Goal 1, Strategy 3: 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.</p> <p>Activity 1: College Readiness: 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 requirements.</p> <p>Activity 2: Credit recovery and the achievement of graduation and A-G requirements may also be completed through the APEX or Cyber High programs.</p>	<p>Goal 1, Strategy 3:</p>	<p>Goal 1, Strategy 3:</p> <p>Activity 1: The Covid-19 pandemic hindered counselor-student contact. Counselors reported difficulty getting in contact with students via email, phone or zoom. Students were disengaged during Counselor presentations in the virtual classroom. Completion of Six Year Plans and monitoring of these plans remains incomplete.</p> <p>Activity 2: Students have struggled to complete courses assigned either through APEX or Cyber High. Some students are being asked to complete more than one course in this way. An evaluation of how many classes students should be asked to complete through these platforms will need to be conducted. Targeting students earlier in their high school career in terms of making up their courses will need to be conducted.</p> <p>Activity 3: The late implementation of the 2020-2021 SPSA limited the amount of time and access that the College and Career and Counseling Departments had to technology that was identified as being needed for both departments to be able to better support students in terms of academics.</p> <p>Activity 4: Due to Covid-19, all Avid field trips/campus visit were cancelled for the 2020-2021 school year. Teachers were encouraged to utilize virtual tours as a means to connect students to colleges, however, the prolonged use of Distance Learning meant that student learning loss</p>	<p>Goal 1, Strategy 3:</p> <p>Activity 1: \$5,000 – 44000 – Equipment: Reallocated funds for the purpose of supporting the College and Career and Counseling departments in terms of meeting the needs of the students in areas such as (a) College applications (b) FAFSA, (c) Transcript Review, (d) A-G review (e) Graduation requirements (f) Social-Emotional counseling. Currently, our counseling staff is working via Zoom to meet with students and families in order to discuss the above-mentioned topics. Increasing funding for this activity would allow the College and Career and Counseling departments the ability to be able to (a) provide additional forums presentations to our students, parents and community (b) send home printed materials home for families in multiple languages in order to ensure that families have access to resources related to the above-mentioned topics. Our current situation due to the Covid-19 Pandemic illustrates the need for the College and Career and Counseling teams to have access to the materials, resources and equipment that is needed to be able to provide</p>
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	<p>Activity 3: Counseling and College Career Departments: 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</p> <p>Activity 4: Avid Field Trips</p>		<p>and the need to focus on SEL became the priority for all classes, especially Avid.</p>	<p>targeted and specific assistance to both our students and their families. The data that will be collected will be (A) Number of calls/emails sent home to families (B) Number of calls/emails made to students (C) Number of zoom meetings/presentations being held for both families and students (D) Number of paper resources/materials being sent home to families/students. This data will be reviewed, analyzed and discussed once a month by the Leadership and Administration team in conjunction with the Counseling and College and Career teams. The data will indicate whether or not the strategies being utilized for this goal are successful or need to be adjusted. Data related to this goal will be shared with our parents/community once a month during our Coffee Hour. Staff will have access to this information via our Franklin Google Drive and through our monthly staff meetings.</p> <p>Activity 4: Avid and other field trips that promote college and career readiness will be added to the 2021-2022 school year.</p>
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	<p>Goal 1, Strategy 4: 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.</p> <p>Activity 1: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.</p> <p>Activity 2: Franklin offers students the opportunity to complete a career pathway in five different areas.</p> <p>Activity 3: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.</p>	<p>Goal 1, Strategy 4:</p> <p>Activity 2: Despite the changes made to academics during this time of Covid-19, the CTE Pathway programs continued to offer students the opportunity to complete their requirements.</p> <p>Activity 3: During this time of DL, staff have focused more on SEL. The assessments that have been administered have been geared on gaining an understanding of students social emotional needs.</p>	<p>Goal 1, Strategy 4:</p> <p>Activity 1: Covid-19 and Distance Learning impacted teachers ability to utilize hands-on experiments for instructional and student engagement purposes.</p> <p>Activity 2: Students continue to be enrolled in courses that satisfy the CTE program requirements. However the focus of these courses have begun to include SEL lessons and strategies as a way to meet the demanding needs of students during this time of DL.</p> <p>Activity 5: No on site preschool or transitional kindergarten offered during this time of DL.</p>	<p>Goal 1, Strategy 4: Activity 2: \$22,000 – 44000 – Equipment: Reallocated funds supporting CTE programs to be used for the purchase of equipment. This money is being used to purchase items such as lighting, computers, soundboard, monitors, sewing machines, 3D printers, drafting computers, welders, grinders, plasma tables, metal lathe, virtual welders, saws, tape measures and routers. This designated equipment is being utilized in the various CTE classes that are offered at Franklin H.S to provide students with hands on opportunities during in person classes. These tools are necessary for students to be able to meet the academic requirements set forth by the CTE Pathway guidelines. Enrollment in these courses continues to increase. At the same time, the there is growing evidence that suggests that more and more students are looking at different forms of secondary education, including attending schools that provide a more direct line to a career post high school. In order for students to be qualified for admission into these type of programs, they must have a</p>
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	Strategy 5: Preschool and Transitional Kindergarten			strong foundations skills that would allow them to be competitive in these fields. Adding additional funds to the budget for CTE will allow for the five CTE pathways to be able to purchase the equipment that is needed to meet the growing demands being placed on Franklin's CTE courses which is being caused by an increase in enrollment in these courses.
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<p>Goal 2: School Climate: Suspensions and Referrals: By the end of the 2020-2021 school year, Franklin High School will reduce suspension by 5% for all students.</p> <p>By the end of 2020-2021, the number of teacher referred discipline will be reduced by 10% for all students.</p> <p>Expulsions: By the end of the 2020-2021, Franklin High School will reduce expulsion rates by 5% for all students.</p> <p>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.</p>	<p>Goal 2: Strategy 1: In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS. Activity 1: Implement a full MTSS Plan: 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..</p>	<p>Goal 2, Strategy 1: Activity 1: Counselors are providing direct and indirect services to students and identify students who require an SST. Students who are identified needing individual or group supports are referred to our Wellness Center for Tier 2 and Tier 3 targeted interventions.</p>	<p>Goal 2, Strategy 1: Activity 1: COVID has greatly impacted student attendance, academic and social/emotional well being as noted by parent and student communications, requests for services, and School Climate Survey data. Chronic Truancy continues to increase with more and more students not attending or engaging in classes. 12% of our students are considered chronically truant. D/F rates have risen dramatically in distance learning, as students report difficulty in learning virtually. Making contact with students by both teachers and counselors has been difficult despite using Zoom, email and phone.</p>	<p>Goal 2, Strategy 1:</p>
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<p>School Goal for Attendance/ Chronic Truancy: 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%.</p>	<p>Goal 2, Strategy 2: 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.</p> <p>Activity 1: The 1/3 Project: Parent, Student and Faculty Mentoring Program</p> <p>Activity 2: The ASB/Leadership and PLUS programs support initiatives to increase attendance</p> <p>Activity 3: The Plus team will coordinate school wide surveys in order to identify student areas of concern.</p> <p>Activity 4: 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</p>	<p>Goal, 2 Strategy 2:</p> <p>Activity 1:</p> <p>Activity 2: The PLUS, ASB and Leadership have been innovative in addressing the needs of students during distance learning. 1,619 students and staff participated in Youth Speak, a webinar led by PLUS students to discuss strategies for coping with academic and emotional stress during COVID, as well as addressing campus issues. Questions on the survey have changed to address distance learning, although students report an increase in positive feedback from staff. ASB and Leadership have coordinated virtual events such as Spirit Week, Health and Wellness Week and Homecoming Week.</p> <p>Activity 3: The PLUS program during this time of DL has been innovative in coordinating their efforts into identifying the needs of the students. Virtual “meet and greets” have been held for students to “pop-in” and hang out with PLUS students.</p> <p>Activity 4: ASB and PLUS Coordinators as well as the admin who oversees School Culture and Climate have received training in the Link Crew Program and Curriculum. Recruitment for this program is currently taking place.</p> <p>Activity6: Students were virtually recognized for their academic and attendance efforts during this time of distance learning. Youtube videos were created by ASB and Leadership to celebrate these students. Certificates were also made and sent home to the students.</p>	<p>Goal 2, Strategy 2:</p> <p>Activity 1: : Due to Covid-19, the ½ mentoring program was not implemented</p> <p>Activity 5: Our HERO agreement was maintained but was not able to be maximized due to COVID restrictions for students on site. Hero provides incentives for student participation in virtual and in person activities.</p> <p>Activity 7: The Growth Mindset Program and Curriculum and Consultation was not implemented due to the time required for the program to be reviewed by the district.</p>	<p>Goal 2, Strategy 2:</p> <p>Activity 1 and 5: Both will be reintroduced and included in the 2021-2022 SPSA.</p> <p>Activity 7: \$54,000 – 58320 – Consultant Non-Instructional: Reduce funds for The Growth Mindset 101 Curriculum and Training Program as it will no longer be implemented for the 2020-2021 school year. This change is coming as a direct result of (1) the lateness in the approval of Franklin's 2020-2021 SPSA and (2) the length of time required for the identified consulting firm to be vetted and approved the district (this process can take up to 3-4 months).</p>
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	<p>Crew Leaders.</p> <p>Activity 5: HERO App: This app will be used 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.</p> <p>Activity 6: 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.</p> <p>Activity 7: Growth Mindset Consultant and Curriculum</p>			
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<p>Goal 3: Meaningful Partnerships: By June 2021, increase participation by 5% at Parent Night and other events to create meaningful partnerships with stakeholders.</p> <p>By June 2021, establish one new opportunity for stakeholders to be engaged with the school community.</p> <p>By June 2021, identify two opportunities for student internships within the community.</p>	<p>Goal 3, Strategy 1: 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.</p> <p>Activity 1: 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</p>	<p>Goal 3, Strategy 1</p> <p>Activity 1: Despite distance learning, parent meetings are still able to continue virtually to provide support to parents. Meetings are being held bi-monthly, on the Zoom platform. Guest speakers from outside agencies such as Delta College and El Concilio have participated in the virtual meetings to provide community resources for parents to support their students' learning.</p>	<p>Goal 3, Strategy 1</p> <p>Activity 1: Due to COVID, parents are not able to attend meetings in person; some have expressed challenges they face using technology to access the meetings, and therefore do not attend.</p>	<p>Goal 3, Strategy 1:</p> <p>Activity 2: \$8,000 – 43200 – Non-Instructional Materials: Reallocated funds to 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. Provide paper materials and resources 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</p>
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	<p>fashion to those that are also provided for our students</p> <p>Activity 2: 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.</p> <p>Activity 3: Equipment: Chrome cart: \$2,000</p>			
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	<p>Goal 3,Strategy 2: 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.</p> <p>Activity 1: 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.</p> <p>Activity 2: Parents routinely receive communications through Connect Ed that advise of upcoming activities</p>	<p>Goal 3, Strategy 2:</p> <p>Activity 2: During this school year, families have been engaged in communication via Connect ED, email, school website and social media.</p>	<p>Goal 3, Strategy 2:</p> <p>Activity 1: A full-time community assistant was identified as being needed, however, one was not hired for this school year.</p> <p>Activity 2, 3 and 4: Due to COVID restrictions, in-person activities for parents and students, such as literacy night,science night, STEM and mutl-cultural night have not occurred, allowing families to benefit from hands-on activities.</p> <p>Despite the numerous efforts to make contact with parents during this school year, parents have expressed frustration at a lack of knowledge in terms of events and information related to the school site. Some of this comes from a language barrier or from a lack of familiarity of the technology needed to obtain access to this information.</p>	<p>Goal 3, Strategy 2:</p> <p>Activity 1: The need for a full-time Community Assistant will be carried over to the 2021-2022 SPSA.</p>
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	<p>Activity 3: 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.</p> <p>Activity 4: 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.</p>			
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	<p>Goal 3, Strategy 3: Build relationships with local businesses in order to provide internships and on site job training for students in the CTE pathways.</p> <p></p>	<p>Goal 3, Strategy 3:</p> <p>CTE instructors have identified several local companies/businesses that are interested in aligning themselves to Franklin's CTE Pathway Program. Coordination of these efforts is currently underway.</p>	<p>Goal 3, Strategy 3:</p>	<p>Goal 3, Strategy 3:</p>
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Qualitative Evaluation

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This document was created by the California Department of Education Summer 2020.

Comprehensive School Profile Data:

ASSISTANT PRINCIPAL DMM:

Continuous Improvement: Decision Making Model -- Essential Questions

--- CONFIRMS WHY ---		CONFIRMS HOW		--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>1. Graduation Rate decrease of 3.3%. Currently at 82.1%.</p> <p>22% college/career prepared. Decline of 2%.</p> <p><u>PLUS Survey:</u> 40% of students reported high levels of school connectedness.</p> <p>Over 66% felt part of the school (PLUS) across each grade span.</p> <p>67% of students reported there was at least one adult who cared about them (PLUS).</p> <p>Between 25% through 56% of students reported high levels of caring adult relationships (PLUS)</p>	<p>1. Minimum increase graduation rate by 2.0%</p> <p>Minimum increase college/career readiness rate by 2.0%</p> <p>PLUS Survey Goals: Increase connectedness by 5%</p>	<p>1.Reduce the number of Discipline Referrals by 10%.</p> <p>APs need to be visible at all times during the school day to make student connections and influence personnel to do the same.</p>	<p>1.An additional Assistant Principal that will lead the site's <u>MTSS Initiatives</u> to improve school climate, enhance school safety, reduce unnecessary discipline referrals, improve academic engagement, increase average daily attendance, reduce tardiness, strengthen student connectedness and school pride, expand staff skill in effective supervision and PBIS, transform staff into active problem solvers, promote job satisfaction and collegiality among staff.</p>	<p>1. Data from previous two years will be used to compare to 19-20 data in regard to:</p> <ul style="list-style-type: none"> ✓ Teacher Grades ✓ SBAC Data ✓ MAP Data ✓ Graduation Rate Data ✓ A-G Data ✓ Discipline Referral Data ✓ Exit Tickets at the conclusion of PDs. ✓ Student/Staff Surveys 	<p>1.Monitor all data points on a quarterly basis, including:</p> <ul style="list-style-type: none"> ✓ Teacher Grades ✓ SBAC Data ✓ MAP Data ✓ Graduation Rate Data ✓ A-G Data ✓ Discipline Referral Data ✓ Exit Tickets at the conclusion of PDs. ✓ Student/Staff Surveys

<p>Over 67% of students felt safe (PLUS)</p> <p>2.18.1% chronically absent</p>	<p>2.Increased 1.2%</p>	<p>2. Increased attendance interventions and monitoring needed.</p> <p>Parental involvement: attendance meetings, coffee hours, parent/teacher-academic conferences.</p>	<p>2.<u>Chronic Absenteeism</u>: AP will reduce Chronic Absenteeism as measured by the all student indicator for chronic absenteeism with a special focus on reduced tardies and increased attendance to 1st period. AP will align with SAP and the SST process to reduce Chronic Absenteeism as measured by specific subgroup indicators for chronic absenteeism with a special focus</p>	<p>2. Compare all data as mentioned in #1 for growth.</p>	<p>2. Monitor all data as mentioned in #1 for evaluation of the continuum.</p>
<p>3.7.3% suspended at least once</p>	<p>3.Declined -1%</p>	<p>3.Reduce the number of Discipline Referrals by 10%.</p> <p>Implementation of Restorative Practices</p>	<p>3.<u>Suspension Rate</u>: AP will provide students with academic social and emotional intervention to improve student behavior that promotes increased learning opportunities. The AP will provide training</p>	<p>3. Compare all data as mentioned in #1 for growth.</p>	<p>3. Monitor all data as mentioned in #1 for evaluation of the continuum.</p>

<p>4.Current English Learners - 141.4 points below standard</p> <p>Reclassified English Learners - 55.6 points below standard</p> <p>5.English Language Arts - 63.8 points below standard</p> <p>Mathematics - 85.1 points below standard</p> <p>78.6% graduated</p> <p>17-18 & 19-19 Teacher Grades Data</p> <p>6.</p>	<p>4.Declined -4.6 Points</p> <p>Declined -5.5 Points</p> <p>5.Increased 3.9 Points</p> <p>Maintained -0.1%</p> <p>Reduce % of 2 or more F's by 10%</p> <p>6.</p>	<p>4. Organization and collaboration of AP & ELL Coordinator.</p> <p>Student awareness of their placement, MAP, and ELPAC status.</p> <p>5.Graduation Rate: Minimum Increase in Graduation Rate by 2.0% to move into Green (Increase by 1.0 to 4.9%)</p> <p>6.Minimum Increase in College/Career Readiness Rate by 2.0% to move into Yellow</p>	<p>on alternate positive behavioral intervention and support to teachers and staff.</p> <p><u>4.EL Progress:</u> AP will monitor EL progress for all EL students and work with the EL teachers to identify best teaching strategies that support academic language and literacy.</p> <p><u>5.Graduation Rate:</u> AP will monitor the all student progress in graduation rate and evaluate policy and procedure to ensure all students have the ability to meet A-G and/or Graduation standards.</p> <p><u>6.College/Career:</u> AP will increase the number of students who are college and career ready as indicated in the All Student Indicator by</p>	<p>4. Compare all data as mentioned in #1 for growth.</p> <p>5. Compare all data as mentioned in #1 for growth.</p> <p>6. Increase student enrollment in post-secondary education (including community college, UC/CSU, private colleges and universities, tech</p>	<p>4. Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>5. Monitor all data as mentioned in #1 for evaluation of the continuum.</p> <p>6. Monitor college/career readiness data for evaluation.</p>
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			establishing consistency in rigor for each course offered through establishing and regular monitoring of site-wide instructional norms, PLC data analysis protocols, SBAC aligned essential outcomes, common formative assessments, D/F grade comparison by course, and common grading policies.	schools)	
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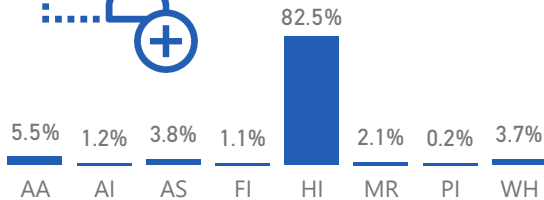
Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

February



2200

Count



January

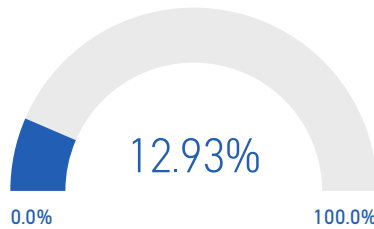


CWA

66

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

80%

ELA: K-11

On-Track K-8

58%

Percent



Participation

98%

Math: K-8

On-Track K-8

40%

Percent



Participation

83%

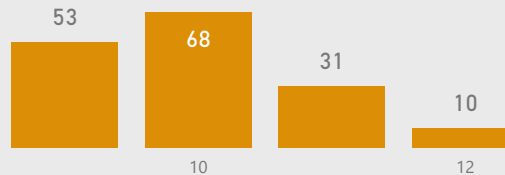
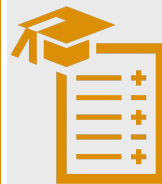
MDTP-Fall

Nearly + Ready

16%

Percent-Fall

High School: No Credits Earned



English Learners February

ELPAC IA

8%

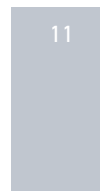
Percent GL Tested

ELPAC IA

1

Total Tested

Reclassification



RFEP ● Eligible

Curriculum:

Tests Administered Through Feb 1st

Benchmark

(Blank)

Total Test Count

Ready Class

291

Total Test Count

Saavas

596

Total Test Count



PLUS Winter 2021

School Climate

26.3%

73.7%

At my school, there is a teacher or other adult who really cares about me.

39.1%

60.9%

I feel like I am part of this school.



Enrollment

school search

Franklin High School

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-5↓

Dec-Jan change

01-Aug

2373

Enrollment

06-Jan

2260

Enrollment

02-Sep

2278

Enrollment

07-Feb

2200

Enrollment

03-Oct

2283

Enrollment

04-Nov

2277

Enrollment

05-Dec

2265

Enrollment

SUSD RA v2

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan ● 07-Feb

500

0

06

07

08

09

10

11

12

Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH

01-Aug

02-Sep

03-Oct

04-Nov

05-Dec

06-Jan

07-Feb

0%

50%

100%

Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov

EL

FOS

HOM

SED

SWD

UPC

0%

50%

100%

Engagement

school search

Franklin High School

Month

All

2020-2021

Connections

01-Aug

8.78%

Rate

01-Aug

199

Count

02-Sep

6.64%

Rate

02-Sep

154

Count

03-Oct

10.44%

Rate

03-Oct

244

Count

04-Nov

10.71%

Rate

04-Nov

251

Count

05-Dec

12.71%

Rate

05-Dec

298

Count

06-Jan

12.93%

Rate

06-Jan

304

Count

SUSD RA v2

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan

100

50

0

07

08

09

10

11

12

Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan

50%

40%

30%

20%

10%

0%

AA

AI

AS

EL

FI

FOS

HI

HOM

MR

PI

SWD

WH

CWA Connections

SubCategory ● Parent Outreach ● Tier 2

01-Aug

209

02-Sep

419

03-Oct

115

60

04-Nov

77

38

05-Dec

62

06-Jan

66

0

500

counselors : coming soon!

Participation

73%

Fall

80%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

54%

Fall

58%

Winter

Spring

2+ Below

68%

Fall

60%

Winter

Spring

No Gro...

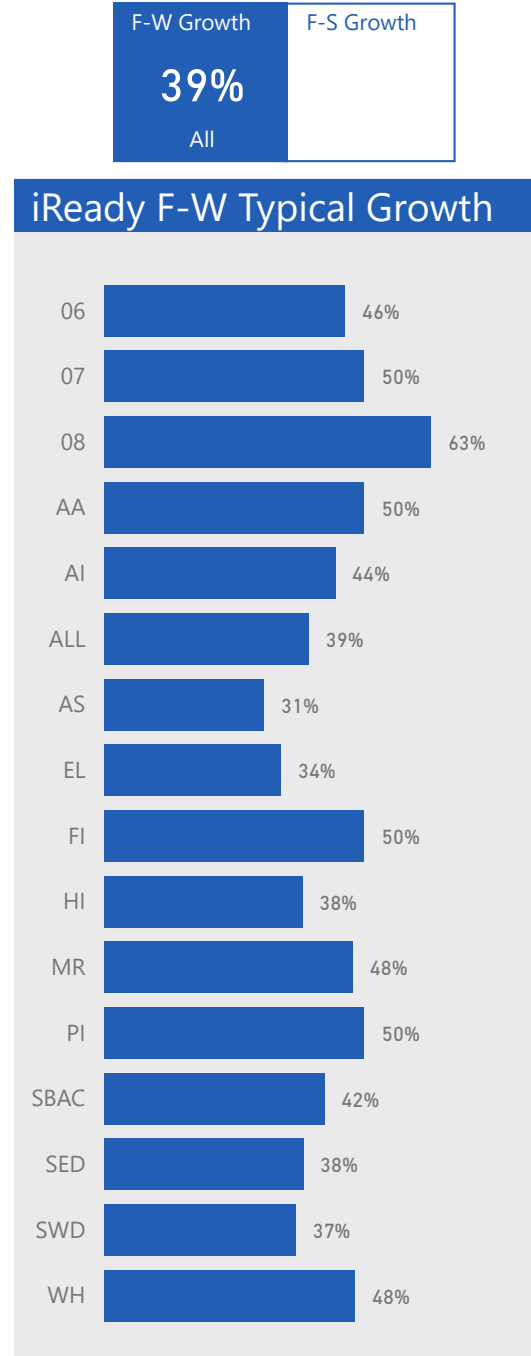
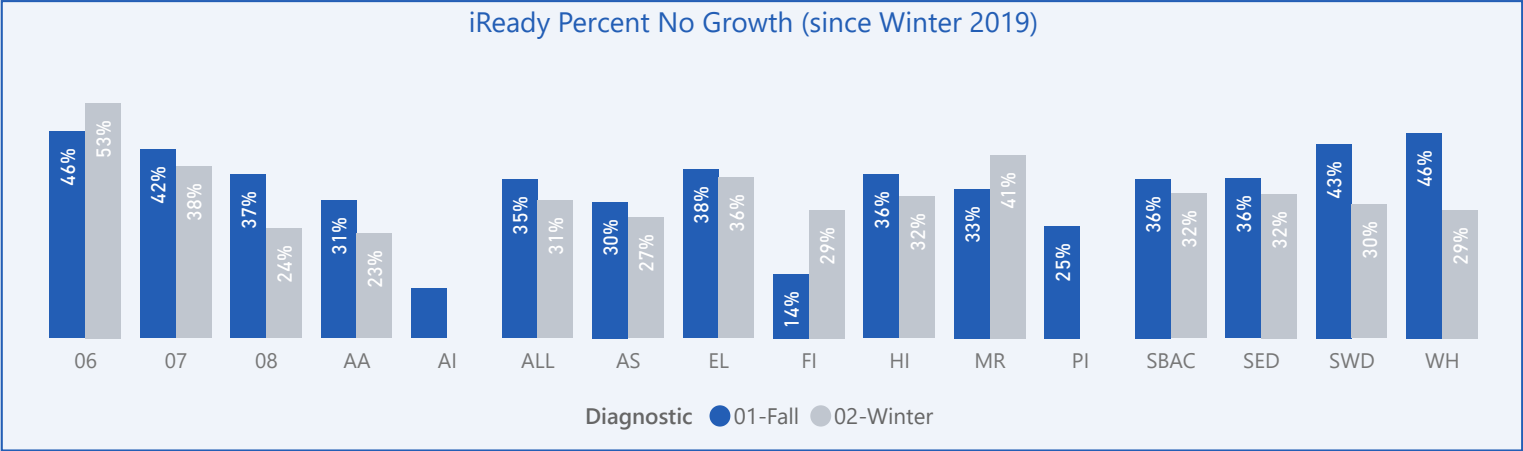
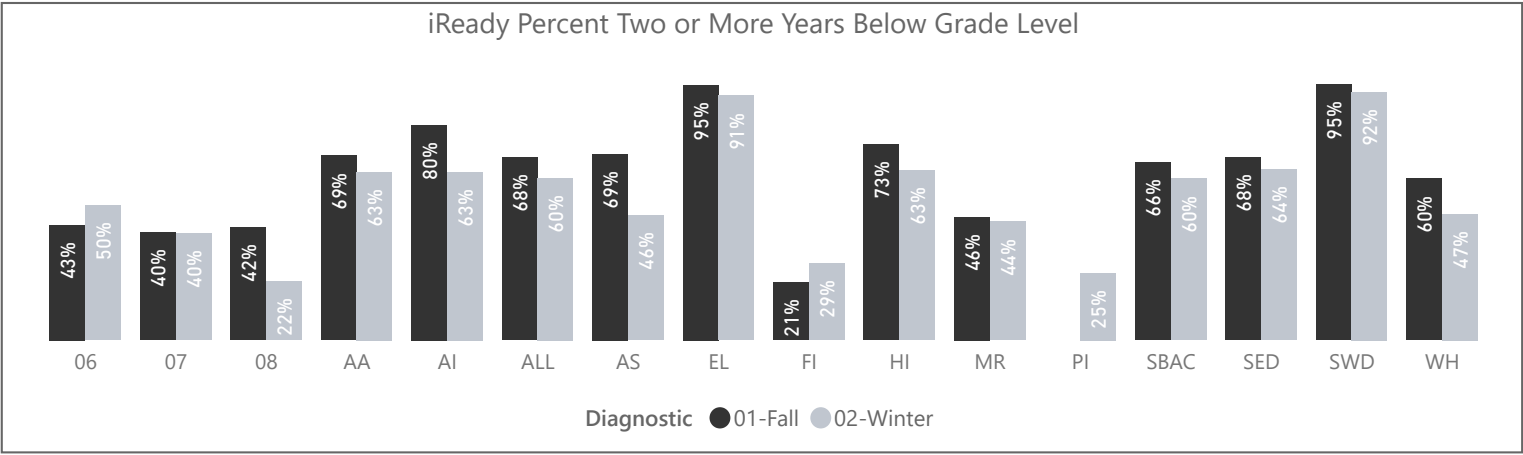
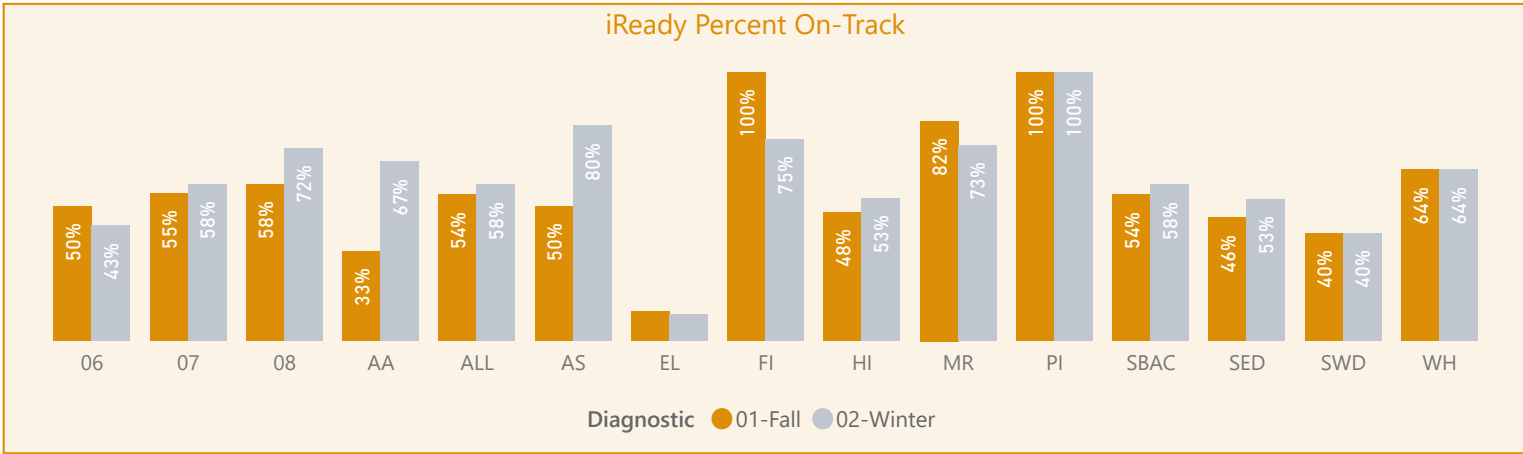
35%

All

31%

Winter

Spring



Participation

95%

Fall

98%

Winter

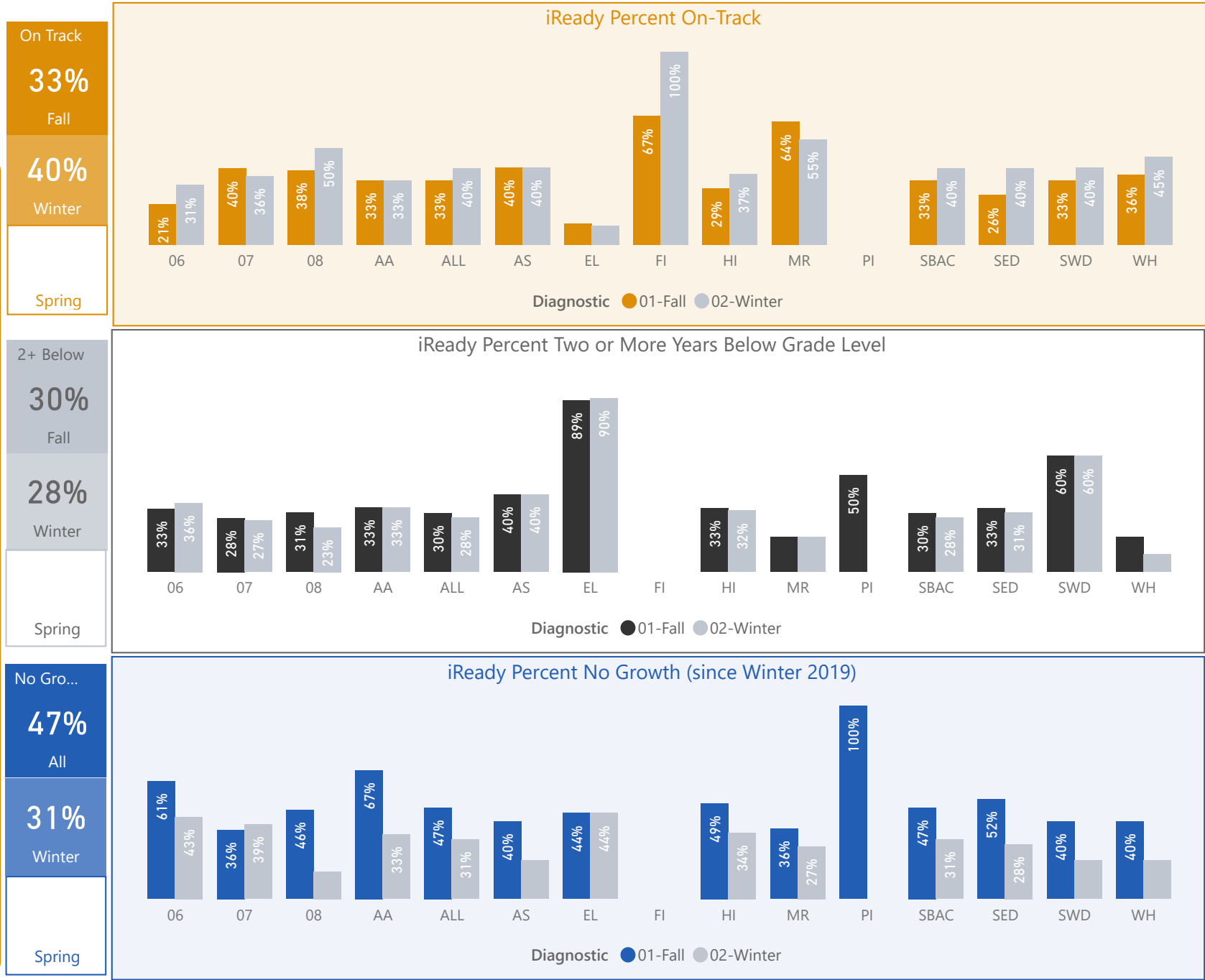
Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:
* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:
1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
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3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow
Source: Research; Program Exports
Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.
High School Data Currently Not Reported

SUSD RA v1.1



No Gro...

47%

All

31%

Winter

Spring

iReady Percent On-Track

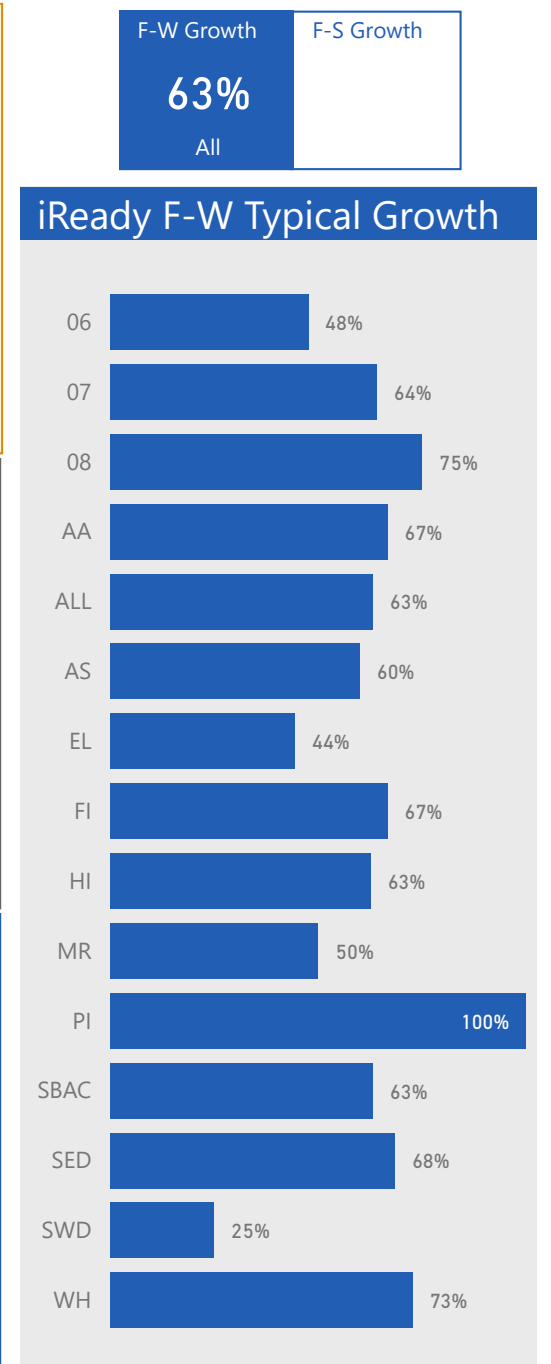
Group	01-Fall	02-Winter
06	21%	31%
07	40%	36%
08	38%	50%
AA	33%	33%
ALL	33%	40%
AS	40%	40%
EL		
FI	67%	100%
HI	29%	37%
MR	64%	55%
PI		
SBAC	33%	40%
SED	26%	40%
SWD	33%	40%
WH	36%	45%

iReady Percent Two or More Years Below Grade Level

Group	01-Fall	02-Winter
06	33%	36%
07	28%	27%
08	31%	23%
AA	33%	33%
ALL	30%	28%
AS	40%	40%
EL	89%	90%
FI		
HI	33%	32%
MR		
PI	50%	
SBAC	30%	28%
SED	33%	31%
SWD	60%	60%
WH		

iReady Percent No Growth (since Winter 2019)

Group	01-Fall	02-Winter
06	61%	43%
07	36%	39%
08	46%	
AA	67%	33%
ALL	47%	31%
AS	40%	
EL	44%	44%
FI		
HI	49%	34%
MR	36%	27%
PI	100%	
SBAC	47%	31%
SED	52%	28%
SWD	40%	
WH	40%	



Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** February 2021

Feb 2021

Curriculum Assessments

Ready Class

291

Total Test Count

Saavas

596

Total Test Count

Benchmark

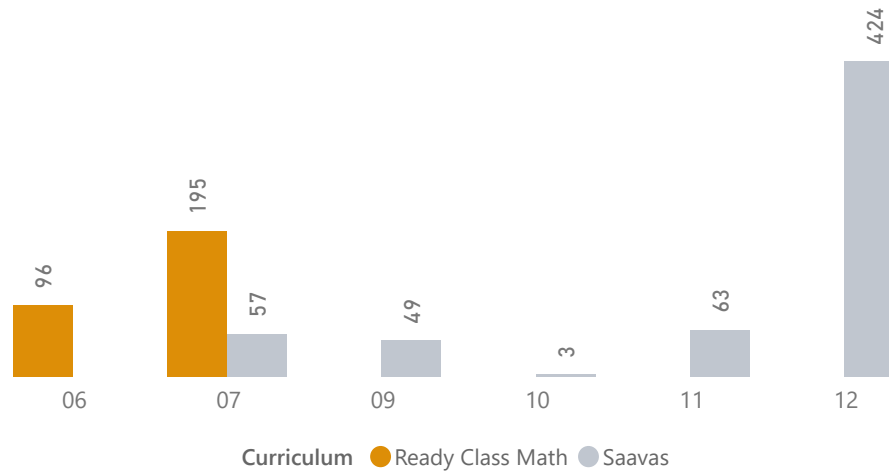
(Blank)

Total Test Count

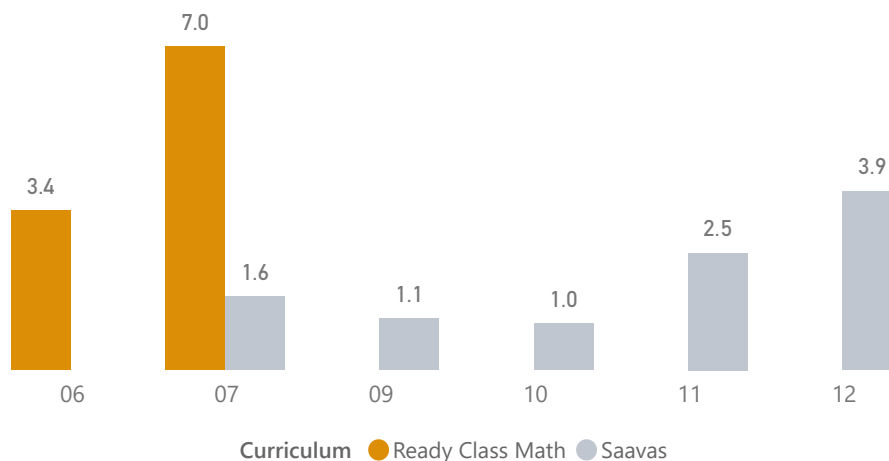
Sequence

Reporting Week

Curriculum: Test Count



Curriculum: Average Test Count



Online Instruction: 30+ minutes

Online Instruction: Passed Lessons 70%+

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

IFEP: Initial Fluent English Proficient
Intermediate English Learner, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

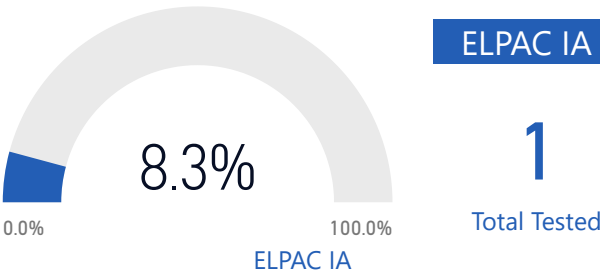
Navigation: NA

Source: Research; ELPAC; Illuminate

Frequency: Reports are updated periodically;

Updated: February 2021

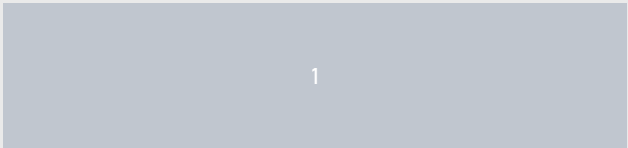
Percent Initial ELPAC Completed



Grade Level	Tested	Enrolled	Percent Tested
11	1	2	50.00%

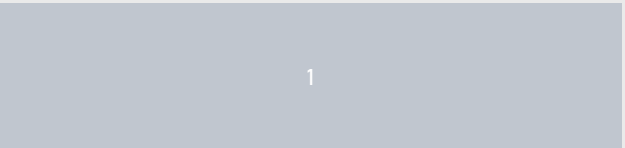
Overall Performance

IFEP Intermediate Novice



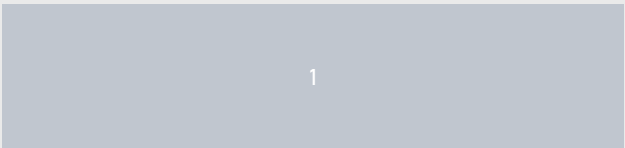
Oral Language Performance

Well Moderate Minimally

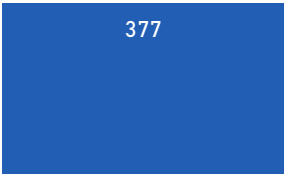


Written Language Performance

Well Moderate Minimally



Overall Mean Scale Score by Grade Level



11

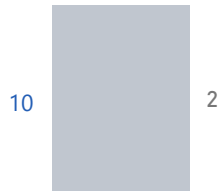
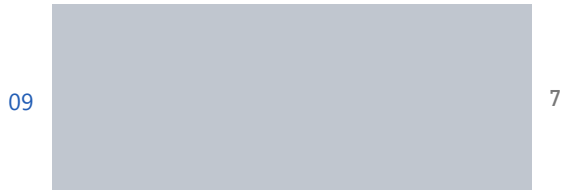
Reclassification



RFEP status Not Complete

Reclassification by Grade Level

RFEP status Not Complete



School Climate

school search

Franklin High School

Grade Span

All

2020-2021

Question Priority

All

Term

1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP, CA Dashboard, PBIS teams, and program progress.

Navigation: Use Filters to select Term, Grade Span, Question

Source: Student Support Services - PLUS program

Frequency: Reports are updated after administration (3x a year);

Updated: Win2021

Count
(Blank)

Grade 4-5

Count

77

Grades 6-8

Count

357

Grades 9-12

Count

434
All

All Responses

81.8%

At my school, there is a teacher or other adult who believes...

76.0%

At my school, there is a teacher or other adult who really ca...

63.6%

I feel like I am part of this school.

65.0%

I feel like my voice matters to adults at my school.

70.3%

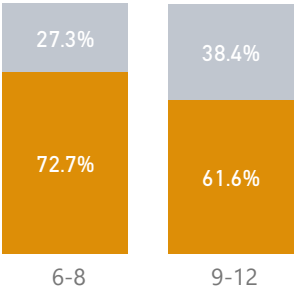
I feel safe in my school.

I have been cyberbullied in the last 30 days.

23.3%

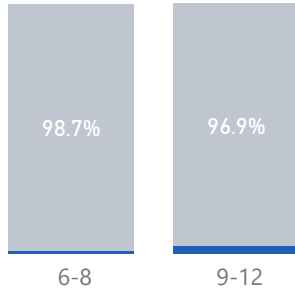
There is a lot of tension at my school between di...

I feel like I am part of this school.



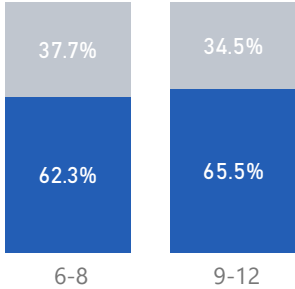
● Yes ● No

I have been cyberbullied in the last 30 days.



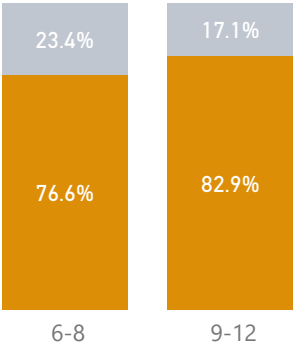
● Yes ● No

I feel like my voice matters to adults at my school.



● Yes ● No

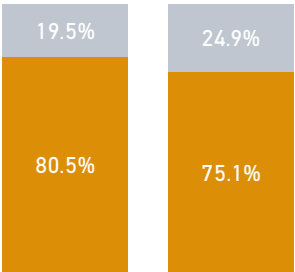
At my school, there is a teacher or other adult who believes that I will be a success.



6-8 9-12

● Yes ● No

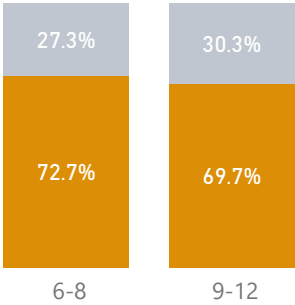
At my school, there is a teacher or other adult who really cares about me.



6-8 9-12

● Yes ● No

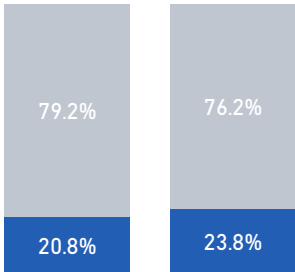
I feel safe in my school.



6-8 9-12

● Yes ● No

There is a lot of tension at my school between different cultures, races, or ethnicities.



6-8 9-12

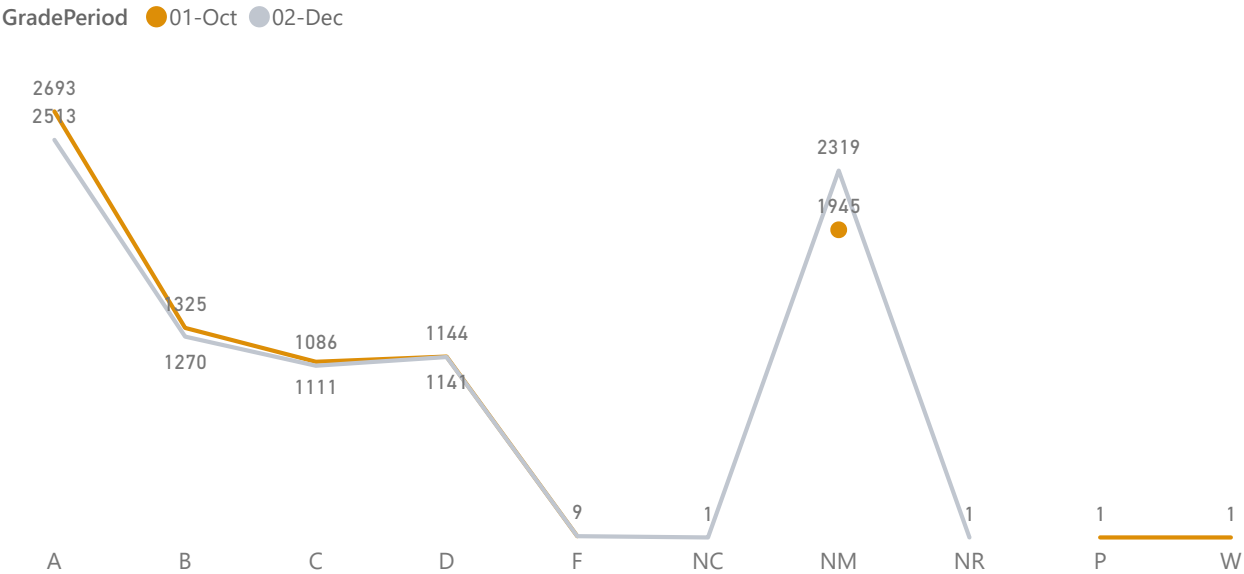
● Yes ● No

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

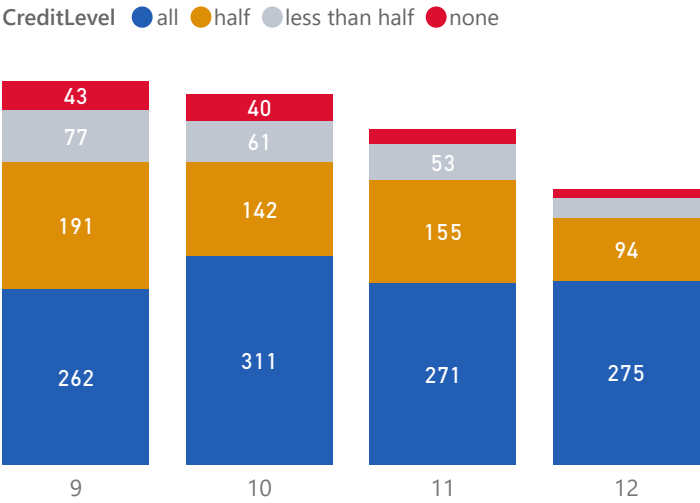
- Transcript Grades:
- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
 - * Credits Earned: Credits earned as indicated on transcript
 - Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
 - * All: all credits attempted were earned
 - * Half: more than half of credits attempted were earned
 - * Less than half: less than half of credits attempted were earned
 - * None: no attempted credits were earned

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after end of term, test; Updated: January 2021

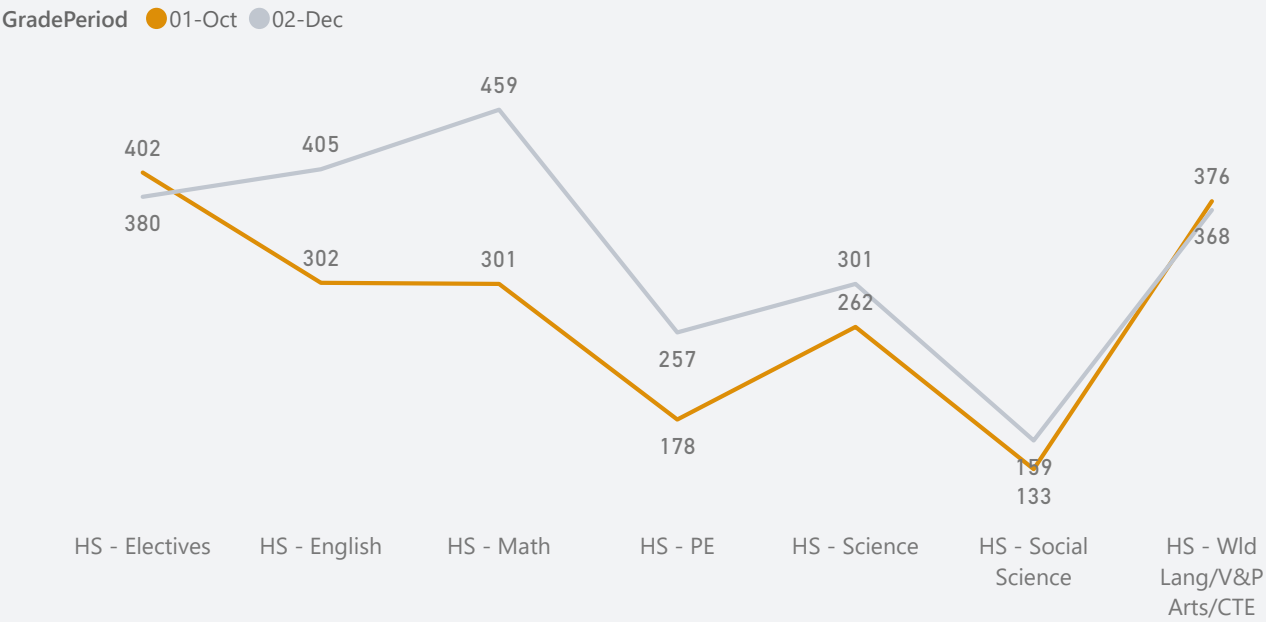
Grade Distribution and Term



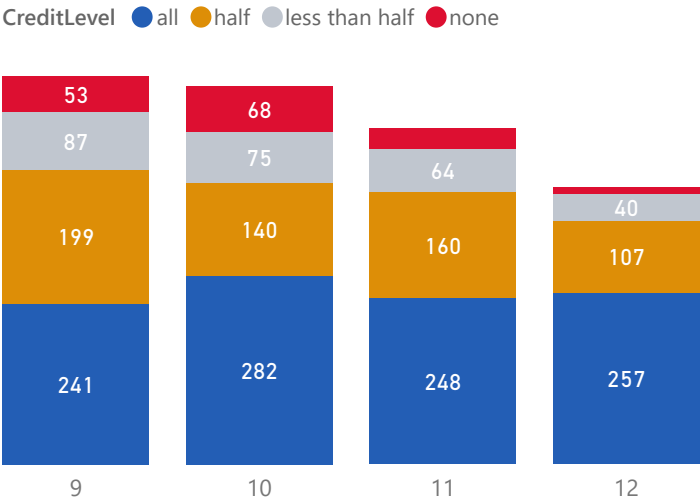
Credits Earned (October)



Subject and Non-Passing Grades

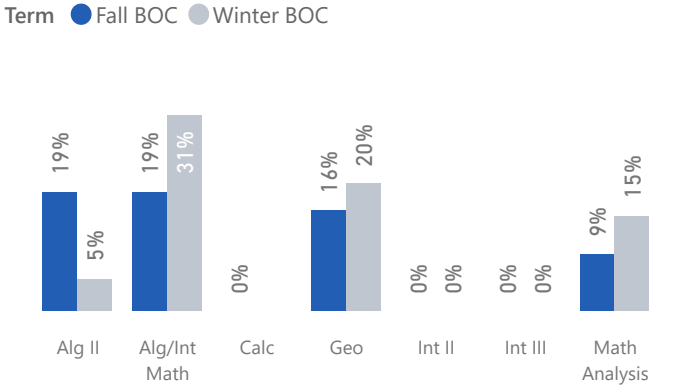
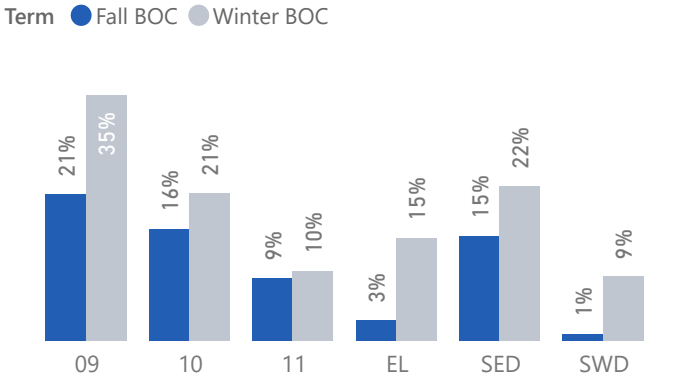
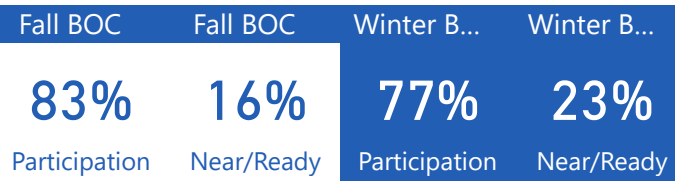


Credits Earned (December)



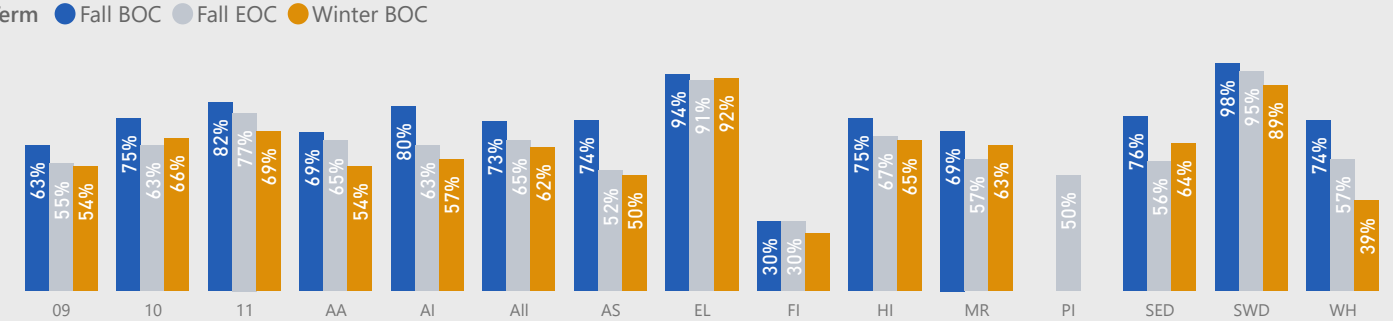
MDTP (9-12 math course enrollment) The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.

-- Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021

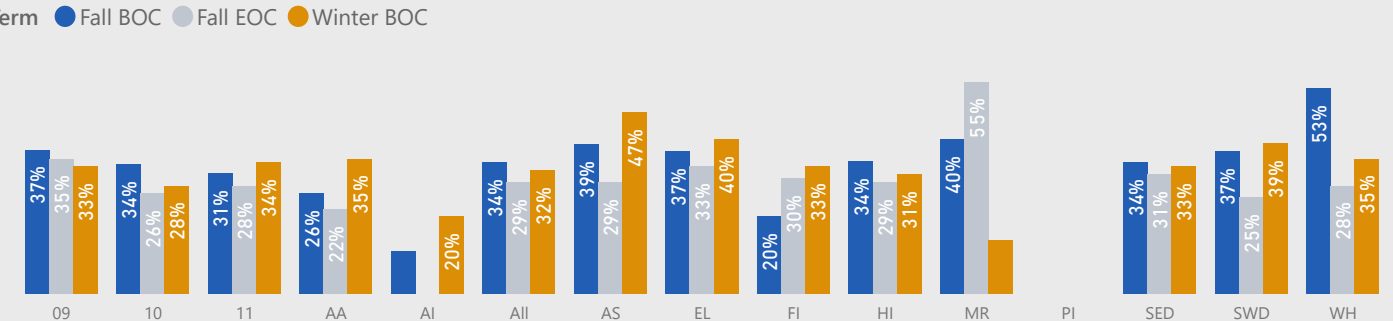


iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course. Updated March 2021

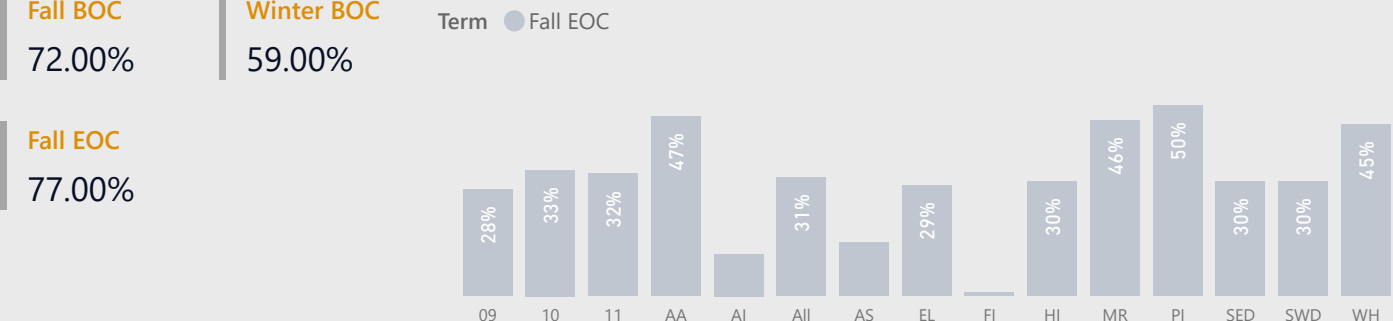
Two or More Years Below



No Growth

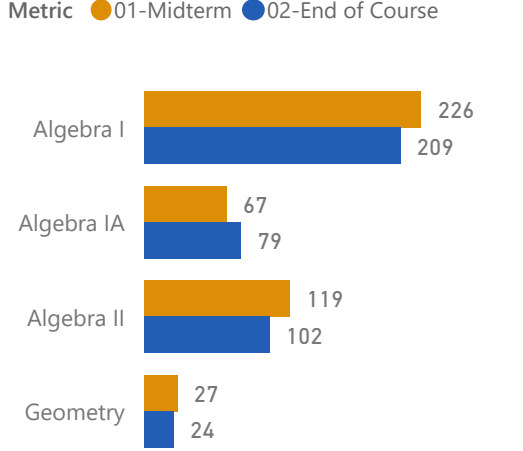


Participation Participation End of Year Typical Growth

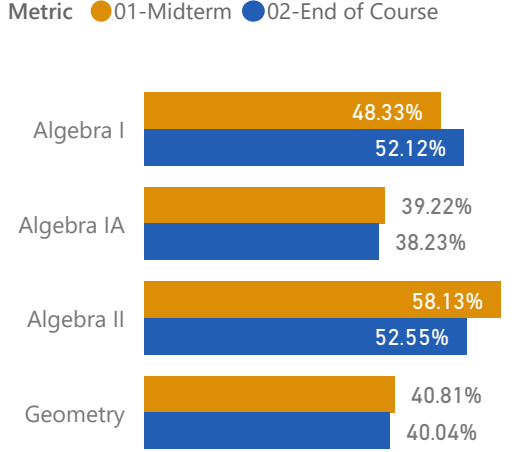


Math HS Course Exams: midterm and end of course exams. Navigation: NA; Source: Illuminate; Updated: February 2021

Math Assessment Administered b...



Average Math Assessment by Co...



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published
- * v2 020521 update: Enrollment; Engagement, English Learners
- * v2.2 021821 update: Curriculum Assessment; PLUS winter;
- * v2.3 022521 redesigned HS grades/test

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)
- * HS Math Course Exams: Algebra 1, Algebra 1A, Geometry, Algebra II (Illuminate)

Acronyms

Student Groups

ALL – all students
 AA – Black/African American
 AI-American Indian/Native Alaskan
 AS-Asian
 FI-Filipino
 HI-Hispanic
 MR-Two or More
 PI-Pacific Islander/Native Hawaiian
 WH-White
 EL-English Learner
 FOS-Foster Youth
 HOM-Homeless Youth
 SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Recommendations and Assurances:

Site Name: Franklin High School

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee

05-12-21

Date of Meeting

Other committees established by the school or district (list):

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9-23-21

Date of Meeting

Attested:

Anna Lotti

Typed Name of School Principal



Signature of School Principal

9-23-21

Date