

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

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 _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:

Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin High	39686763932654		

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Franklin is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African Americans, American Indian, Homeless, and Students with Disabilities (SWD) student groups.

Description

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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Statement.

Resource Inequities

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

Refer to the Comprehensive Needs Statement.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Helathy Kid Surveys, PLUS survey', schedule preference survey

Classroom Observations

Dependable Walk through tool

Analysis of Current Instructional Program

Method of Root cause analysis, Meetings with SSC 11/10, 1/31, 3/28, 4/25, 5/23, Leadership 5/2 PLUS meetings regarding behavior, Student/Teacher Engagment Team created a Cell Phone policy vetted to teachers during department meeting. Some are on going needs and some are new. WASC advised we needed to work on engagement and Inquiry. Our targeted student groups are

Standards, Assessment, and Accountability

Student Assessment data is included in our needs assessment. analysis and goals for growth are listed.

Staffing and Professional Development

Staffing and Professional Development Summary

Franklin High School realizes the importance of continuous development for our staff. We are committed to supporting and improving our teacher's pedagogical, subject matter, and relational skills. This includes assessing strengths and weaknesses, supporting collaboration options, and providing professional development opportunities.

Franklin High School staff is comprised of 107 teachers, 4 of which are mis-assigned. 75.6% of our teachers are permanent with an average of 11.5 years in this LEA. Due to the pandemic, we have still been affected by a shortage of teachers and had to staff some positions with long-term substitutes this school year. Teacher absences have improved, but still exacerbated since the pandemic, but we have been able to get classroom coverage this year. During the last four years, there has been a yearly turnover of principals which has also contributed to inconsistencies, but this is our Principals second year so we are able to move forward with school plans.

Student support positions include counseling, wellness center providers, office, custodial, and food services staff. Teaching support staff includes one instructional coach and mentor teachers as provided by the District Office. The year started with three assistant principals and an additional one was added in January of 2023. There was a plan in place for the administration to be additional support for teachers (walk-throughs, discussions, etc.) which was not able to be effectively implemented this year due to time constraints and a tool that was not dependable. Department chair support for subject area staff has varied depending on the department with some being extremely involved and others providing a hands-off, "call me if you need me" approach. New teachers are monitored by the instructional coach and administration with other staff members also making themselves available as needed for support.

Professional development for all teachers has been mainly completed by the district office (dedicated professional development days) this year. Concerns with staff are that there is minimal communication between admin and veteran teachers. This professional development is guided in general by the district. The sub situation has improved this year and we are looking forward to being able to utilize subs to provide pull out PD for teachers.

The calendar was set up for the year with pull-out days for subject areas and new teachers however, due to teacher absences and the lack of substitute coverage Franklin was unable to initiate this plan. However, several types of in-house professional development opportunities were presented by Franklin's staff. Professional development for staff other than teaching staff needs to be created through outreach to our staff groups to determine needs. Staff also contributed that we need site goals and clarity so coaches can be more effective and strategic in goal setting and guidance for new teachers as well as coordinated curriculum. It would be helpful if there was collaboration/cooperation between admin and mentors to be better focused. We have started inviting our Instructional Coach and Program Specialist to our Admin meetings.

Planning for growth in professional development as well as the implementation of the lessons and strategies taught is ongoing with additional/updated strategies and procedures for the next school year being developed.

Staffing and Professional Development Strengths

With an average tenure for our permanent teachers of 11.4 years within the LEA, we are fortunate to have a tremendous amount of experience to draw from. Franklin has been committed to locating and hiring appropriate teachers for vacancies which has been an ongoing process. By maintaining communication with training schools we are kept in the loop for those available to fill the current staffing gaps.

Professional development has been provided during the year both by Stockton Unified and our on-site teachers. Additionally, the San Joaquin County Office of Education has provided on-going training to the science teachers. Collaboration has been embedded in the work day, nearly weekly, and teachers have taken advantage of this opportunity to create ongoing building within their subject areas.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Consistent, site-based solutions for professional development need to be created based on WASC findings and Walk through tool data. We have to better serve our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. **Root Cause/Why:** Due to substitute shortages there is a lack of ability to provide consistent trainings for staff.

Needs Statement 2 (Prioritized): Professional development skills and strategies are not broadly implemented. We need to send staff to PLC and AVID trainings. These PD's should support our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. **Root Cause/Why:** Lack of planning, no sub availability, and follow through

Needs Statement 3 (Prioritized): After school professional development opportunities are not well attended. We need send teachers to PLC & AVID training and do pull outs based on our Walkthrough tool data. This will assist us in supporting our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. **Root Cause/Why:** Few Staff are willing to stay after hours

Teaching and Learning

Teaching and Learning Summary

Franklin High School serves 2400 students and has multiple programs on campus to support our diverse population. 85.3% of our students come from socio-economically disadvantaged homes. In the 2021-22 year we had a preliminary graduation rate of 86%. 18% of the students were A-G Ready at graduation and 6.2% Complete at least 1 CTE Pathway. For the 22-23 School year the school functioned on a 4x4 A/B Block Schedule with every class period running 92 minutes per day and the students take 8 classes per Semester: the teacher ratio is 27:1. Due to multiple factors, our Chronic absentee rate is 36.8%, a 13% improvement from last year. Unduplicated suspensions for grades nine through twelve are 176. Franklin has had one expulsion in the 22-23 school year.

Franklin High School has ten Resource teachers, Four Special Day Class teachers, and two Moderate/ Severe SDC classes to serve 216(10%) Special Education students. Six levels of ELD Classes to serve 506 (23%) ELD students through Designated ELD Instruction with 20 Reclassifications for the 22-23 school year. Franklin contains a sixth through twelfth grade International Baccalaureate Program serving 72 students and 244 MYP students. In the 21-22 school year 96% of our students took at least one IB exam and 96% passed at least one IB exam. 13 of 24 camdodated earned a full diploma, 54%. We currently have seven Career and Technical Education (CTE) Programs serving over 800 students. We had 54 students earn the Seal of Bi-Literacy in the 22-23 school year. Dual enrollment opportunities are available through San Joaquin Delta College so students are able to acquire college credits while in high school.

The majority of teaching staff is properly placed and provided professional development opportunities both on and off-campus. Intervention classes are available for students who are behind in credits. Counselors are continually monitoring students to ensure they are on-track academically and emotionally. School counselor contacts included 8,266 for individual student planning and 2,835 for consultation and collaboration.

Curriculum is coordinated through Stockton Unified curriculum department and support is provided through professional development and teacher mentoring. San Joaquin county office of education has been providing professional development for the science curriculum as well. Instructional materials are provided and differentiation is expected in all subject areas. Evidence-based practices are expected to foster student achievement.

Teaching and Learning Strengths

Franklin High School teaching and learning strengths include many programs and offerings for both staff and students. These include:

- AVID
- Intervention classes for students who are credit deficient
- Opportunities for higher-level courses - IB, Delta
- CTE offerings
- CIF guidelines for achievement (grades/playing - student-athletes)
- 22-23 graduation rate is on track to remain the same as 21-22
- CTE Completers
- Wellness Center services
- Two Academic Counselors
- Counseling services including 14,618 contacts
- Technology for students
- CIF Requirements for Student-Athletes
- Departmental Collaboration
- Student: Support Staff
- Instructional Coaches
- Professional learning communities creating collaboration and common lessons/assessments/etc
- Coordinated curriculum (SUSD, IB) and training
- Curriculum alignment - training
- On-site Trainings offered

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): More effective instructional and relationship building strategies need to be prioritized and integrated into the school environment. Focus is on engagement, inquiry, and data analysis. This will assist in supporting our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. **Root Cause/Why:** The skills have not been practiced with fidelity because there was inconsistent accountability. We found a dependable walk through tool which should give us the data needed for training.

Needs Statement 2 (Prioritized): Application of Instruction strategies/best practices is not an expectation monitored. The walkthrough tool will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. **Root Cause/Why:** The skills have not been practiced with fidelity because there was inconsistent accountanility due to the walkthrough tool not being dependable.

Needs Statement 3 (Prioritized): Staff and students need to clear as to the yearly academic goals which are Engagement, Inquiry and Data Analysis (AVID/PLC). These strategies will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. **Root Cause/Why:** Lack of clear communication.

Parental Engagement

Parental Engagement Summary

Stockton has an approximate population of 315,000 with the median age of 34. The poverty rate in the city is 17.9% (2019) and an a median income of approximately \$60,000. Franklin high school is one of thirteen high schools in Stockton Unified and has students grade six through twelve. The students are 96% minority and 85% socio-economically disadvantaged. It has been challenging for Franklin to engage parents, staff, and the community in school/student activities. Activities are planned, notices are sent (through school messenger, email, flyers, phone calls) yet the attendance is minimal. Back-to-School Night, parent/teacher/counselor conferences, ELAC, SSC, and other meeting's attendance is based on sign-in sheets. Results from the California Healthy Kids Survey was completed by 441 students in grades seven, nine, and eleven and highlights information regarding parent feelings in a number of areas including:

- Teachers communicate with parents about classroom expectations - Agree/strongly agree = 78
- Parents feel welcome to participate at the school - Agree /strongly agree = 78
- Staff takes parent concerns seriously - Agree/strongly agree = 64

The Franklin Wellness Center focuses on prevention and early intervention by offering school based supportive services to students and families. The Wellness Center focuses on the whole student, which includes their academic, mental, social and emotional wellbeing. Services offered include academic planning and personal goal setting, mentoring, conflict mediation, smoking cessation and substance education, individual and group counseling for trauma, anxiety, depression, anger management, grief loss, family support, social skills, healthy coping skills and decision making, life skills, and more.

English Learners Advisory Committee (ELAC) is active on campus with a small number of participants. They meet regularly to evaluate program systems and needs for the school campus. A recent parental survey received 45 responses and included information on feeling welcome and accepted at the school (67% agree), interest in participating in a school committee (96% no), best method of communication (33% phone, 33% email, 22% text), best time to communicate (after 4 P.M.). Participants in ELAC were sent to the California Association of Bilingual Educators (CABE) conference this year.

Along with ELAC Franklin High School has a School Site Council (SSC) which is group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds. The actions of the School Site Council are the first step in a formal process for developing improvement strategies and for allocating resources to support these efforts. The SSC decides upon the focus of the school's academic instructional programs and all related categorical resource expenditures for a school. Unfortunately, the participation in SSC is low as well.

Franklin has two parent booster groups including performing arts, and International Baccalaureate (IB). These groups support their specific areas and participation in these parent booster groups is minimal.

Parental Engagement Strengths

Franklin High School works to notify parents of opportunities for engagement and participation with the school and its students. These include

- Counseling services, including Franklin's Wellness Center
- English Language Advisory Committee (ELAC)
- Parent/Student conferences
- Student Study Team Meetings
- IEP and 504 Meetings
- Principal's Coffee Hour
- School Site Council (SSC)
- International Baccalaureate Boosters
- Performing Arts Boosters
- Back to School Night
- FHS Twitter Account
- FHS Facebook Account
- FHS Instagram Account
- Ed Connect phone message service
- Website
- IB Personal Project Showcase

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parents are not engaged with the school (academic, activities, etc.) which detracts from the ability to address the needs of the students and community. Engaging parents will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. **Root Cause/Why:** : Parents of high school age student tend to be less involved in their child's education, so we are creating more opportunities to engage our stakeholders.

Needs Statement 2 (Prioritized): Community engagement and a strong sense of "school community is lacking. Our 2 community assists are making direct communication with parents to encourage them to attend meetings and trainings. They will do some specific outreach to our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American and Students with Disabilities. **Root Cause/Why:** Parents feel disconnected from the school because their students are older.

School Culture and Climate

School Culture and Climate Summary

Franklin High School was built in 1950 for \$2,500,000.00 and was originally a junior high school. Over the past 70+ years it has been renovated and remodeled to its current campus. New sports facilities are complete with the new football stadium opening in January 2022 and the remainder of the additions completed by summer 2022. Franklin is a public school that houses grades six through twelve with grades six, seven, and eight being a part of the Franklin International Baccalaureate (IB) program (IB Middle Years grades six to ten, and IB Diploma program grades eleven and twelve). The school also offers AP, CTE, and Dual Enrollment courses. Franklin is a neighborhood school and provides support to over 2400 students. To support Franklin High School's culture and climate the atmosphere and attitudes are addressed for our entire population (students, teachers, staff, parents, and community). Successful students absolutely participate in school. However, that first begins in the classroom. How do we increase student engagement/participation in their education? If the goal is to increase critical thinking and problem solving we have to get the kids engaged and less passive. Creating urgency and prioritizing academic participation. Since the culture and climate of our school are associated with academic achievement, effective prevention efforts, and positive youth development this is a strong focus on our campus. School counselor contacts included 1,724 for responsive services and 2,821 for school counseling core curriculum.

Our stakeholders are our staff, students, families and community members from not only the school boundary area, but also reach out into the larger community as many Stockton residents are Franklin alumni. Outreach to this larger community is needed as there is disappointment among alumni about the lack of pride within the school community and fostering those relationships.

We currently run seven Career and Technical Education (CTE) pathways and recently completed a survey for students and parents to gain input on their agreement with current offerings as well as suggestions for additional ones. This survey showed that students and parents are interested in the current pathways (Product Innovation and Design 25%, Welding 21%, Building and Construction 21%, Stagecraft 5%, Education 20%, and Junior Reserve Officers' Training Corp [JROTC] 8%) and provided input on possible future additions (Computer networking 25%, Food services and hospitality 20%, Autobody repair 17%, and Personal Care 15%).

The California Healthy Kids Survey was taken by 441 students in grades seven, nine, and eleven and provides information on a number of culture and climate areas at Franklin. These items include feelings on:

- School connectedness - agree/strongly agree = 7th 44%, 9th 35%, 11th 42%
- Peer supports - pretty/very much true = 7th 44%, 9th 29%, 11th 34%
- Adult supports - pretty/very much true = 7th 45%, 9th 47%, 11th 60%
- Support for Social Emotion Learning - agree/strongly agree = 7th 42%, 9th 28%, 11th 30%
- Positive school learning environment - agree/strongly agree = 7th 48%, 9th 40%, 11th %
- Positive learning engagement climate - agree/strongly agree = 7th 28%, 9th 18%, 11th 19%
- School promotes academic success - agree/strongly agree = 7th 36%, 9th 36%, 11th 35%
- Fairness - agree/strongly agree = 7th 35%, 9th 22%, 11th 29%
- Respect for diversity - agree/strongly agree = 7th 48%, 9th 33%, 11th 40%

The PLUS survey was completed by 1373 students (2021-2022) and also provides information on Franklin's climate and culture.

- I feel like I am a part of this school - yes = 63%
- I feel safe at this school - yes = 60%
- There is a lot of tension at my school between different cultures, races, ethnicities - yes = 22%
- I know an adult at my school I can talk to if I need help - yes = 71%
- I feel like my voice matters to adults at my school - yes = 55%
- The staff at my school treats students fairly - yes = 62%

Students are provided an array of clubs to be a part of including eSports, Hmong, Creative Writing, Art, LGBTQ, Black Student Union, and others.

Despite the feelings of positivity on surveys, there is a lack of participation in activities and groups on campus when they are available. Students are provided with "spirit weeks", after-school and lunchtime activities, etc. but do not participate or attend.

Staff input provided that it is necessary to find more things to celebrate besides attendance. Additionally, we need to be cautious when artificially celebrating students who have a problematic history with superficial rewards. Franklin is currently implementing the HERO system to allow all staff to address and reward positive behaviors.

School Culture and Climate Strengths

Strengths of our school culture and climate include the many opportunities we utilize to support our growth and improvement goals. Franklin High School provides students with:

- Social and emotional support systems
 - Wellness Center
 - Head Start
 - programs for trauma counseling, substance abuse counseling, anger management
 - LGBTQ support
 - gang intervention
 - suicide prevention
 - other mental health services
- District and Site based student support programs
 - PBIS

- PLUS
- PLUS forums
- Mentoring programs
- Student engagement activities
 - ASB
 - PLUS
 - Student Clubs
 - Sports
- Student program opportunities
 - CTE
 - IB
 - JROTC
 - VAPA
- Staff engagement activities
 - School committees
 - Sports
 - Clubs
 - Staff gatherings/team building activities

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Participation in culture and climate activities and offering is minimal. These are imperative for staff and to assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. Stand Students with Disabilities.

Root Cause/Why: Lack of school spirit/pride, small group choosing activities, etc. that may not be interesting to the larger school body.

Needs Statement 2 (Prioritized): Culture and climate needs to improve and will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. **Root Cause/Why:** Small group responsible and lack of participation by larger school body.

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 Goal

Goal 1: Student Achievement

Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

ELA/ELD:

By June 2024, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points.

By June 2024, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.

Math:

By June 2024, the percentage of students meeting or exceeding the standard in Math will increase by 5 percentage points (average of 5 percent growth per year).

By June 2024, the percentage of EL students meeting or exceeding the standards in Math will also increase by 5 percentage points.

Science:

By June 2024, the percentage of students meeting or exceeding the standard in Science will increase by 5 percentage points.

College and Career Readiness:

By June 2024, 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 2024, the graduation rate will also increase by 5 percent.

Identified Need

Consistent, site-based solutions for professional development need to be created based on WASC findings and Walk through tool data. We have to better serve our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Professional development skills and strategies are not broadly implemented. We need to send staff to PLC and AVID trainings. These PD's should support our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

After school professional development opportunities are not well attended. We need send teachers to PLC & AVID training and do pull outs based on our Walkthrough tool data. This will assist us in supporting our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

More effective instructional and relationship building strategies need to be prioritized and integrated into the school environment. Focus is on engagement, inquiry, and data analysis. This will assist in supporting our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Application of Instruction strategies/best practices is not an expectation monitored. The walkthrough tool will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Staff and students need to clear as to the yearly academic goals which are Engagement, Inquiry and Data Analysis (AVID/PLC). These strategies will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Parents are not engaged with the school (academic, activities, etc.) which detracts from the ability to address the needs of the students and community. Engaging parents will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Community engagement and a strong sense of "school community is lacking. Our 2 community assists are making direct communication with parents to encourage them to attend meetings and trainings. They will do some specific outreach to our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American and Students with Disabilities.

Participation in culture and climate activities and offering is minimal. These are imperative for staff and to assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. Student and Students with Disabilities.

Culture and climate needs to improve and will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students meeting/exceeding the standard in Math	Baseline 12.8%	Increase by 5% at or above grade level
Percent of students Meeting or exceeding Science Standard	Baseline 11.8 %	To raise score by 5% at or above grade level
Percent of students at or above grade level ELA	15% students at or above grade level	5% students at or above grade level
Percent of EL students meeting/exceeding Math Standards	3% of students at or above grade level	6% at or above grade level
Number of EL students reclassifying to fluent english proficient	19 RFEP students	45 RFEP students
Percentage of students meeting UC/CSU entrance requirements	15.5 % currently meet UC/CSU entrance requirements	25% to meet UC/CSU entrance requirements
Graduation Rate will increase by 5%	86% met graduation requirements	91% to meet graduation requirements

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Increase student academic achievement through a comprehensive instructional support system.

Leadership Team: This team will be composed of administrators, department chair teachers from the core, AVID, ELD, IB and CTE. The Leadership team will collaborate on a monthly 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 like AVID/PLC/Staff pull outs based Walkthrough tool data.

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, inquiry training, and growth mindset training, data analysis and monthly academic conferences. These conferences offer training and support in supporting our students who struggle the most. They all have data analysis and offer equitable practices.

Instructional Coach: (1 @ 1 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. We will provide student data to our instructional coach to specifically support our students in need of extra support our Homeless, Native American, 2 or more races, African American and Students with disabilities.

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 data analysis and WICOR strategies.

Professional Development:

Opportunities are provided for specific departments to receive professional development based on the PLC targeted goals and data provided via the Walkthrough tool, 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 (RISE Academy/Academic Opportunity)) or during teacher office hours.

District Provided Core Subject Workshops and/or conferences: 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 and school site. Purchase KUTA Software for Math Support \$500 Licensing fee

ELD: District Provided ELD Workshops and/or conferences: 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 and school site. Teachers will bring back training for ELD strategies for mainstreamed classes.

AVID: District Provided AVID Workshops and/or conferences: 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 and school site.

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. The leadership team will collect additional data by completing instructional walks as teams with the instructional coach.

Subs 11 teachers x 200x10 times a year = \$22,000

License for Dependable Walkthrough tool = \$7,000

License for Explain Everything App for iPads - \$2,000

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

Planning, collaboration, and articulation of PLC initiatives (certificated and classified members) for effective implementation of PLC strategies to achieve school goals. PLC team will align efforts to deliver high quality instruction, improve student achievement, and build a positive school culture/climate that establishes high expectations through student empowerment, self-efficacy, growth mindset, and productive personal relationships.

Teachers: Additional Hourly for PLC Process/Trainings: 113 Teachers X 3 hours per month X 5 months X \$60 = \$101,700 (Allocating \$107,039) Title I- 11500

Counselors Additional Comp

9 Counselors X 6.5 hours X 3 times at the beginning of the school year for schedule collaboration X \$60 rate of pay = \$12,000

9 Counselors X 4 hours throughout the year for collaboration X\$60 \$4000

Classified Staff Additional Comp to make parent phone calls after hours \$5,000

staff x hours per month x months x \$ =

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:

5 days for 95 people x \$200.00 a day = \$95,000 (Allocating \$94,400-Title 1)

Culture and Climate Team which is made of certificated and classified staff are working together to support the culture and climate at Franklin High School. We are teaming with CWA, ASB and PLUS to increase both student and staff engagement in campus. We will meet to plan and coordinate ways to increase culture and climate. We will be planning and articulating the PLC initiatives for certificated and classified staff to achieve school goals This team will improve student achievement and build positive school culture/climate thast establishes high expectations, growth mindset and improve attendance. CWA will support our summer initiatives during summer school. Budget for additional comp. 20,473.

Conference: - \$90,000 - 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, 8 AVID teacher, and 1 counselor (\$3,000 X 10 = \$30,000, Allocating \$30,000)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$101,700	50643 - Title I
\$16,000	50643 - Title I
\$116,400	50643 - Title I

\$90,000	50643 - Title I
\$9,000	50643 - Title I
\$5,000	50643 - Title I
\$15,473	50643 - Title I
\$5,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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.

Instructional Assistant: (1 FTE (8 hours) \$40,066 - Title 1) Provide EL and general education 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 change to Instructional Assist from Bilingual Assist to provide more flexibility to our support. This assist will also focus on our Homeless, Native American, 2 or More Races, African American, Students with disabilities.

Bilingual/Instructional Assistant/ Community Assist 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. They are starting a ELD Club to offer a space where they can support one another.

We are purchasing an extra prep that was not allotted in our FTE to support the coordination of the ELD program and the AVID program. 2 Preps X \$30,000 =60,000

Academic Support:

In person, teachers in core areas provide additional academic support to students each week. Tutoring is available to all students. Tutoring is also available for targeted populations (EL's, Seniors in danger of failing, Sped, AA) receiving D's and F's. This tutoring will occur before and after school.

Students with disabilities, Homeless, Native American, 2 or more races, and African American students will also be provided with academic support through individual or small group tutoring, Academic Rescue, and learning centers.

During the school day we will offer Academic Opportunity and RISE Academy that includes behavior intervention and academic support.

Intervention for seniors who need credit recovery, purchasing 3 additional preps 3X 30,000 =90,000

Extended Day/Year Programming:

Franklin will host Summer Intersession/Extended Year Program to provide credit recovery opportunities through the use of online learning platforms. Two hundred 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 2023-2024 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 requirements 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

CARE team referral

Wellness Center referral

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)- \$315,234 -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

i. Academic Opportunity/RISE Academy

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

Schoolwide 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, student engagement (Such as emerging levels for EL students) and meet grade level expectations by utilizing is schoolwide. Grade level expectations (e.g. level 2 &3 questions by teachers and question development by students, close reading, etc.) that support student collaboration (e.g. pair share, 11 O'clock partner share, philosophical chairs, same and different about warm up problems, Socratic seminars etc.) will also be used.

Cost of Planners 2500 x 7 = 17,500

Instructional Materials/Supplies: \$36,000 Title 1 - planners (17,500), novels, paper, writing tools, markers, toner/ink, white boards (40,000), chart paper, etc.

Maintenance Agreement: \$1000 - LCFF Maintenance agreements to ensure the equipment is available and usable to provide print rich environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$40,066	50643 - Title I
\$259,369	23030 - LCFF (Site)
\$93,500	50643 - Title I
\$1,000	50643 - Title I
\$149,500	23030 - LCFF (Site)
\$4,500	50643 - Title I
\$13,504	50643 - Title I Salary Contingency
\$39,014	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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, and Pacific Islander.

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/Instructional Materials: \$5,000 - Title I

Data to demonstrate effectiveness: counselor meeting data, increased graduation and A-G rates.

In the spring, all AVID/ELD/African America, Students with disabilities, Native American, Homeless and 2 or more races. All Subgroups students (9-12), including targeted student groups, will participate in 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 in person college tours will be to help students envision a different future for themselves. For the 11th grade students, the purpose of these 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.

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: 25 field trips X \$3,000 = \$75,000

Data: Number of approved Field trip forms completed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,000	50643 - Title I
\$75,000	50643 - Title I
\$3,600	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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.
Science Instructional Materials/Supplies: \$5,000

Franklin also offers students the opportunity to complete a career pathway in seven 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.

6. Computer Networking: Prepares students for further education in computer network analysis, planning, and implementation, by working with the computer hardware and programs that enable the computers to communicate with each other to share resources, data, and applications.

7. Autobody Repair: Prepares students for an entry-level position at a vehicle collision and refinishing facility. Auto body technicians are skilled workers who complete repairs or modifications on automotive vehicles. Most work for auto body shops, car and truck dealers, and manufacturers. Others work for trucking companies or bus lines, where they repair trucks, truck trailers, or buses.)

Program Specialist (1 FTE - .5 FTE - Title I - LCFF - \$157,704 (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 testing (ELPAC, I-Ready, SBAC, MDTP, SAT, etc.). Assists to monitor reclassifications, student progress, and 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. They will also assist on pulling data so we can measure growth of our Native American, Homeless, African American, Students with disabilities, and 2 or more races.

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,000	50643 - Title I
\$89,437	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

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

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategy/Activity 1: Leadership team began the year collaborating to analyze data and further establish focus areas of School Culture and Climate, Literacy, Equity, Health and Wellness, and Growth Mindset. This leadership work was paused to establish a Culture and Climate team which would focus on gaining a larger team and lead work in this focus area. Teacher training and professional development was planned for pull-out days throughout the school year but due to a lack of substitute teachers the plan had to be adjusted. Professional development trainings and workshops were provided by the district office three times during the year and site trainings were given in the areas of AVID, Literacy, and ELD. Conferences were not available due to COVID restrictions. One instructional coach provided curriculum and instructional support for ELA and worked closely with new teachers. The second planned instructional coach was not available as coaches were pulled to fill in for unfilled teaching positions. Eighteen PLC opportunities were provided with collaboration time embedded in the school day. Subject teams worked in areas specific to their needs and collaborated with larger groups as was determined. District ELD workshops were attended by five teachers and three teachers attended the California Association for Bilingual Education (CABE) conference. The number of teachers attending trainings (besides the district provided professional development) was low despite the incentive of paid time. Strategy/Activity 2: ELD information needed to answer this question The Library Media Assitant position was staffed, but was vacated early in the year and not restaffed. Some visits were made by classes and checked out books. The library was not open during lunch time due to a lack of staffing. Academic support for students was provided for students in-person on Monday, Wednesday, and Friday for 1.5 hours. This support was open to all students and all curriculum areas. Need #s of teachers and student participants Extended Day/Year/Summer session ran during the summer of 2021 with 350 students and twelve teachers. Students completed credit recovery and remediation including seniors who were close to attaining their high school diploma. Rescue strategies and counseling were given to students by the counseling department with 6,428 contacts made. Interventions for Franklin's MTSS system provided services for academic, social, and emotional interventions including the Wellness center services and providers as well as the counseling department's services Individual Student Planning 6,428, Consultation & Collaboration 4,076, Responsive Services 2,869, School Counseling Core Curriculum 1,245. Students received tiered interventions through a referral process and included 215 tier 1 interventions, 155 tier 2 referrals, and 15 tier three referrals. Sixty-eight students were also referred to Franklin's CARE team to provide additional services as needed. Assistant principal 3@.5 FTE - What is the outcome of this? Strategy/Activity 3: College and Career Readiness strategies and information were provided through counseling and the College and Career Center. Assistant principals worked with counselors to monitor student achievement through continuous academic evaluations. Credit recovery options utilized APEX, Cyber High, and the RISE academy. Apex: 492 students, active enrollments 1146 courses, courses completed summer 2021 47, courses completed 2021-22 as of mid-April 956. Cyber-High: 185 students, active enrollments 234 courses, courses completed 179. RISE academy 30 students. 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 Computers to be purchased for counseling did not happen, what was money re-allocated for? Due to COVID restrictions college tours did not occur. Strategy/Activity 4: Science alignment and continued support through the San Joaquin County Office of Education was provided during the school year. DID SCIENCE GET \$10,000 FOR MATERIALS/SUPPLIES? Six Career and Technical Education (CTE) pathways were offered during the 21-22 school year (Residential and Commercial Construction, Product Innovation, Welding, Education, Production and Managerial Arts, JROTC), with two additional pathways (Autobody repair, Computer Networking) developed for implementation in the 22-23 school year. CTE pathway completion rates for 20-21 were 6.2% of the student population with a projected (Nathan can have this next week) % for the 21-22 school year.

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

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.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

By the end of the 2023-2024 school year, Franklin High School will reduce suspension by 5% for all students. By the end of 2023-2024, the number of teacher referred discipline will be reduced by 10% for all students.

Expulsions: By the end of the 2023-2024, Franklin High School will reduce expulsion rates by .04% 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 2023-2024 school year, Franklin will reduce chronic truancy by 10%.

By the end of the 2023-2024 school year, Franklin will increase school-wide attendance by 10%.

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.

Identified Need

Consistent, site-based solutions for professional development need to be created based on WASC findings and Walk through tool data. We have to better serve our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Professional development skills and strategies are not broadly implemented. We need to send staff to PLC and AVID trainings. These PD's should support our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

After school professional development opportunities are not well attended. We need send teachers to PLC & AVID training and do pull outs based on our Walkthrough tool data. This will assist us in supporting our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

More effective instructional and relationship building strategies need to be prioritized and integrated into the school environment. Focus is on engagement, inquiry, and data analysis. This will assist in supporting our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Staff and students need to clear as to the yearly academic goals which are Engagement, Inquiry and Data Analysis (AVID/PLC). These strategies will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Parents are not engaged with the school (academic, activities, etc.) which detracts from the ability to address the needs of the students and community. Engaging parents will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Community engagement and a strong sense of "school community is lacking. Our 2 community assists are making direct communication with parents to encourage them to attend meetings and trainings. They will do some specific outreach to our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American and Students with Disabilities.

Participation in culture and climate activities and offering is minimal. These are imperative for staff and to assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. Student and Students with Disabilities.

Culture and climate needs to improve and will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce expulsion rate	Expulsion data increased this year due to Distance Learning year being 0% Expulsions This year there was 1 expulsion.04%	Reduce Expulsions by .04%
Increase attendance rates	52.02% attendance rate	Increase by 10% to 62.02%
Reduce Suspension Rates	8% (179) of students were suspended	Reduce suspension rates by 5. % (9)
Reduce chronic truancy rates	35.5% of students were chronically truant	Reduce chronic truancy by 10% (25.5%)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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

Culture and Climate Team which is made of certificated and classified staff are working together to support the culture and climate at Franklin High School. We are teaming with ASB and PLUS to increase both student and staff engagement in campus. We will meet to plan and coordinate ways to increase culture and climate. In addition

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

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.

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 one 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 \$13,600.00 - 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$13,600	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Social Work Assists (funded by Central Office) 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 we 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 to provide conflict mediation, restorative practices, community service, anger management, 1:1 mentoring.

Due to the addition of our social Work Assist we intend to hire a Community Assist to specifically support our student community to enhance this support for students.

Community Assist - 2 FTE @ 8 hours daily = \$136,307 (Title 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$136,307	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Campus Goal #1 Suspension and expulsion goals were not met. During the 20-21 school year the suspension and expulsion rate was 0% due to school being virtual. Suspensions for 21-22 (beginning April) 143 or 5.4%. Expulsions for the 20-21 school year was 0% and expulsions for the 21-22 school year as of the beginning of April is 5 or 0.19% Attendance goals were not met. The 20-21 school year chronic absenteeism rate as of May 2021 was 16.4%. The 21-22 school year chronic absenteeism rate as of Mid-April is 47.98% Counseling, the Wellness Center, and Child Welfare and Attendance are all actively involved in increasing student attendance. The HERO system has been introduced to allow all staff to address and reward positive behaviors including attendance. Strategy/Activity 1: Students academic intervention and social-emotional/behavioral needs are being addressed through MTSS. This includes a three-tiered intervention system and referrals to the CARE team as needed. Tier 1 interventions: 215 students, Tier 2 referrals: 155 students, Tier 3 referrals: 15 students. CARE team referrals: 68. Twelve students were moved out of CARE team Strategy/Activity 2: Social and emotional support systems were provided as a tool to increasing student learning, attendance, decrease truancy, suspensions, expulsions, and behavioral referrals. The wellness center provides a variety of counseling, group opportunities, and trainings. #s for Wellness center referrals, groups, providers, etc. ASB/Leadership, PLUS, and LinkCrew provide student supports an initiatives to increase attendance and academics as well as an arena for discussion of barriers and concerns. Mentoring activities, forums, and activities were held throughout the year. The PLUS program includes 43 students who provided: eight forums with 200 participants, suicide prevention week and lunchtime activities, Unity day, two movie nights, video game tournament, two cafeteria promotions, kindness week activities, white-out tobacco day, mentoring program with 46 mentees, and two PLUS surveys were given with an average of 1200 submission. Link Crew was implemented as a transition program for freshmen to make them feel welcome and comfortable during the first year of their high school experience. Mentors for Link Crew are 21 of the current 11th and 12th graders and they have mentored all students in the freshman class during the 21-22 school year. This has been done through two large group and four individual check-ins. JROTC and athletics are additional leadership opportunities for students. For the 21-22 school year there are 58 students enrolled in JROTC. Sports programs at Franklin include thirteen sport options and 675 students registered for athletics. Strategy/Activity 3: Planned ongoing recognition celebrations were not held during the school year. An end-of-the year awards ceremony for seniors will be held May 2022. Strategy/Activity 4: The plan for consulting with the "Resilient Me!" organization was not able to be completed. Funding for this support is to be utilized in creating an additional community liaison position.

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

articulated goal.

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.

LCAP Goal

Goal 3: Meaningful Partnerships

Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By June 2024, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders.
By June 2024, establish one new opportunity for stakeholders to be engaged with the school community.
By June 2024, identify two opportunities for student internships within the community.

Identified Need

More effective instructional and relationship building strategies need to be prioritized and integrated into the school environment. Focus is on engagement, inquiry, and data analysis. This will assist in supporting our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Application of Instruction strategies/best practices is not an expectation monitored. The walkthrough tool will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Parents are not engaged with the school (academic, activities, etc.) which detracts from the ability to address the needs of the students and community. Engaging parents will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Community engagement and a strong sense of "school community is lacking. Our 2 community assists are making direct communication with parents to encourage them to attend meetings and trainings. They will do some spcefic outreach to our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.and Students with Disabilities.

Participation in culture and climate activities and offering is minimal. These are imperative for staff and to assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American. Stoand Students with Disabilities.

Culture and climate needs to improve and will assist our targeted groups which are Homeless, Native American, Students with Disabilities, 2 or more Races, and African American.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Establish a new opportunity for Stakeholders	Established a consistent Parent Coffee Hour	Create topics that make it more compelling for parents to attend to increase participation by 5%
Increase parent participation	We had 3% Participation with an average of 11 participants at 31 events.	Increase by 10% with more Communit Assist Outreach
Identify 2 opportunities for student internships	We had 1 opportunity for student internships	CTE team is working on creating at least 2 more internship opportunities for students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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, Rosetta Stone Licenses to offer parent opportunity to learn English, AVID information nights, Parent Coffee Hours, ELAC, SSC, IB Parent Meetings, etc.

License Fees 58450 Rosetta Stone - \$2000 Title1 Parent

For development of the student/parent resource center and facilitation of student/parent centered meetings and support services, instructional technology will be acquired and maintained. Such items may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices.

Equipment 44000 - Title1
Laptops for parents to have access to Rosetta Stone (see below)

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 - \$2,923: 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.

Parents will be provided opportunities to attend conferences such as CAFE and train with consultants to develop their capacity in supporting student academic achievement, improving relationships for collaboration, strengthening community support services, and advocating for community needs.
Franklin will seek additional consultants, utilize other appropriate conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.
Conference 52150 - Title1Parent \$6,500
Consultant 58320 -

Non-Instructional Materials - \$6,500: 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: Laptops per Rosetta Stone part of Materials for parent engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,000	50647 - Title I - Parent
\$4,094	50647 - Title I - Parent
\$6,500	50647 - Title I - Parent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Students to be Served: All Students

Community Assistant - 2 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, EL, 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
2 FTE - \$175,630 (LCFF & Title 1) Funded in above goal

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 Blackboard 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

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

Amount(s)	Source(s)
\$1,500	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Campus Goal #1: Parent Nights (Back-to-School Night (August 2020 and 2021) and Open House (April 2021, not held April 2022) were held virtually. Attendance was low for both of these events. #s needed Due to COVID restrictions still in place during most of the 21-22 school year no new opportunities were developed for community stakeholders to engage with the school community. Three student internships were implemented through the Residential and Commercial construction CTE pathway. Strategy/Activity 1: Maintaining and expanding on the amount of parent involvement during the 21-22 school year was difficult due to the continued COVID restrictions for people on campus. Most activities (college field trips, college awareness information workshops, AVID information nights, Parent Coffee hours) did not occur. The ELAC, SSC, and IB parent meetings were helped virtually. ELAC attendance averaged #s, SSC attendance averaged 8 participants per meeting, IB attendance averaged 5 participants per meeting. Franklin high school hired a full-time community assistant in March 2022. This position was developed to support community/parent outreach and awareness. Communications to stakeholders was a focus during this year and multiples modes of communication were utilized. These included delivery of 368 Blackboard messages and information "push-out" regularly delivered through Instagram and Facebook which each have in excess of 2,000 followers. ParentVue, Google Classroom, and district email are all modes of communication that are utilized by staff for contacting and updating information. Strategy/Activity 3: The staff in CTE have continued building relationships with local businesses to provide internships and on-site job training for students. Internships were established within the Residential and Commercial Construction for three students this year. Additional connections have been made

and will be integrated in the upcoming school year.

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

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.

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	\$763,744.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,301,064.00

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 (\$)
50643 - Title I	\$737,646.00
50647 - Title I - Parent	\$12,594.00
50643 - Title I Salary Contingency	\$13,504.00

Subtotal of additional federal funds included for this school: \$763,744.00

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 (\$)
23030 - LCFF (Site)	\$498,306.00
23030 - LCFF Salary Contingency	\$39,014.00

Subtotal of state or local funds included for this school: \$537,320.00

Total of federal, state, and/or local funds for this school: \$1,301,064.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov