

# 2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Franklin (63 - 515)

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

Attested:

Anna Lotti  
Typed Name of School Principal

*Anna Lotti*  
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	05/27/2022	06/28/2022

## Purpose

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

Franklin High School is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for Students with Disabilities (SWD) student group.

## 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.

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

## Engaging Educational Partners

Refer to comprehensive needs assessment.

## Resource Inequities

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

Refer to comprehensive needs assessment.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

Information was compiled and presented to groups for additional input on problem statements, goals, and solutions for the needs assessment.

- Administrative Team:

4/4/22: team discussed needs assessment statements and data needs. Brainstorming as a group to cover schoolwide information, strengths, and needs.

4/11/22: team discussed how data determine strengths and needs as well as developing the problem statements and "why".

4/18/22: team further developed the problem statements, why, and needs summary information.

- Department Chairs:

4/5/22: In the department chair meeting leaders were presented with current information on the needs assessment. Input on all areas was discussed along with suggested questions, and departments will be working together with their staff to provide additional input at the next department meeting (4/12/22).

- Department staff:

4/12/22: Input was received from the following departments:

- Social Science: Targeted professional development, teacher buy-in, clarity and consistency with curriculum, priorities, instruction and engagement, accountability for all, school participation (staff and students), celebrations

- English Learner Advisory Committee

4/14/22: parent survey

# 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, 6 of which are misassigned (5.6%). 75.6% of our teachers are permanent with an average of 11.5 years in this LEA. Due to the pandemic, we have been affected by a shortage of teachers and are currently still staffing some positions with long-term substitutes when available. Teacher absences have also been exacerbated by the pandemic which has created classroom coverage issues. During the last four years, there has been a yearly turnover of principals which has also contributed to inconsistencies and the inability to follow through on plans each year.

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 four assistant principals and an additional one was added in March 2022. 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. 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 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. These included ELD, AVID, Literacy, and Critical Thinking, but were not well attended. 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.

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. **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. **Root Cause/Why:** Lack of planning, follow-through, and accountability.

**Needs Statement 3 (Prioritized):** Professional development opportunities are not well-attended. **Root Cause/Why:** Poor implementation of initiatives and trainings in the past.



# Teaching and Learning

## Teaching and Learning Summary

Franklin High School serves 2300 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 2020-21 year we had a preliminary graduation rate of 75.6%. 18.7% of the students were A-G Ready at graduation and 6.2% Complete at least 1 CTE Pathway. For the 21-22 School year the school functioned on a 4x4 Block Schedule with every class period running 92 minutes per day and the student. Students take 4 classes per Term (Aug-Dec/ Jan-May); the teacher ratio is 27:1. Due to multiple factors, our Chronic absentee rate is 49.3. Approximately 250 students have remained on Distance Learning this school year. Unduplicated suspensions for grades nine through twelve are 139. Franklin has had five expulsions in the 21-22 school year.

Franklin High School has ten Resource teachers, Four Special Day Class teachers, and two Moderate/ Severe SDC classes to serve 252 (11%) Special Education students. Six levels of ELD Classes to serve 574 (25%) ELD students through Designated ELD Instruction with 33 Reclassifications for the 21-22 school year. Franklin contains a sixth through twelfth grade International Baccalaureate Program serving 350 students. In the 20-21 school year 22% of our students took at least one IB exam and 20% passed at least one IB exam. We currently have six Career and Technical Education (CTE) Programs serving 800 students. We had 41 students earn the Seal of Bi-Literacy in the 21-22 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 6,428 for individual student planning and 4,076 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)
- 21-22 graduation rate is an improvement over 20-21
- 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. **Root Cause/Why:** The skills have not been practiced with fidelity because there was inconsistent accountability.

**Needs Statement 2 (Prioritized):** Application of instructional strategies/best practices is not and expectation monitored. **Root Cause/Why:** The skills have not been practiced with fidelity because there was inconsistent accountability.

**Needs Statement 3 (Prioritized):** Staff and students are unclear as to the yearly academic goals. **Root Cause/Why:** Lack of 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 69% 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. It was thought that during the pandemic the necessity of Zoom meetings would increase participation due to the ease of attendance but this was not the case. 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 456 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 = grade 7 59%, grade 9 46%, grade 11 32%
- Parents feel welcome to participate at the school - Agree /strongly agree = grade 7 73%, grade 9 42%, grade 11 37%
- Staff takes parent concerns seriously - Agree/strongly agree = grade 7 46%, grade 9 45%, grade 11 35%

The Franklin Wellness Center focuses on prevention and early intervention by offering school based supportive services erVICES 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 49 responses and included information on feeling welcome and accepted at the school (57% agree), interest in participating in a school committee (86% no), best method of communication (55% phone, 25% 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 several parent booster groups including athletics, 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
- Athletic Boosters
- Performing Arts Boosters
- Back to School Night
- FHS Twitter Account
- FHS Facebook Account
- Ed Connect phone message service
- Website
- IB Personal Project Showcase

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## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Parents are not engaged with the school (academics, activities, etc.) which detracts from the ability to address the needs of the students and community. **Root Cause/Why:** Parents of high-school age students tend to be less involved in their child's education.

**Needs Statement 2 (Prioritized):** Community engagement and a strong sense of "school community" is lacking. **Root Cause/Why:** Parents feel "disconnected" from the school.

# 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 underway with the new football stadium opening in January 2022 and the remainder of the additions expected to be 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). Franklin is a neighborhood school and provides support to over 2300 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 2,869 for responsive services and 1,245 for school counseling core curriculum.

Our stakeholder 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 six 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 456 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 = 9th 42%
- Peer supports - pretty/very much true = 7th 75%, 9th 70%, 11th 59%
- Adult supports - pretty/very much true = 7th 70%, 9th 72%, 11th 74%
- Support for Social Emotion Learning - agree/strongly agree = 7th 59%, 9th 49%, 11th 35%
- Positive school learning environment - agree/strongly agree = 7th 69%, 9th 61%, 11th 49%
- Positive learning engagement climate - agree/strongly agree = 7th 41%, 9th 31%, 11th 22%
- School promotes academic success - agree/strongly agree = 7th 61%, 9th 61%, 11th 44%
- Fairness - agree/strongly agree = 7th 60%, 9th 47%, 11th 36%
- Respect for diversity - agree/strongly agree = 7th 67%, 9th 52%, 11th 40%

The PLUS survey was completed by 1098 students (Feb 2021) and also provides information on Franklin's climate and culture.

- I feel like I am a part of this school - yes = 61%
- I feel safe at this school - yes = 65%
- There is a lot of tension at my school between different cultures, races, ethnicities - yes = 23%
- I know an adult at my school I can talk to if I need help - yes = 72%
- I feel like my voice matters to adults at my school - yes = 59%
- The staff at my school treats students fairly - yes = 67%

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. **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 help to improve. **Root Cause/Why:** Small group responsible and lack of input from 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 2023, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 10 percentage points (average of 5 percent growth per year).  
By June 2023, the percentage of EL students meeting SUSD reclassification criteria will increase by 10 percentage points.

Math:  
By June 2023, the percentage of students meeting or exceeding the standard in Math will increase by 10 percentage points (average of 5 percent growth per year).  
By June 2023, the percentage of EL students meeting or exceeding the standards in Math will also increase by 10 percentage points.

Science:  
By June 2023, the percentage of students meeting or exceeding the standard in Science will increase by 10 percentage points.  
College and Career Readiness:  
By June 2023, 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 2023, the graduation rate will also increase by 5 percent.

## Identified Need

Consistent, site-based solutions for professional development need to be created.

Professional development skills and strategies are not broadly implemented.

Professional development opportunities are not well-attended.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students meeting/exceeding the standard in Math	Awaiting baseline	Increase by 5% at or above grade level
Percent of students Meeting or exceeding Science Standard	This is the first year of testing and results are not currently known.	To raise score by 10% over 2 years once we have a baseline
Percent of students at or above grade level	15% students at or above grade level	25% students at or above grade level
Percent of EL students meeting/exceeding Math Standards	3% of students at or above grade level	11% at or above grade level
Number of EL students reclassifying to fluent english proficient	62 RFEP students	68 RFEP students
Percentage of students meeting UC/CSU entrance requirements	16% currently meet UC/CSU entrance requirements	25% to meet UC/CSU entrance requirements
Graduation Rate will increase by 5%	80% 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 two administrators and 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.

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.

Instructional Coach: (2 @ 2 FTE Instructional Coaches - Centralized Service) Will provide curricular and instructional support in the ELA and ELD department. Support will be provided to new and experienced teachers in their subject matter. The Instructional Coach will foster teacher collaboration, conduct action walks with teachers and will provide professional development relevant to teacher's subject matter. The Instructional Coach will also provide support via co-teaching and demo lessons in the classroom.

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

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

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

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

Counselors Additional Comp

8 Counselors X 5 hours per month X 5 months X \$60 rate of pay = \$12,000

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)

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)
\$107049	50643 - Title I
\$12000	50643 - Title I
\$116400	50643 - Title I

\$90000	50643 - Title I
\$500	50643 - Title I

## Strategy/Activity 1.1.2

### Students to be Served by this Strategy/Activity

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

All Students

### 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) \$87,815 - 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.

Bilingual/Instructional Assistant Additional Comp Pay Calculation for support during ELPAC testing and communication with parents.  
10 hours X \$50 rate of pay = \$4,500 total cost (LCFF)

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

#### 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 after school.

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

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

#### 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 2022-2023 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 - Includes planners (17,500), novels, paper, writing tools, markers, toner/ink, white boards, 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)
\$36000	50643 - Title I
\$1000	50643 - Title I
\$87815	50643 - Title I
\$315234	23030 - LCFF (Site)

**Strategy/Activity 1.1.3**

**Students to be Served by this Strategy/Activity**

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

**Strategy/Activity**

Students 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: \$5,000 - Title I

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

In the spring, all AVID students (9-12), including targeted student groups, will participate in virtual/in person college tours. For 9th graders, the purpose of these tours is to provide the 9th grade students with an opportunity to become familiar with the atmosphere and learn first-hand some aspects of college life. For 10th graders, the purpose of these virtual/in person college tours will be to help students envision a different future for themselves. For the 11th grade students, the purpose of these virtual/in person tours is to promote early awareness of college preparation, selection, admissions, financial aid and other critical steps for college entry.

Lastly, for the 12th grade students the purpose of these tours is to provide them with an opportunity to (1) learn about the academic and extracurricular activities available to them on college campus (2) to help them imagine what it would be like if they were in college and (3) demystifies misconceptions related to college. It is the intent of these virtual/in person college tours that participating students will become energized and hopeful for their future as a college student. The overall main goal of these trips is to place into context the economic and personal value of obtaining a postsecondary education.

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

Schools to be targeted in the spring for these tours are:  
 9th Grade (50 students): Sacramento State  
 10th Grade (50 students): Stanislaus State  
 11th Grade (50 students): U.C Davis  
 Substitute Pay Calculation for Teacher Release:  
 6-day X 3 teachers x \$200 day rate = \$3,600  
 Field Trips - Non-District Transportation: 18 field trips X \$1,500 = \$27,000

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)
\$27000	50643 - Title I
\$5000	50643 - Title I
\$3600	50643 - Title I

**Strategy/Activity 1.1.4**

**Students to be Served by this Strategy/Activity**

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

**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.

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)
\$5000	50643 - Title I
\$157704	23030 - LCFF (Site)

## 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: 2021-2022

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 Assistant 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. Fourteen teachers provided tutoring for 1703 session visits.

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 principals oversaw instructional supports and intervention programs, coordinate services and supports, ensure academic rigor, and ensure equity.

#### 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.

Computers were not purchased for counseling, they were given 20 student Chromebooks.

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.

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.

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

Monies from planned staff positions and activities that were not utilized were moved to be used to enhance the learning environment.

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.

Changes to this goal are minimal with additional tools, and training. Strategy/activity 1 - additional trainings. Strategy 2 - removal and reallocation of funding for Library/Media Assistant and academic support process revision.

## 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 2022-2023 school year, Franklin High School will reduce suspension by 10% for all students. By the end of 2022-2023, the number of teacher referred discipline will be reduced by 10% for all students.

Expulsions: By the end of the 2022-2023, Franklin High School will reduce expulsion rates by 5% for all students.

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

By the end of the 2022-2023 school year, Franklin will reduce chronic truancy by 10%.

By the end of the 2022-2023 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.

More effective instructional and relationship building strategies need to be prioritized and integrated into the school environment.

Parents are not engaged with the school (academics, activities, etc.) which detracts from the ability to address the needs of the students and community.

## 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	Reduce Expulsions by 10%
Increase attendance rates	52.02% attendance rate	Increase by 10% to 62.02%
Reduce Suspension Rates	5.4% (143) of students were suspended	Reduce suspension rates by 5.2% (14)
Reduce chronic truancy rates	47.98% of students were chronically truant	Reduce chronic truancy by 10% (37.98%)

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)

All Students

#### 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.

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]

### Strategy/Activity 2.1.2

#### Students to be Served by this Strategy/Activity

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

All Students

#### 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 \$9,000.00 - Title I

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

### 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)
\$9000	50643 - Title I

### 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]

### Strategy/Activity 2.1.4

#### Students to be Served by this Strategy/Activity

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

#### 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 (Resilient Me!), the organization will provide wrap-around mentoring services for students who are in need for more intensive support on a more intimate basis that maintains continuity. They will also focus on development plans that restore the 7 C's of resilience (competence, confidence, connection, character, contribution, coping, and control) necessary to manage the challenges in the lives of at-risk youth. Mentorship with Consultant to provide conflict mediation, restorative practices, community service, anger management, 1:1 mentoring.

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 = \$111,248 (Title 1) + \$64,382 (LCFF)

#### 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)
\$111248	50643 - Title I
\$64382	23030 - LCFF (Site)

## Annual Review

### SPSA Year Reviewed: 2021-2022

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. Wellness center received 980 referrals resulting in 2902 contacts through approximately 20 groups/providers.

ASB/Leadership, PLUS, and LinkCrew provide student supports 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.

Monies from planned staff positions and activities that were not utilized were moved to be used to enhance the learning environment.

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.

IB subgroup was removed from campus goal in each strategy/activity.

Reallocation of service and funding for consultants moved to additional community assist for student needs in strategy/activity 4.

## 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 2023, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2023, establish one new opportunity for stakeholders to be engaged with the school community.

By June 2023, identify two opportunities for student internships within the community.

### Identified Need

Parents are not engaged with the school (academics, activities, etc.) which detracts from the ability to address the needs of the students and community.

Community engagement and a strong sense of "school community" is lacking.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Establish a new opportunity for Stakeholders	We had no parent coffee hour	Establish a consistent parent coffee hour
Increase parent participation	With COVID we had a 3% participation	Increase by 10%
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)

All Students

#### 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.

Equipment - Rosetta Stone License Fee's \$2000,  
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.

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)
\$2923	50647 - Title I - Parent

\$6500	50647 - Title I - Parent
\$2000	50647 - Title I - Parent

### Strategy/Activity 3.1.2

#### Students to be Served by this Strategy/Activity

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

#### 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)
\$1500	50643 - Title I

### Strategy/Activity 3.1.3

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

Students 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: 2021-2022**

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.

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 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 held virtually. ELAC attendance averaged 5 to 10 parents at six meetings, SSC attendance averaged 8 participants per meeting, and 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.

Communication to stakeholders was a focus during this year and multiple 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 has 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.

Monies from planned staff positions and activities that were not utilized were moved to be used to enhance the learning environment.

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.

No changes to this goal.

# 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	\$624535
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	\$1161855

## 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	\$613112
50647 - Title I - Parent	\$11423

Subtotal of additional federal funds included for this school: \$624535

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)	\$537320
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$537320

Total of federal, state, and/or local funds for this school: \$1161855