



Franklin High School

Local Control Accountability Plan (LCAP) 2020 - 2021

Principal: _

(Signature): _

County-District-School (CDS) Code: 34673143430873

**Elk Grove Unified School District
Elk Grove, California**

Approved by the Elk Grove Unified School District Board of Education on _

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting

State Priorities

Conditions of Learning:

- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:

- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:

- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum

- All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Goal 2: Assessment, Data Analysis, & Action

- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness

- All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement

- All students will benefit from programs and services designed to inform and involve family and community partners.

Stakeholder Engagement

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| Involvement Process for LCAP and Annual Update |
| <p>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>We have worked with all of our stakeholders throughout the 19-20 year to plan for the 20-21 year. As soon as Dashboard data is shared with sites, we break it down into small chunks and review at our School Site Council meetings, October 24, 2019, December 10, 2019 and January 21, 2020. Leadership team meetings, February 2, 2020, and staff meetings, August 28, 2019, January 15, 2020 and February 12, 2020. Parent and student input are acquired through annual ELAC committee meetings - November 19, 2019 and LCAP surveys and then the resulting comments and data are shared with our SSC, Leadership and staff.</p> |
| Impact of LCAP and Annual Update |
| <p>How did these consultations affect the LCAP for the upcoming year?</p> <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> <p>Our consultations resulted in an overwhelming request to continue our work with student wellness and the transformation of our on-campus suspension room into a Student Wellness Center. In addition, we have determined that our College and Career Readiness program needs to become a focus for the 20-21 school year, with a specific focus on our UC a-g completion rate, the increase of specific pathway program completers and an increase of opportunities for students in specific pathways.</p> |

Resource Inequities

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| Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. |
| <p>In 2019-20, Franklin High School was identified as an Alternative Targeted Support and Improvement (ATSI) school because seven of our subgroups (African American, Hispanic, White, Two or More, EL, SED and SWD need additional targeted support to meet growth goals in suspensions and College and Career. As a result of our needs assessment, additional resources have been identified to support a reduction in suspensions and an increase in students meeting the College and Career component of the Dashboard. Specific actions: 1.1 include continued support of academic achievement and enrichment learning with the expansion of before and after school tutoring, including targeted EL and SpEd tutoring and the expansion of the California College Initiative to include a coordinator position. Additional actions 1.2 include refining the roles and responsibilities of the PBIS/Wellness coordinator. Increased communication of intervention programs and opportunities with parents. Exploration of structured intervention models during the school day, as well as the use of restorative practices throughout campus during the school day. Provide professional development to help support the academic success and social, emotional health of all students.</p> |

Goals, Actions, and Progress Indicators

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| District Strategic Goal 1: | District Needs and Metrics 1: |
|-----------------------------------|--------------------------------------|

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Students need high quality classroom instruction and curriculum as measured by:

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 1.1

Narrow the achievement gap for lower performing subgroups as measured by CAASPP, by reducing the percentage of students in the "not met" and "nearly met" categories of the ELA and Math Assessment.

- Reduce the number of African American students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number Hispanic students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of SWD students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of EL students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of SED students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of white students in Math "not met" and "nearly met" from 52 to 48

Metric: A-G Completion

Actions/Services 1.1.1

Principally Targeted Student Group

- Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|--|--|--|
| <ul style="list-style-type: none"> • Provide professional development as needed in ELA, mathematics, social science, science, SpEd and EL through site and District release day(s) for cluster and grade level PLC's. • Provide programs, workshops and other resources such as Challenge Days, Link Crew, AVID, EL, STEAM, to help connect students to school. • Plan workshops and enrichment opportunities for under performing sub groups. • Support supplemental resources such as, but not limited to digital /technological materials/ resources such as Grade cam and Online Expert to support the academic needs of our students, in all courses including VAPA. • Sheet music • Assorted Art Supplies • Assorted ceramic supplies • Assorted Dance supplies • Digital Art supplies • Theater Scripts and royalties • Digital technology • Band/Choir uniform cleaning replacement, repair, rental • Continue to support academic achievement and enrichment learning with the expansion of before and after school tutoring, including targeted EL and SpEd tutoring. • Additional supplemental text purchase for English 9 honors textbook Foundations of Language and Literature. • Expand the implementation of the California College Guidance Initiative | <p>Article by Dr. Rick DuFour: Professional Learning Communities: The Key to Improved Teaching and Learning.</p> <p>2nd Edition Handbook, <u>Learning By Doing</u> by DuFour, DuFour, Eaker and Many "A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable. These common goals are directly linked to the purpose of learning for all." "In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school."</p> <p>"Many afterschool programs offer structured homework help." Last year at FrHS the math afterschool program was successful because it provided targeted afterschool support with small group instruction. Understood.org</p> <p>"Afterschool Programs Make a Difference: Findings from the Harvard Family Research Project. Afterschool programs can have an impact on academic achievement. Improved test scores are reported in evaluations of The After-School Corporation (TASC) programs in New York City and In Foundations, Inc. (Reisner, White, Birmingham, & Welsh, 2001; White, Reisner, Welsh & Russell 2001)</p> <p>The <i>California College Guidance Initiative</i> (CCGI or the Initiative) provides a data and ... districts and the California Community Colleges, the California State .</p> | <ul style="list-style-type: none"> • Reduce the percentage of students in those subgroups wherein 70% or more are in the "not met" or "nearly met" categories on the SBAC in ELA and Math by at least 5%. • Reduce the percentage of students in those subgroups wherein 45-69% or more are in the "not met" or "nearly met" categories on the SBAC in ELA and Math by at least 3%. • Reduce D and F rates by at least 2% in each quarter as compared to the previous year. • Increase UC a-g completion rate by 3%. • Increase AP/Honors participation rate by 2.5% • Increase AP pass rate by 3%. • Increase the number of re-designated English Learners • 98% student enrollment in CCGI • Course enrollment numbers • Number of course sections • Teacher/student feedback |

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| to include a coordinator position. | August 2017 Tech Co; Apr 18, 2017 - The <i>education</i> landscape is transitioning into an online existence. Why <i>Digital Learning Is So Important</i> For Teachers And Students ... faster, and more affordable access to information, learning <i>resources</i> , experts, peers, .. Visual and Performing Arts Framework California Department of Education (2004) . | |
|------------------------------------|---|--|

| Funding Source | Amount | Description of Use | | |
|--|---------|------------------------------|-------------------------------------|---------------------------------------|
| Student Fees (2312/0000) | \$20000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Visual & Performing Arts (VAPA)(7450/0000) | \$19000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| AVID (7233/7510) | \$3300 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$3500 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| PreAP Training (7218/0000) | \$5000 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$23000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$25000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| AVID (7233/7510) | \$4866 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Site Goal 1.2

Extend the implementation of the SEASE Program and the Wellness Room/ PBIS coordinator to encompass distinctive grade level support, through Advocacy and after school support opportunities.

Metric: A-G Completion

Actions/Services 1.2.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|---|--|
| <ul style="list-style-type: none"> • Continue to refine roles and responsibilities of the PBIS/Wellnes coordinator. • Increase communication of intervention programs and opportunities with parents. • Explore structured intervention models during the school day. • Explore the use of restorative practices campus wide. • Provide release days for SEASE program PLC • Provide professional development in strategies to support the academic success and social, emotional health of all students. • Increase the number of teachers trained to support SEL Learning. | <p>It's <i>important for schools</i> to focus on intensive <i>interventions</i> because it gives an opportunity for the <i>schools</i> to figure out ways to serve their neediest . IntensiveIntervention.org</p> <p>Social Emotional Learning: Getting Smart.com, May 7, 2018 -</p> <p>Mar 31, 2016 - Policy Brief provides overview of four commonly used <i>interventions</i> that, ... While <i>school size</i> and <i>structural</i> features are potential tools to help ... Evidenced based interventions. Learning Policy Institute.org</p> <p>Nov 30, 2018 - The importance of a <i>program coordinator</i> extends beyond lending a supportive ear for a resident or managing resident files. hcpro.com</p> | <p>Percentage of SEASE students achieving at or above standard on the</p> <ul style="list-style-type: none"> • Increase UC a-g completion rate for SEASE students to 58% • Reduce individual student F rate by 55% • Increase parent participation for SEASE by 10% • Offer two SEASE Advocacy classes for 10th grade • Offer SEASE Advocay classes for the 11th grade • Decrease the number of class suspensions. • Increase the use of restorative practices in all classrooms. |

| Funding Source | Amount | Description of Use | | |
|--|---------|-----------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7201/0000) | \$15000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

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|--|--------|------------------------------|------|--------|
| Supplemental/Concentration (7201/0000) | \$3000 | Contracts/Services | Edit | Delete |
| Supplemental/Concentration (7201/0000) | \$7500 | Materials/Supplies/Equipment | Edit | Delete |

Site Goal 1.3

Implement interdisciplinary collaboration and vertical teaming in order to increase academic support for struggling students.

Metric: A-G Completion

Actions/Services 1.3.1

| Principally Targeted Student Group | | |
|--|---|---|
| <ul style="list-style-type: none"> All Black or African American EL Low Income R-FEP School-wide SWD | | |
| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
| <ul style="list-style-type: none"> Continue to provide professional development and support for EL and SpEd best practices. Implement and utilize interdisciplinary writing prompts and rubrics for EL courses. Increase academic support for struggling EL and SpEd students during the school day. Establish an annual schedule of vertical teaming between FrHS and Toby Johnson Middle School. Provide professional development as needed in ELA, mathematics, social science, science, SpEd and EL through site and District release day(s) for cluster and grade level PLC's. Develop and utilize approaches for interdisciplinary writing. Professional development for best practices for reading instruction and intervention. Funding for Initial and Summative ELPAC assessment Identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings Provide industry specific and industry standard equipment and supplies for all students to utilize while working collaboratively in diverse media projects. Provide professional development for teachers to maintain the HQP and rigor needed to sustain the AME/CTE Digital Media and Design Arts pathways. Provide field trips to visit industry related experiences and work-based learning for pathway students. | <p>Effective EL teachers need language skills and knowledge and the ability to teach listening, speaking, reading and writing. Some of the research based skills for effective EL instruction include teacher ability to:</p> <p>Research Based Practices for English Language Learners. The integration of practices for English as a second language.....Association of Curriculum Development.org</p> <p>Instructional Best practices for English Language Learners, www.ct.gov</p> <p>Strategies for English Language Learners. SDAIE strategies....etc; Support Real Teachers.org</p> <p>Research-Based Recommendations for Instruction and Academic Success; Center on Instruction</p> <p>Vertical Teaming is Essential By: Jordan Catapano; TeachHub.com</p> <p>11 Elements of High Quality CTE Pathway & Essential Elements</p> | <ul style="list-style-type: none"> Increase the percentage of EL student who are college and career "prepared" from 29.4% to 35%. Increase the number SpEd students are college and career "prepared" from 2.9% to 10%. Increase the percentage of students becoming redesignated from 23% to 30%. Increase the percentage of EL students meeting A-G requirements 12% to 17%. Increase the percentage of SpEd students meeting A-G requirements from 17% to 22%. Increase the number of EL students attending AST from 10 to 15 and increasing their pass rate of all of their courses. Increase the number of SpEd students attending AST from 5 to 10 and increasing their pass rate of all of their courses. Site controller will use the appropriate goal code to make sure that equipment and supplies are in line with school and district policies. Teachers sharing best practices to all staff and other professionals in the AME sector. Increase in CTE students participating in Work-Based Learning experiences by 25-30% |

| Funding Source | Amount | Description of Use | | |
|--|---------------|------------------------------|------|--------|
| Supplemental/Concentration (7201/0000) | \$2500 | Certificated Salaries | Edit | Delete |
| CTE (7235/0000) | \$4000 | Materials/Supplies/Equipment | Edit | Delete |
| EL Supplemental (7250/0000) | \$5500 | Certificated Salaries | Edit | Delete |
| EL Supplemental (7250/0000) | \$1600 | Materials/Supplies/Equipment | Edit | Delete |

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|--|--------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7201/0000) | \$3500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
|--|--------|------------------------------|-------------------------------------|---------------------------------------|

Site Goal 1.4

Decrease the learning gap of our targeted subgroups through effective implementation of data-driven PLCs to improve student academic growth.

- Reduce the number of African American students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number Hispanic students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of SWD students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of EL students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of SED students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of white students in Math "not met" and "nearly met" from 52 to 48

Metric: A-G Completion

Actions/Services 1.4.1

Principally Targeted Student Group

- All • Black or African American • EL • Hispanic or Latino • Low Income • SWD

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|---|---|
| <ul style="list-style-type: none"> • Provide professional development as needed in ELA, mathematics, social science, science, SpEd and EL through site and District release day(s) for cluster and grade level PLC's • Support supplemental resources such as, but not limited to digital/technological materials/resources to support the academic needs of our students. • Professional Learning Community Reinforcement which includes teacher team release days, PLC conferences, seminars and teacher team planning days. | <p>Article by Dr. Rick DuFour: Professional Learning Communities: The Key to Improved Teaching and Learning.</p> <p>2nd Edition Handbook, <u>Learning By Doing</u> by DuFour, DuFour, Eaker and Many "A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable. These common goals are directly linked to the purpose of learning for all." "In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school."</p> <p>See Darling-Hammond, L. (2005) <u>Professional Development Schools: Schools for Developing a Profession</u>, on making teacher professional learning an endemic part of every successful school.</p> <p>Mar 29, 2018 - Learning and <i>teaching</i> materials (LTMs) are concrete, tangible vehicles ... storage, and prioritization of LTMs in <i>resource</i> constrained environments. ...UNESCO.org</p> | <ul style="list-style-type: none"> • Reduce the percentage of students in those subgroups wherein 70% or more are in the "not met" or "nearly met" categories on the SBAC in ELA and Math by at least 5%. • Reduce the percentage of students in those subgroups wherein 45-69% or more are in the "not met" or "nearly met" categories on the SBAC in ELA and Math by at least 3%. • Reduce D and F rates by at least 1% in each quarter as compared to the previous year. • Increase UC a-g completion rate by 2%. • Increase AP/Honors participation rate by 2.5% • Increase AP pass rate by 1.5%. • Increase the number of re-designated English Learner • Increase the number of students attending tutoring by 5% • Increase the number of Bilingual Peer Tutor participants by 2% |

| Funding Source | Amount | Description of Use | | |
|--|---------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7201/0000) | \$10000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| EL Supplemental (7250/0000) | \$5000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$5000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| AP Recruitment (7225/0000) | \$1000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

District Strategic Goal 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

District Needs and Metrics 2:

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- Assessment System
- Data and Program Evaluation
- Other (Site-based/local assessment)

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 2.1

Utilize the CAASPP ELA and Math Assessment and interim assessment data to narrow the achievement gap for lower performing subgroups

- Reduce the number of African American students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number Hispanic students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of SWD students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of EL students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of SED students in ELA and Math "not met" and "nearly met" by 3%
- Reduce the number of white students in Math "not met" and "nearly met" from 52 to 48

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide • SWD

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|--|--|--|
| <ul style="list-style-type: none"> • Provide release time for collaborative PLC planning. (EL Supplemental and Supplemental Concentration) • Provide instructional support with coaches and workshops that teachers can attend. • Provide access to resources to help create common assessments and rubrics. • Provide professional development and support for the use of the interim/SBAC/CAASPP assessments. • Provide professional development and support for the use of Illuminate. • Grade CAM accounts for WL teachers • Expand staff utilization SBAC interim assessments and Digital Library • Increase the ratio of students to technology devices. • Develop and implement a school-wide writing style format and scoring rubrics. • Interdisciplinary collaboration to focus on ELA CCSS writing standard #2. • Plan vertical team meetings with Toby Johnson Middle School across all disciplines to align programs with the goals of improved writing instruction. • Purchase resources that will help with to provide feedback on written assignments across disciplines - Turnitin.com | <p>Article by Dr. Rick DuFour: Professional Learning Communities: The Key to Improved Teaching and Learning.</p> <p>2nd Edition Handbook, <u>Learning By Doing</u> by DuFour, DuFour, Eaker and Many Our own site data regarding timely and data driven student assessment providing immediate feedback for students and staff members has been key to informing teacher instruction.</p> <p>December 2008/January 2009 Volume 66 Number 4 Data: Now What? Why Teachers Must Be Data Experts by Jennifer Morrison</p> <p>"Teachers will take the initiative on this kind of self-coaching if administrators and teacher leaders facilitate three essential changes in how teachers approach data. Teachers must begin to</p> <ul style="list-style-type: none"> • Realize that data include more than end-of-year standardized test scores. • View collecting data as a way to investigate the many questions about students, teaching practices, and learning that arise for any committed teacher. • Talk with one another about what data reveal and how to build on those revelations." <p>Common Assessments: Definition, Benefits, and the Role of Collaboration Posted in Evolving Ed. September 17, 2018; Schoology Xchange.com</p> <p>Rationale for Teacher Team Developed Common Assessments Rick DuFour, Becky DuFour, and Bob Eaker provide six reasons why teachers working together developing quality, common assessments (especially those used in a formative manner) result in increases in</p> | <ul style="list-style-type: none"> • 100% departments reporting data collection on authentic assessments used in all subject matter and grade level areas. • 100% departments reporting data collection on rubrics used in all subject matter and grade level areas. • 100% of CORE teachers accessing and utilizing SBAC/CASSPP interim assessments. |

student achievement and improved teacher practice. All Things PLC.org

May 17, 2016 - *One-to-1* student computing was first introduced to K-12 schools in the United ... to boost students' *technology* skills, and to empower children to do more ... "Many of the *benefits of 1-to-1* laptop programs are not detected by . EdWeek.org

| Funding Source | Amount | Description of Use | | |
|--|---------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7201/0000) | \$8190 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| EL Supplemental (7250/0000) | \$2500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$30000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| EL Supplemental (7250/0000) | \$5500 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$7500 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

District Strategic Goal 3:

All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- Cohort Graduation
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 3.1

Address student wellness through promotion of self-awareness, self-reliance and self- discipline, increasing the number of interventions offered to students on campus from 1 per quarter to 3 per quarter.

Metric: Other (Site-based/local assessment)

Actions/Services 3.1.1

Principally Targeted Student Group

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • School-wide

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|--|---|---|
| <ul style="list-style-type: none"> • Provide intervention programs such as Challenge Day, LINK crew, and PBIS that focus on a positive school climate and culture. • Continued implementation of PBIS (P.R.I.D.E) and similar programs that assist students to become positive decision makers. • Provide workshops and enrichment opportunities for the most often disciplined subgroups. • Provide professional development for staff members to help strategically develop and achieve equity • Provide targeted services and workshops that promote the social, | <p>www.bommerangproject.com/testimonials/how-link-crew-impacts-freshmen. "Link Crew is an organized and highly effective program for all students....we're already seeing a happier, more comfortable group of ninth graders.</p> <p>Challenge Day is a highly interactive and energetic program that provided teens and adults with tools to break down the walls of separation and isolation and replace them with compassion.</p> <p>https://www.pbis.org/school/pbis-in-the-classroom.</p> <p>PBIS strategies are important tools to decrease disruptions, increase instructional time, and</p> | <ul style="list-style-type: none"> • Increase the number of Challenge Day/Diamond Day to two to three per year. • Increase the number of students participating in LINK crew by 5%. • Increase the number of students involved in clubs, activities, athletics, programs, and academies by 5%. • 98% participation in the CHKS survey • 98% participation in the SEL survey • 98% participation in the District graduation survey |

| | |
|--|---|
| <p>emotional well being of our school community.</p> <ul style="list-style-type: none"> • Continue to support the Wellness Center where students have access when dealing with personal and/or behavioral issues. • Continue support groups for stress management, time management, grief, etc. • Continue to support programs such as Learning for Living and Culture and Climate Committee that create positive staff and/or student relationships. (student to student, staff to student, staff to staff). • Offer support and training for the expansion of our mental health awareness protocols and procedures. • Provide intervention programs such as Challenge Days, Link Crew, AVID, EL, STEM, and after school programs that focus on a positive school climate and culture. | <p>improve student social behavior and academic outcomes.</p> <p>?In addition to supporting the health of our <i>students</i>, <i>school wellness programs</i> can also help boost academic performance. ... Even the simplest changes, like eating breakfast every day or having short movement breaks in class, can help <i>students</i> remain focused on school and improve their classroom behavior. www.greeleyschools.org</p> <p>May 1, 2015 - <i>Students</i> benefit and are motivated when their <i>teachers</i> create a safe and trustful environment. ... The <i>students</i> have in their mind that a <i>positive relationship</i> with their <i>teachers</i> positively impacts their interest and motivation in school which contributes to the enhancement of the learning process. Bridgew.edu</p> <p><i>Student Health and Counseling Services</i> Therefore, it is <i>important</i> for everyone to achieve optimal <i>wellness</i> in order to subdue stress, reduce the risk of illness . Student Health Care Center. ucdavis.edu</p> <p>Three Powerful Messages for Promoting Mental Health Awareness; Apr 10, 2015 - By openly discussing <i>mental health</i>, schools can go a long way in ... to running <i>awareness</i> programs, to ensuring safety <i>protocols</i> are in place. www.nami.org</p> |
|--|---|

| Funding Source | Amount | Description of Use | | |
|--|---------|-----------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7201/0000) | \$5000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$17000 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Site Goal 3.2

Reduce the number of students leaving campus on a mental health directive (5150) while increasing the level of support in classrooms, counseling resources and the wellness room.

Metric: Cohort Graduation

Actions/Services 3.2.1

Principally Targeted Student Group

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|--|---|
| <ul style="list-style-type: none"> • Provide targeted services and workshops that promote the social, emotional well being of our school community. • Support programs that focus building a positive school climate and culture. • Offer support and training for the expansion of our mental health awareness protocols and procedures. • Increase the availability of our social worker to provide support in the wellness center. • Increase number of teachers trained in social emotional learning as measured by the number of participants in SEL professional | <p>https://www2.ed.gov/about/inits/ed/earlylearning/talk-read.../feeling-research.pdf Social and Emotional Development Research Background.</p> <p>www.mindfulnessschools.org/about-mindfulness/research/ Research on Mindfulness in Education/Mindful Schools.</p> <p>School Culture and Climate videos; <i>School climate</i> refers to the <i>school's</i> effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. ... <i>A positive school climate</i> and <i>school culture</i> promote students' ability to learn. www.ascd.org</p> <p>Mindful Teachers: Benefits of Mindfulness; Mindful Teachers.org</p> | <ul style="list-style-type: none"> • Reduction in the number of 5150 cases by 10%. • Increase the number of staff members using mindfulness in their classrooms by 5% • Baseline data for wellness center to include number of students seeking support, reduction of 5150 students, reduction of behavioral conflicts between students. |

development/wellness workshops.

Student Health and Counseling Services Therefore, it is *important* for everyone to achieve optimal *wellness* in order to subdue stress, reduce the risk of illness ..Student Health Center Services. ucdavis.edu

Three Powerful Messages for Promoting Mental Health Awareness. Apr 10, 2015 - By openly discussing *mental health*, schools can go a long way in ... to running *awareness* programs, to ensuring safety *protocols* are in place. www.nami.org

| Funding Source | Amount | Description of Use | | |
|--|---------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7201/0000) | \$11510 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$12000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Site Goal 3.3

PBIS Tiered Fidelity Inventory implemented fully for 80% completion.

Metric: Other (Site-based/local assessment)

Actions/Services 3.3.1

Principally Targeted Student Group

- All • School-wide

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|---|--|
| <ul style="list-style-type: none"> • Utilize PBIS and similar programs/workshops that assist students to become positive decision makers. • Expand the use of positive supports for students. • Provide professional development opportunities for staff members to help strategically develop and achieve equity goals. • Expand the number of PBIS/P.R.I.D.E. Advocacy lessons. • Expand signage and advertising for PBIS/P.R.I.D.E. • Expand the number of Student Equity Advocacy Lessons. • Provide leadership programs and workshops that assist students with advocating and implementing Student Equity across campus. • Expand signage and advertising for Student Equity Council. | <p>Why is PBIS particularly important? Student Engagement Project. Positive Behavior Interventions and Supports (<i>PBIS</i>) is a program for ... School-wide focus on the <i>importance</i> of a student's environment and the role it plays.....k12engagement.unl.edu</p> <p>Equity in Education: What it Is and Why it Matters - Thinking Maps; Mar 12, 2018 - At the <i>school</i> and district level, educational leaders have a responsibility to: Ensure that teachers have the materials, resources, and training they need to design an equitable classroom. Provide access to programs and strategies that support the <i>goal of equity</i> and enable all students to succeed. www.thinkingmaps.com</p> | <ul style="list-style-type: none"> • Tiered Fidelity Inventory Results show growth of 10% or more |

| Funding Source | Amount | Description of Use | | |
|--|---------|------------------------------|-------------------------------------|---------------------------------------|
| PBIS (7440/7510) | \$1000 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$10000 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$7500 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Site Goal 3.4

Reduce the number of unduplicated suspensions from 155 to 125.

Metric: Suspension

Actions/Services 3.4.1

Principally Targeted Student Group

- Black or African American • EL • Hispanic or Latino • Low Income • SWD • Two or More • White

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|--|--|
| <ul style="list-style-type: none"> • Continue to focus and refine PBIS/P.R.I.D.E major and minor behaviors. • Implement Restorative Practice Interventions in Wellness Center. • Provide staff development and implementation of Restorative Practice Interventions. • Implement some restorative practice interventions steps school wide. | <p>Why is PBIS particularly important? Student Engagement Project....Positive Behavior Interventions and Supports (<i>PBIS</i>) is a program for ... School-wide focus on the <i>importance</i> of a student's environment and the role it plays in ... k12engagement.unl.edu</p> <p>Out of School Suspensions and Future Discipline = PBIS Out-of-school <i>suspensions</i> (hereafter referred to as <i>suspensions</i>) are used frequently To <i>reduce</i> high rates of <i>suspension</i>, schools <i>can</i> take two key steps....www.pbis.org</p> <p>What is Restorative Practices? Read <i>Defining Restorative. ... Restorative practices</i> is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. The IIRP Graduate School is devoted to scholarship and research, graduate education ...www.iirp.edu</p> <p>Restorative Practices: A New Guid for Educators. New Toolkit & Infographic: What Are <i>Restorative Practices</i>? An Educator's Guide to Fostering Positive School Climate and Culture. Schottfoundation.org</p> | <ul style="list-style-type: none"> • Reduce the number of suspensions for PTSG's by 3%. • Baseline data for the use of restorative practices in the on campus intervention program |

| Funding Source | Amount | Description of Use | | |
|--|--------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7201/0000) | \$2500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$3500 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Site Goal 3.5

Create a meaningful, effective, Advocacy program that meets the needs of students social, emotional well being and college and career preparation.

Metric: Cohort Graduation

Actions/Services 3.5.1

Principally Targeted Student Group

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|---|--|--|
| <ul style="list-style-type: none"> • Identify specific goals for the Advocacy program. | <p><u>Student Advocacy Programs: A means of defining the role.</u>by LA Gatta - 1997</p> | <ul style="list-style-type: none"> • Baseline survey data to record the effectiveness of advocacy from both |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Provide research based Advocacy lessons or curriculum that focus on character building, mental health awareness, stress indicators and resiliency. • Collect perception (survey) data from students and staff. • Continue to refine the Advocacy program to include more college and career and social, emotional wellness topics. | <p>The role of the public <i>schools</i> in providing services to <i>Advisory programs</i>, also known as <i>advocacy</i>programs interpretations and to pick up any <i>advantages</i>. www.jstor.org</p> <p><u>The Role of Advisory in Personalizing the Learning Experience.</u> Apr 20, 2015 - Some <i>schools</i> elect to offer long, less frequent advisory periods. ... a course, and the advisor serves as the <i>advocate</i> for the student and point-person ... <i>Benefits</i>. Connection to peers. A strong <i>advisory program</i> helps students . Edweek.org</p> <p><u>Five Tips for Teaching Advsiory Classes at Your School.</u> Apr 6, 2017 - <i>Advisory programs</i>, which are common in non-traditional schools, ... <i>Advisory</i> is one of the few places in <i>high school</i> where there is room togreatertgood.berkely.edu</p> <p><u>Creating a Successful Advisory Program</u> Jan 8, 2018 - However, a trait that all effective <i>advisory programs</i> share is that everyone—faculty, staff, students, and parents—understands how the <i>program</i> . Independent School Management.com</p> | <p>teachers and students.</p> <ul style="list-style-type: none"> • Increase the number of college and career lessons by 5% • Increase the number of social, emotional wellness lessons by 5% |
|--|--|--|

| Funding Source | Amount | Description of Use | | |
|--|---------|------------------------------|-------------------------------------|---------------------------------------|
| Supplemental/Concentration (7201/0000) | \$10000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$7500 | Contracts/Services | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$2500 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

| | |
|--|---|
| <p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p> | <p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate • Chronic Absentee Rate • Family and Community Engagement • Input in Decision Making • Other (Site-based/local assessment) • Partnerships for Student Outcome • Relationships Between Staff and Families |
|--|---|

Jump To: [District Goal 1](#) | [District Goal 2](#) | [District Goal 3](#) | [District Goal 4](#) | [Justification](#) | [Certification](#)

Site Goal 4.1

Increase the number of community and parent partnerships.

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- All

| Specific Actions to Meet Expected Outcome | What is the Research Confirming this is an Effective Practice? | How will you Measure the Effectiveness of the Actions/Services? |
|--|--|--|
| <ul style="list-style-type: none"> • Create more opportunities for parents/guardians and community members that promote positive school culture, such as Take Your Parents to School, Back to | <p>School level parent engagement practices. Activities such as including parents on governance committees, encouraging volunteerism, educating parents on how to be more active in their children's education, etc., have positive outcomes, including more informed decision-making, greater motivation to implement decisions, greater acceptance of collective decisions, enhanced</p> | <ul style="list-style-type: none"> • Increase the number of parent events held annually from 1 per quarter to 2 per quarter. • Increase community participation in annual school |

| | | |
|--|--|---|
| <p>School Night, and Sober Grad Night.</p> <ul style="list-style-type: none"> • Increase parent communication through ParentVUE, Principal's Newsletter and School Messenger. • Provide translation services for EL parents when attending major school activities/meetings. • Continue to support programs that create effective partnerships: Apple internships, CTE classes and Career pathways. • Continue to host parent programs and services for the Franklin region. • Timesheet for clerical and certificated staffing • Provide Professional Development opportunities for more staff to be trained in promoting positive school and staff culture | <p>sense of social justice, and increased civic skills, among others. (See Funk & Wright, 2003: <u>Deepening Democracy: Institutional Innovations in Empowered Participator Governance</u>.</p> <p>https://www.ed.gov/parent-and-family-engagement. Family and Community Engagement/ US Department of Education</p> <p>www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf The Handbook on Family and Community Engagement.</p> | <p>activities to include local sponsors.</p> <ul style="list-style-type: none"> • Increase the number of Kaiser regional workshops from two per year to four per year. • Increase the number of students receiving certifications. • Increase the number of internship opportunities. • Increase the number of REGIONAL parent events held annually from 1 to 2 per year. • Utilize survey/evaluation metrics after each event. • Implement an annual end of the year survey for family and community engagement. |
|--|--|---|

| Funding Source | Amount | Description of Use | | |
|--|--------|------------------------------|-------------------------------------|---------------------------------------|
| EL Supplemental (7250/0000) | \$5712 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$8000 | Certificated Salaries | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |
| Supplemental/Concentration (7201/0000) | \$6050 | Materials/Supplies/Equipment | <input type="button" value="Edit"/> | <input type="button" value="Delete"/> |

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

Franklin High School sits below 40% of enrollment of unduplicated students. Quality classrooms and schools evolve around powerful teaching and learning for ALL students. Examination of our school wide performance data, and our stakeholder survey data indicates that we need to minimize the achievement gap for our under performing subgroups, decrease the number of students who are suspended and increase the number of at risk populations meeting the "met" category in almost all sections of the dashboard. The services and programs requested in our Supplemental LCAP funding will help us to advance our practice and ensure that ALL students receive the tools and skills necessary to become successful, mentally and physically healthy, socially and emotionally competent, life-long learners.

**Local Control Accountability Plan (LCAP)
Year 2020 - 2021**

IV. Funding

Franklin High School - 468

| Fund Source Mgmt. Code/Description Resc. Code/Description | FTE | Carry Over | Allocation | Subtotal | EGUSD Strategic Goals | | | | Balance |
|--|-----|------------|------------|-----------|--------------------------------|----------------|--------------|-----------------------|---------|
| | | | | | 1 - Curriculum and Instruction | 2 - Assessment | 3 - Wellness | 4 - Family Engagement | |
| 2200 Regular Education (9-12) 0000 Unrestricted | 0 | \$0 | \$160,142 | \$160,142 | \$160,142 | \$0 | \$0 | \$0 | \$0 |
| 2270 Extended Day (9-12) 0000 Unrestricted | 0 | \$0 | \$41,957 | \$41,957 | \$41,957 | \$0 | \$0 | \$0 | \$0 |
| 2312 Education Fees 0000 Unrestricted | 0 | \$0 | \$20,000 | \$20,000 | \$20,000 | \$0 | \$0 | \$0 | \$0 |
| 7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted | 0 | \$0 | \$246,750 | \$246,750 | \$98,000 | \$45,690 | \$89,010 | \$14,050 | \$0 |
| 7235 CTE Site Supplies/Equipment 0000 Unrestricted | 0 | \$0 | \$4,000 | \$4,000 | \$4,000 | \$0 | \$0 | \$0 | \$0 |
| 7250 EL Supplemental Program Services 7-12 0000 Unrestricted | 0 | \$0 | \$25,812 | \$25,812 | \$12,100 | \$8,000 | \$0 | \$5,712 | \$0 |
| 7233 AVID Support 7510 Low Performing Student Block | 0 | \$0 | \$8,166 | \$8,166 | \$8,166 | \$0 | \$0 | \$0 | \$0 |
| 7440 Positive Behavior Incentive Supports 7510 Low Performing Student Block | 0 | \$0 | \$1,000 | \$1,000 | \$0 | \$0 | \$1,000 | \$0 | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 0 | \$0 | \$507,827 | \$507,827 | \$344,365 | \$53,690 | \$90,010 | \$19,762 | |

| | |
|---|-----------|
| Total Funds Provided to the School Through the Consolidated Application | TBD |
| Total Federal Funds Provided to the School from the LEA for CSI | N/A |
| Subtotal of additional federal funds included for this school | \$0 |
| Subtotal of state or local funds included for this school | \$507,827 |

Signatures: (Must sign in blue ink)

Date

| Benefits Calculator for Timesheets | |
|--|--|
| <input checked="" type="radio"/> Certified | Staff Amount \$ <input type="text"/> |
| <input type="radio"/> Classified | Benefits Amount \$ <input type="text"/> |
| | Total \$ <input type="text"/> |

Principal **Chantelle Albiani**

School Site Council Chairperson **Rochelle Williams**

EL Advisory Chairperson **Terence Put**

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |