



## Franklin High School

### Local Control Accountability Plan (LCAP) 2021-2022

**Principal:** CHANTELE ALBIANI

**County-District-School (CDS) Code:** 34673143430873

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

\*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

<b>Involvement Process for LCAP and Annual Update</b>																																		
<p><b>How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?</b></p> <hr/> <p>The planning process for LCAP is a year long process that is implemented throughout the year at School Site Council meetings, Leadership Team meetings, and staff meetings. This year we have included sharing the LCAP process and review with our Student Equity Council as well. In addition, parent, student and staff feedback is gathered throughout the year with a variety of surveys allowing individuals to share their opinions and thoughts regarding the school site needs. Specific meetings where planning for the LCAP Annual Review and Analysis were as follows:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">School Site Council:</td> <td>September 23, 2020</td> </tr> <tr> <td></td> <td>October 28, 2020</td> </tr> <tr> <td></td> <td>January 13, 2021</td> </tr> <tr> <td></td> <td>April 14, 2021</td> </tr> <tr> <td></td> <td>May 12, 2021</td> </tr> <tr> <td>ELAC Mtgs.</td> <td>October 29, 2020</td> </tr> <tr> <td></td> <td>April 29, 2021</td> </tr> <tr> <td></td> <td>May 13, 2021</td> </tr> <tr> <td>Leadership Mtgs;</td> <td>October 5, 2020</td> </tr> <tr> <td></td> <td>November 2, 2020</td> </tr> <tr> <td></td> <td>February 1, 2021</td> </tr> <tr> <td></td> <td>March 1, 2021</td> </tr> <tr> <td></td> <td>April 5, 2021</td> </tr> <tr> <td>Staff meetings:</td> <td>September 28, 2020</td> </tr> <tr> <td></td> <td>January 4, 2021</td> </tr> <tr> <td></td> <td>March 29, 2021</td> </tr> <tr> <td>Student Equity Council -</td> <td>December 2, 2020</td> </tr> </table>	School Site Council:	September 23, 2020		October 28, 2020		January 13, 2021		April 14, 2021		May 12, 2021	ELAC Mtgs.	October 29, 2020		April 29, 2021		May 13, 2021	Leadership Mtgs;	October 5, 2020		November 2, 2020		February 1, 2021		March 1, 2021		April 5, 2021	Staff meetings:	September 28, 2020		January 4, 2021		March 29, 2021	Student Equity Council -	December 2, 2020
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<b>Impact of LCAP and Annual Update</b>																																		
<p><b>How did these consultations affect the LCAP for the upcoming year?</b></p> <hr/> <p>Our consultations have resulted in a wide variety of requests that encompass student's mental health and well-being, the amount and weight of homework, as well as our CTE programs and their mandated requirements. We are still in the early process of gathering feedback and anticipate that staff members will have a variety of different requests such as overhead projects for Science classrooms.</p>																																		

### Resource Inequities

<b>Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.</b>
<p>Our last formal assessments by the state were semi-conducted during the 2019-2020 school year due to the COVID -19 pandemic. In 2019, Franklin High School was identified as an Alternative Targeted Support and Improvement(ATSI ) school due to some subgroups (African American, Hispanic, White, Two or More, EL, SED and SWD failing to make growth targets. We currently have not been able to create growth targets due to the lack of quantitative data, but have been able to identify social and emotional needs through multiple qualitative surveys conducted by EGUSD.</p>

**Goals, Actions, and Progress Indicators**

<p><b>District Strategic Goal 1:</b></p> <p>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.</p>	<p><b>District Needs and Metrics 1:</b></p> <p>Students need high quality classroom instruction and curriculum as measured by:</p> <ul style="list-style-type: none"> <li>• A-G Completion</li> <li>• Access to Courses (Honors, AP/IB, CTE)</li> <li>• AP/IB Exams</li> <li>• CAASPP</li> <li>• Content Standards Implementation</li> <li>• CTE Sequence Completion</li> <li>• EAP</li> <li>• Other (Site-based/local assessment)</li> <li>• Progress toward English Proficiency</li> <li>• Redesignation</li> <li>• Teacher Assignment</li> </ul>
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<p><b>Site Goal 1.1</b></p>	
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<p>Narrow the achievement gap for lower performing subgroups as measured by a variety of metrics, including CAASPP, A-G Completion, CTE completion, attendance, chronic absenteeism, dropout rate, cohort graduation, and suspension/expulsion.</p> <p><b>CA ASPP Math</b>-Increase the number of students meeting or exceeding standards</p> <ul style="list-style-type: none"> <li>• African American students from 21% to 26%</li> <li>• Hispanic students from 46% to 51%</li> <li>• SWD students from 9% to 14%</li> <li>• EL students from 11% to 16%</li> <li>• SED students from 45% to 50%</li> <li>• White students from 54% to 59%</li> </ul> <p><b>CAASPP ELA</b> - Increase the number of students meeting or exceeding standards</p> <ul style="list-style-type: none"> <li>• African American students from 49% to 56%</li> <li>• Hispanic students from 69% to 76%</li> <li>• SWD students from 13% to 18%</li> <li>• EL students from 17% to 22%</li> <li>• SED students from 64% to 69%</li> <li>• White students from 71% to 76%</li> </ul> <p><b>A-G Completion</b>- increase the number of students that are UC A-G ready</p> <ul style="list-style-type: none"> <li>• African American students from 52% to 57%</li> <li>• Hispanic students from 55% to 60%</li> <li>• SWD students from 17% to 22%</li> <li>• EL students from 27% to 32%</li> <li>• SED students from 57% to 62%</li> <li>• White students from 67% to 72%</li> </ul> <p><b>CTE</b> - increase the number of program completers</p> <ul style="list-style-type: none"> <li>• African American students from 21% to 26%</li> <li>• Hispanic students from 22% to 27%</li> <li>• SWD students from 5% to 10%</li> <li>• EL students from 15% to 20%</li> <li>• SED students from 27% to 32%</li> <li>• White students from 24% to 29%</li> </ul>
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<p><b>Metric:</b> A-G Completion</p>	
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**Actions/Services 1.1.1**

<p><b>Principally Targeted Student Group</b></p> <p>• Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • School-wide • SWD</p>
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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"> <li>• Provide professional development as needed in ELA, mathematics, social</li> </ul>	<p>Effective Interventions for Long-Term English Learners (see pages 15 and 26): <a href="https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_white_paper_2018_web.pdf?sfvrsn=f59d6952_4">https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_white_paper_2018_web.pdf?sfvrsn=f59d6952_4</a></p> <p>Reparable Harm (L. Olsen): <a href="https://web.stanford.edu/~hakuta/Courses/Ed330X%20Website/Olsen_ReparableHarm2ndedition.pdf">https://web.stanford.edu/~hakuta/Courses/Ed330X%20Website/Olsen_ReparableHarm2ndedition.pdf</a></p> <p>Research on the effectiveness of the SIPPS Plus program: <a href="https://www.collaborativeclassroom.org/case-studies/LETRS">https://www.collaborativeclassroom.org/case-studies/LETRS</a></p> <p>Research Base: <a href="https://www.voyagersopris.com/docs/default-source/professional-">https://www.voyagersopris.com/docs/default-source/professional-</a></p>	<ul style="list-style-type: none"> <li>• Reduce the percentage of students in those subgroups wherein 70% or more are in the</li> </ul>

- 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 to support the academic needs of our students, in all courses including VAPA.
- Sheet music
- Assorted Art Supplies
- Assorted ceramic supplies
- Assorted Dance 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.
- Reading Intervention Tutor for EL students to assist both during the school day

development/letrs/letrs\_white\_paper\_2018\_web.pdf?sfvrsn=f59d6952\_4Article by Dr. Rick DuFour: Professional Learning Communities: The Key to Improved Teaching and Learning.

2nd Edition Handbook, Learning By Doing 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."

"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

"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)

Tech Co; Apr 18, 2017 - The *education* landscape is transitioning into an online existence. Why *Digital Learning Is So Important For Teachers And Students ...* faster, and more affordable access to information, learning *resources*, experts, peers, ..

Visual and Performing Arts Framework  
*California Department of Education (2004).*

- "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
- Course enrollment numbers
- Number of course sections
- Teacher/student feedback

and after school tutoring. • SEASE Program Coordinator	
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$3500	Contracts/Services	Edit	Delete
PreAP Training (7218/0000)	\$4000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	\$5000	Materials/Supplies/Equipment	Edit	Delete
Student Fees (2312/0000)	\$20000	Materials/Supplies/Equipment	Edit	Delete
Supplemental/Concentration (7201/0000)	\$19000	Certificated Salaries	Edit	Delete
Visual & Performing Arts (VAPA)(7450/0000)	\$15000	Materials/Supplies/Equipment	Edit	Delete
AVID (7233/0000)	\$2200	Materials/Supplies/Equipment	Edit	Delete
AVID (7233/0000)	\$6034	Certificated Salaries	Edit	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"> <li>• Refine roles and responsibilities of the PBIS/Wellnes coordinator.</li> <li>• Increase communication of intervention programs and opportunities with parents.</li> <li>• Explore structured intervention models during the school day.</li> <li>• Explore the use of restorative practices campus wide.</li> <li>• Provide release days for SEASE(Social, emotional and academic excellence) intervention program for students who do not qualify for any other supports PLC</li> <li>• Provide release time for a SEASE program coordinator.</li> <li>• Provide professional development in strategies to support the academic success and social, emotional health of all students.</li> <li>• Provide professional development in the use of restorative practices.</li> <li>• Increase the number of teachers trained to support SEL Learning.</li> </ul>	<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</i> size 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"> <li>• Increase UC a-g completion rate for SEASE students to 58%</li> <li>• Reduce individual student F rate by 55%</li> <li>• Increase parent participation for SEASE by 10%</li> <li>• Decrease the number of class suspensions.</li> <li>• Increase the use of restorative practices in all classrooms.</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$35000	Certificated Salaries	Edit	Delete
Supplemental/Concentration (7201/0000)	\$2000	Contracts/Services	Edit	Delete
Supplemental/Concentration (7201/0000)	\$2000	Materials/Supplies/Equipment	Edit	Delete

**Site Goal 1.3**

Implement interdisciplinary collaboration and vertical teaming in order to increase academic support for targeted student groups as follows:

**SpEd**

- Increase the number of students to be college and career "prepared" from 2.9% to 7 %.
- Increase the percentage of students meeting A-G requirements from 17% to 22%
- Increase the number of SpEd students attending AST from 5 to 10 and increasing their pass rate of all of their courses.

**EL**

- Increase the percentage of students becoming re-designated from 23% to 28%.
- Increase the percentage of students meeting A-G requirements 12% to 17%.
- Increase the percentage of students who are college and career "prepared" from 29.4% to 35%
- Increase the number of EL students attending AST from 10 to 15 and increasing their pass rate of all of their courses.

**CTE**

- Increase in CTE students participating in Work-Based Learning experiences by 10-15%
- Teachers sharing best practices to all staff and other professionals in the AME sector.

**GENERAL**

- Site controller will use the appropriate goal code to make sure that equipment and supplies are in line with school and district policies.

**Metric:** A-G Completion

**Actions/Services 1.3.1**

**Principally Targeted Student Group**

- 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"> <li>• Continue to provide professional development and support for EL and SpEd best practices.</li> <li>• Implement and utilize interdisciplinary writing prompts and rubrics for EL courses.</li> <li>• Increase academic support for struggling EL and SpEd students during the school day.</li> <li>• Provide professional development as needed in ELA, mathematics, social science, SpEd and EL through site and District release day(s) for cluster and grade level PLC's.</li> <li>• Develop and utilize approaches for interdisciplinary writing.</li> <li>• Professional development for best practices for reading instruction and intervention.</li> <li>• Funding for Initial and Summative ELPAC assessment.</li> <li>• Identification/placement of EL students, re-designation, RFEP monitoring, and support for ELAC meetings.</li> <li>• Provide industry specific and industry standard equipment and supplies for all students to utilize while working collaboratively in diverse media projects. (Lights, sound board for Theater)</li> <li>• Provide professional development for teachers to maintain the HQP and rigor needed to sustain the AME/CTE Digital Media and Design Arts pathways.</li> <li>• Provide field trips to visit industry related experiences and work-based learning for pathway students. (Lenea Festival)</li> </ul>	<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 &amp; Essential Elements</p>	<ul style="list-style-type: none"> <li>• Increase the percentage of EL student who are college and career "prepared" from 29.4% to 35%.</li> <li>• Increase the number SpEd students are college and career "prepared" from 2.9% to 7 %.</li> <li>• Increase the percentage of students becoming re-designated from 23% to 28%.</li> <li>• Increase the percentage of EL students meeting A-G requirements 12% to 17%.</li> <li>• Increase the percentage of SpEd students meeting A-G requirements from 17% to 22%.</li> <li>• Increase the number of EL students attending AST from 10 to 15 and increasing their pass rate of all of their courses.</li> <li>• Increase the number of SpEd students attending AST from 5 to 10 and increasing their pass rate of all of their courses.</li> <li>• Site controller will use the appropriate goal code to make sure that equipment and supplies are in line with school and district policies.</li> <li>• Teachers sharing best practices to all staff and other professionals in the AME sector.</li> <li>• Increase in CTE students participating in Work-Based Learning experiences by 10-15%</li> </ul>

Funding Source	Amount	Description of Use		
CTE (7235/0000)	\$9000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$10500	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$2590	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

EL Supplemental (7250/0000)	\$8400	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$19250	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 1.4**

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

- Reduce the percentage of students from 70% to 65% or LESS in the "not met" or "nearly met" categories on the SBAC in ELA and Math.
- Reduce D and F rates from 11% to 8% in each quarter as compared to the previous year.
- Increase UC a-g completion rate from 69% to 73% or better.
- Increase AP/Honors participation rate by 56% to 60%.
- Increase AP pass rate by from 35% to 40%.
- Increase the number of re-designated English Learners from 28% to 33%
- Increase the number of students attending tutoring by 5%
- Increase the number of Bilingual Peer Tutor participants by 2%

**CA ASPP Math**-Increase the number of students meeting or exceeding standards

- African American students from 21% to 26%
- Hispanic students from 46% to 51%
- SWD students from 9% to 14%
- EL students from 11% to 16%
- SED students from 45% to 50%
- White students from 54% to 59%

**CAASPP ELA** - Increase the number of students meeting or exceeding standards

- African American students from 49% to 56%
- Hispanic students from 69% to 76%
- SWD students from 13% to 18%
- EL students from 17% to 22%
- SED students from 64% to 69%
- White students from 71% to 76%

**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"> <li>• 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</li> <li>• Support supplemental resources such as, but not limited to digital/technological materials/resources to support the academic needs of our students.</li> <li>• Professional Learning Community Reinforcement which includes teacher team release days, PLC conferences, seminars and teacher team planning days.</li> </ul>	<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</p> <p>"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"> <li>• 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%.</li> <li>• 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%.</li> <li>• Reduce D and F rates by at least 1% in each quarter as compared to the previous year.</li> <li>• Increase UC a-g completion rate by 2%.</li> <li>• Increase AP/Honors participation rate by 2.5%</li> <li>• Increase AP pass rate by 1.5%.</li> <li>• Increase the number of re-designated English Learner</li> <li>• Increase the number of students attending tutoring by 5%</li> <li>• Increase the number of Bilingual Peer Tutor participants by 2%</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$5800	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$3500	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"/>
EL Supplemental (7250/0000)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

<p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p><b>District Needs and Metrics 2:</b></p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/local assessment)</li> </ul>
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**Site Goal 2.1**

Utilize state mandated assessment data and EGUSD interim assessment data to narrow the achievement gap for lower performing subgroups

**CA ASPP Math**-Increase the number of students meeting or exceeding standards

- African American students from 21% to 26%
- Hispanic students from 46% to 51%
- SWD students from 9% to 14%
- EL students from 11% to 16%
- SED students from 45% to 50%
- White students from 54% to 59%

**CAASPP ELA** - Increase the number of students meeting or exceeding standards

- African American students from 49% to 56%
- Hispanic students from 69% to 76%
- SWD students from 13% to 18%
- EL students from 17% to 22%
- SED students from 64% to 69%
- White students from 71% to 76%

**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"> <li>• Provide release time for collaborative PLC planning. <b>(EL Supplemental and Supplemental Concentration)</b></li> <li>• Provide instructional support with coaches and workshops that teachers can attend.</li> <li>• Provide access to resources to help create common assessments and rubrics.</li> <li>• Provide professional development and support for the use of the interim/SBAC/CAASPP assessments.</li> <li>• Provide professional development and support for the use of Illuminate.</li> </ul>	<p>Effective Interventions for Long-Term English Learners (see pages 15 and 26): <a href="https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_white_paper_2018_web.pdf?sfvrsn=f59d6952_4">https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_white_paper_2018_web.pdf?sfvrsn=f59d6952_4</a></p> <p>Reparable Harm (L. Olsen): <a href="https://web.stanford.edu/~hakuta/Courses/Ed330X%20Website/Olsen_ReparableHarm2ndedition.pdf">https://web.stanford.edu/~hakuta/Courses/Ed330X%20Website/Olsen_ReparableHarm2ndedition.pdf</a></p> <p>Common Assessments: Definition, Benefits, and the Role of Collaboration Posted in Evolving Ed. September 17, 2018; Schoology Xchange.com</p> <p><b>Rationale for Teacher Team Developed Common Assessments</b></p> <p>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 student achievement and improved teacher practice. All Things PLC.org</p> <p>May 17, 2016 - <i>One-to-1</i> student computing was first introduced to K-12 schools in the United ... to boost students' <i>technology</i> skills, and to empower children to do more ... "Many of the <i>benefits of 1-to-1</i> laptop programs are not detected by . EdWeek.org</p>	<ul style="list-style-type: none"> <li>• 100% departments reporting data collection in Illuminate on authentic assessments used in all subject matter and grade level areas.</li> <li>• 100% departments reporting data collection on rubrics used in all subject matter and grade level areas.</li> <li>• 100% of CORE teachers accessing and utilizing SBAC/CASSPP</li> </ul>



- 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

interim assessments.

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$6000	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)	\$15440	Materials/Supplies/Equipment	<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)	\$2500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
PreAP Training (7218/0000)	\$1000	Certificated Salaries	<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

**Site Goal 3.1**

Address student wellness through promotion of self-awareness, self-reliance and self- discipline, increasing the number of intervention opportunities offered school wide to students from 3 to 7.

**Metric:** Cohort Graduation

**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

How will you Measure the Effectiveness of the

	Practice?	Actions/Services?
<ul style="list-style-type: none"> <li>Provide intervention programs such as Challenge Day, LINK crew, and PBIS that focus on a positive school climate and culture.</li> <li>Continued implementation of PBIS (P.R.I.D.E) and similar programs that assist students to become positive decision makers.</li> <li>Provide workshops and enrichment opportunities for the most often disciplined subgroups.</li> <li>Provide professional development for staff members to help strategically develop and achieve equity.</li> <li>Provide targeted services and workshops that promote the social, emotional well being of our school community.</li> <li>Continue to support the Wellness Center where students have access when dealing with personal and/or behavioral issues.</li> <li>Continue support groups for stress management, time management, grief, etc.</li> <li>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).</li> <li>Offer support and training for the expansion of our mental health awareness protocols and procedures.</li> <li>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.</li> <li>Continue to offer space and opportunities for student voice such as student equity council, student senate, social justice club, student school board representatives, etc.</li> </ul>	<p><a href="http://www.bommerangproject.com/testimonials/how-link-crew-impacts-freshmen">www.bommerangproject.com/testimonials/how-link-crew-impacts-freshmen</a>. "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><a href="https://www.pbis.org/school/pbis-in-th-classroom">https://www.pbis.org/school/pbis-in-th-classroom</a>.</p> <p>PBIS strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes.</p> <p>?In addition to supporting the health of our <i>students</i>, school <i>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. <a href="http://www.greeleyschools.org">www.greeleyschools.org</a></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. <a href="http://Bridgew.edu">Bridgew.edu</a></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. <a href="http://ucdavis.edu">ucdavis.edu</a></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. <a href="http://www.nami.org">www.nami.org</a></p>	<ul style="list-style-type: none"> <li>Increase the number of Challenge Day/Diamond Day to two to three per year.</li> <li>Increase the number of students participating in LINK crew by 5%.</li> <li>Increase the number of students involved in clubs, activities, athletics, programs, and academies by 5%.</li> <li>Increase the number of students participating in the Student Equity Council from 6 to 12.</li> <li>Increase the number of students participating in Student Senate from 40 to 50.</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$11000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.2**

Provide mental health support for students with counseling support and assistance in counseling offices and the Wildcat 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"> <li>Provide targeted services and workshops that promote the social, emotional well being of our school community.</li> <li>Support programs that focus building a positive school climate and culture.</li> <li>Offer support and training for the expansion of our mental health awareness protocols and procedures.</li> </ul>	<p><a href="https://www2.ed.gov/about/inits/ed/earlylearning/talk-read.../feeling-research.pdf">https://www2.ed.gov/about/inits/ed/earlylearning/talk-read.../feeling-research.pdf</a> Social and Emotional Development Research Background.</p> <p><a href="http://www.mindfulnessschools.org/about-mindfulness/research/">www.mindfulnessschools.org/about-mindfulness/research/</a> Research on Mindfulness in Education/Mindful Schools.</p>	<ul style="list-style-type: none"> <li>Reduce the number of students needing identified mental health support by 10%.</li> <li>Increase the number of staff members using mindfulness in their classrooms by 5%</li> <li>Baseline data for wellness center to include number of students seeking support, reduce students needing</li> </ul>

<ul style="list-style-type: none"> <li>• Increase the availability of our social worker to provide support in the wellness center.</li> <li>• Increase number of teachers trained in social emotional learning as measured by the number of participants in SEL professional development/wellness workshops.</li> </ul>	<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. ... A <i>positive school climate</i> and <i>school culture</i> promote students' ability to learn. <a href="http://www.ascd.org">www.ascd.org</a></p> <p>Mindful Teachers: Benefits of Mindfulness; Mindful Teachers.org</p> <p><i>Student Health</i> and <i>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 Center Services. <a href="http://ucdavis.edu">ucdavis.edu</a></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. <a href="http://www.nami.org">www.nami.org</a></p>	<p>identified mental health support, reduce behavioral conflicts between students.</p> <ul style="list-style-type: none"> <li>• Number of students being served through MTSS Tier 2 process.</li> <li>• Number of students participating in counseling support groups.</li> </ul>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$18000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$9510	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$13500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.3**

PBIS Tiered Fidelity Inventory implemented fully from 67% to 80% completion.

**Metric:** Cohort Graduation

**Actions/Services 3.3.1**

Principally Targeted Student Group		
<ul style="list-style-type: none"> <li>• All</li> <li>• School-wide</li> </ul>		
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"> <li>• Utilize PBIS and similar programs/workshops that assist students to become positive decision makers.</li> <li>• Expand the use of positive supports for students.</li> <li>• Provide professional development opportunities for staff members to help strategically develop and achieve equity goals.</li> <li>• Expand the number of PBIS/P.R.I.D.E. Advocacy lessons.</li> <li>• Expand signage and advertising for PBIS/P.R.I.D.E.</li> <li>• Expand the number of Student Equity Advocacy Lessons.</li> <li>• Provide leadership programs and workshops that assist students with advocating and implementing Student Equity across campus.</li> <li>• Expand signage and advertising for Student Equity Council.</li> </ul>	<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.....<a href="http://k12engagement.unl.edu">k12engagement.unl.edu</a></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. <a href="http://www.thinkingmaps.com">www.thinkingmaps.com</a></p>	<ul style="list-style-type: none"> <li>• Tiered Fidelity Inventory Results show growth of 10% or more</li> </ul>

Funding Source	Amount	Description of Use		
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$4000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$7000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**Site Goal 3.4**

Reduce the number of unduplicated suspensions from 65 to 40. \*(18-19 data)

- African American students from 34 to 0
- Hispanic students from 8 to 0
- SWD students from 18 to 0
- EL students from 2 to 0
- SED students from 48 to 0
- White students from 5 to 0

**Metric:** Cohort Graduation

**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"> <li>• Continue to focus and refine PBIS/P.R.I.D.E major and minor behaviors.</li> <li>• Implement Restorative Practice Interventions in Wellness Center.</li> <li>• Provide staff development and implementation of Restorative Practice Interventions.</li> <li>• Implement some restorative practice interventions steps school wide.</li> </ul>	<p>Why is PBIS particularly important? Student Engagement Project...Positive Behavior Interventions and Supports (PBIS) 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 Defining <i>Restorative</i>. ... <i>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 &amp; 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"> <li>• Reduce the number of suspensions for PTSG's by 3%.</li> <li>• Baseline data for the use of restorative practices in the on campus intervention program</li> </ul>

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$3500	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:** Other (Site-based/local assessment)

**Actions/Services 3.5.1**

**Principally Targeted Student Group**

- All • Black or African American • EL • Foster Youth • Hispanic or Latino • Low Income • R-FEP • 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"> <li>Identify specific goals for the Advocacy program.</li> <li>Provide research based Advocacy lessons or curriculum that focus on character building, mental health awareness, stress indicators and resiliency.</li> <li>Collect perception (survey) data from students and staff.</li> <li>Continue to refine the Advocacy program to include more college and career and social, emotional wellness topics.</li> <li>Identify the number of Advocacy lessons that address the following topics:             <ol style="list-style-type: none"> <li>College and Career</li> <li>SEL</li> <li>Character building</li> <li>Resiliency</li> <li>Suicide prevention</li> </ol> </li> </ul>	<p><u>Student Advocacy Programs: A means of defining the role.</u> by LA Gatta - 1997 The role of the public <i>schools</i> in providing services to .... <i>Advisory programs</i>, also known as <i>advocacyprograms</i> .... 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 Advisory 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 to ....<a href="http://greatertgood.berkeley.edu">greatertgood.berkeley.edu</a></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>	<ul style="list-style-type: none"> <li>Baseline survey data to record the effectiveness of advocacy from both teachers and students.</li> <li>Increase the number of college and career lessons by 5%</li> <li>Increase the number of social, emotional wellness lessons by 5%</li> </ul>
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Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$8000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2250	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"/>

<b>Site Goal 3.6</b>	
Create an Equity Plan for Franklin High School.	
<b>Metric:</b> Other (Site-based/local assessment)	

**Actions/Services 3.6.1**

<b>Principally Targeted Student Group</b>
<ul style="list-style-type: none"> <li>All</li> <li>American Indian or Alaska Native</li> <li>Asian</li> <li>Black or African American</li> <li>EL</li> <li>Filipino</li> <li>Foster Youth</li> <li>Hispanic or Latino</li> <li>Low Income</li> <li>R-FEP</li> <li>SWD</li> <li>Two or More</li> <li>White</li> </ul>

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?
<p>Professional development throughout the year regarding equity training and culturally responsive teaching in order to create a plan so that ALL students have access to what they need to be successful on campus.</p> <p>Expand our cultural awareness of micro-cultures that are present on campus at Franklin High School.</p> <p>Provide supplemental resources that will help address Franklin High School micro-cultures.</p>	<p>School and district leaders grapple with a daunting challenge—they must reform policies and practices that currently contribute to opportunity and achievement gaps. Despite district and school leaders’ best efforts, students of color, low-income students, English learners, students with disabilities, and those who are homeless or in foster care are more likely to fail math and reading and are less likely to graduate. In order to resolve the achievement gap, historical practices that focus on educational equality, treating all students the same, must be replaced with efforts that advance educational equity, ensuring all students have the resources they need so they graduate prepared for success after high school. The recent reauthorization of the Every Student Succeeds Act (ESSA) gives greater responsibility to states and districts to advance equity at the local level. Specifically, ESSA tasks states and districts to:</p> <ul style="list-style-type: none"> <li>Design standards and assessments that develop and measure higher-order thinking skills for all students</li> <li>Use multiple measures to assess student and school performance and progress</li> <li>Document resource gaps</li> <li>Consider the use of evidence-based interventions and strategies</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate culturally responsive teaching into our daily curriculum.</li> <li>Increase the number of students participating in LINK crew by 5%.</li> <li>Increase the number of students involved in clubs, activities, athletics, programs, and academies by 5%.</li> </ul>

to narrow the achievement gap. District leaders must craft system-wide reform efforts that address academic expectations, access to learning opportunities, high-quality instruction, resource allocation, and accountability to achieve educational equity.- Equity in Education Research Brief, Hanover Research 2017

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$2500	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

**District Strategic Goal 4:**

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

**District Needs and Metrics 4:**

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- 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

**Site Goal 4.1**

Increase parent and community partnerships as measured by participation/feedback highlighting the ways they are connected to the school.

**Metric:** Attendance Rate

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

Funding Source	Amount	Description of Use		
Supplemental/Concentration (7201/0000)	\$6000	Certificated Salaries	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$4000	Materials/Supplies/Equipment	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>

Family & Community Engagement (7415/0000)	\$1000	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
Supplemental/Concentration (7201/0000)	\$2500	Contracts/Services	<input type="button" value="Edit"/>	<input type="button" value="Delete"/>
EL Supplemental (7250/0000)	\$3322	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 has 36.1 % 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 2021 - 2022**

**V. 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	
<b>2200</b> Regular Education (9-12) <b>0000</b> Unrestricted	0	\$0	\$158,025	\$158,025	\$158,025	\$0	\$0	\$0	\$0
<b>2201</b> Regular Education (9-12) - Allocated FTE <b>0000</b> Unrestricted	133.8643	\$0	\$14,356,878	\$14,356,878	\$14,356,878	\$0	\$0	\$0	\$0
<b>2222</b> Results Staffing EGEA (9-12) <b>0000</b> Unrestricted	2	\$0	\$268,830	\$268,830	\$268,830	\$0	\$0	\$0	\$0
<b>2230</b> Non-Instructional FTE (9-12) <b>0000</b> Unrestricted	1.5	\$0	\$197,289	\$197,289	\$197,289	\$0	\$0	\$0	\$0
<b>2270</b> Extended Day (9-12) <b>0000</b> Unrestricted	0	\$0	\$41,957	\$41,957	\$41,957	\$0	\$0	\$0	\$0
<b>2312</b> Education Fees <b>0000</b> Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
<b>2340</b> Secondary Counselors <b>0000</b> Unrestricted	7.35	\$0	\$904,891	\$904,891	\$904,891	\$0	\$0	\$0	\$0
<b>4255</b> Regional Occupational Program <b>0000</b> Unrestricted	0.749	\$0	\$201,763	\$201,763	\$201,763	\$0	\$0	\$0	\$0
<b>4275</b> AVID Support <b>0000</b> Unrestricted	0.4	\$0	\$51,183	\$51,183	\$51,183	\$0	\$0	\$0	\$0
<b>4380</b> Health Services <b>0000</b> Unrestricted	1	\$0	\$52,391	\$52,391	\$0	\$0	\$52,391	\$0	\$0
<b>4700</b> Summer School/Extended Learning Administration <b>0000</b> Unrestricted	0	\$0	\$3,657	\$3,657	\$3,657	\$0	\$0	\$0	\$0
<b>5495</b> Allocated FTE Leave <b>0000</b> Unrestricted	0	\$0	\$185,490	\$185,490	\$185,490	\$0	\$0	\$0	\$0
<b>5634</b> Custodial Services <b>0000</b> Unrestricted	10	\$0	\$714,278	\$714,278	\$0	\$0	\$714,278	\$0	\$0
<b>7201</b> LCFF Supplemental Concentration 7-12 <b>0000</b> Unrestricted	0	\$0	\$246,750	\$246,750	\$105,550	\$23,940	\$104,760	\$12,500	\$0
<b>7206</b> Academic Competitions <b>0000</b> Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0
<b>7218</b> Pre-Advanced Placement, Honors and Advanced Placement Training <b>0000</b> Unrestricted	0	\$0	\$5,000	\$5,000	\$4,000	\$1,000	\$0	\$0	\$0
<b>7220</b> Honors/Advanced Placement Coordination <b>0000</b> Unrestricted	0.8333	\$0	\$118,010	\$118,010	\$118,010	\$0	\$0	\$0	\$0
<b>7225</b> Honors/Advanced Placement Outreach	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0

(OCR) <b>0000</b> Unrestricted									
<b>7233</b> AVID Support <b>0000</b> Unrestricted	0	\$0	\$8,234	\$8,234	\$8,234	\$0	\$0	\$0	\$0
<b>7235</b> Career and Technical Education (CTE) Site Supplies/Equipment <b>0000</b> Unrestricted	0	\$0	\$9,000	\$9,000	\$9,000	\$0	\$0	\$0	\$0
<b>7250</b> English Learners Supplemental Program Services 7-12 <b>0000</b> Unrestricted	0	\$0	\$25,812	\$25,812	\$14,990	\$7,500	\$0	\$3,322	\$0
<b>7270</b> PBIS Coordination <b>0000</b> Unrestricted	0.333	\$0	\$28,515	\$28,515	\$0	\$0	\$28,515	\$0	\$0
<b>7440</b> Positive Behavior Incentive Supports <b>0000</b> Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
<b>7450</b> Visual & Performing Arts (VAPA) <b>0000</b> Unrestricted	0	\$0	\$15,000	\$15,000	\$15,000	\$0	\$0	\$0	\$0
<b>2200</b> Regular Education (9-12) <b>3210</b> Elementary & Secondary School Relief (ESSER)	0	\$0	\$18,440	\$18,440	\$18,440	\$0	\$0	\$0	\$0
<b>2200</b> Regular Education (9-12) <b>3212</b> Elementary & Secondary School Relief II (ESSER II)	0	\$0	\$18,440	\$18,440	\$18,440	\$0	\$0	\$0	\$0
<b>5610</b> Food and Nutrition Services Center <b>5310</b> Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	8.25	\$0	\$857,093	\$857,093	\$0	\$0	\$857,093	\$0	\$0
<b>3150</b> Independent Living Skills (ILS) <b>6500</b> Special Education	2.75	\$0	\$222,464	\$222,464	\$222,464	\$0	\$0	\$0	\$0
<b>3410</b> Special Education Mild/Moderate <b>6500</b> Special Education	11	\$0	\$970,065	\$970,065	\$970,065	\$0	\$0	\$0	\$0
<b>3660</b> Inclusive Education in Lieu of NPA <b>6500</b> Special Education	2.5626	\$0	\$132,880	\$132,880	\$132,880	\$0	\$0	\$0	\$0
<b>3680</b> Academic, Behavior and Social Supports Self-Contained Classes (ABSS-SCC)-Tier I <b>6500</b> Special Education	2.125	\$0	\$179,377	\$179,377	\$179,377	\$0	\$0	\$0	\$0
<b>3770</b> Full Inclusion <b>6500</b> Special Education	6.6252	\$0	\$360,981	\$360,981	\$360,981	\$0	\$0	\$0	\$0
<b>4455</b> Textbook Reimbursement <b>9020</b> Lost/Damaged Textbooks Reimbursement	0	\$75,608	\$0	\$75,608	\$75,608	\$0	\$0	\$0	\$0
<b>Total Funds</b>	191.3424	\$75,608	\$20,375,193	\$20,450,801	\$18,644,502	\$32,440	\$1,758,037	\$15,822	

<b>Budgeted for Strategies to Meet the Goals in the SPSA</b>									
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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	\$893,973
Subtotal of state or local funds included for this school	\$19,556,828

Principal **Chantelle Albiani** \_\_\_\_\_

School Site Council Chairperson **Aasha Walia** \_\_\_\_\_

EL Advisory Chairperson **Terence Put** \_\_\_\_\_