Franklin High School

Local Control Accountability Plan (LCAP) 2022-2023

Principal: Adam Wood

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

IV. Goals, Actions and Services

Franklin High School | Focused Work: 2022-2023

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

Involvement Process for LCAP and Annual Update

How, when, and with whom did the school consult as part of the planning process for this LCAP/Annual Review and Analysis?

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. 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:

School Site Council:

October 21, 2021
November 17, 2021
January 31, 2021
April 14, 2022
May 12, 2022

ELAC Mtgs: September 28, 2021
April 28, 2022

Leadership Mtgs: November 1, 2021
April 11, 2022
May 2, 2022

Staff meetings: August 9, 2021
September 15, 2021
October 20, 2021
January 19, 2022
February 16, 2022
April 20, 2022
May 18, 2022

Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

Feedback on the LCAP during our meetings demonstrated a continued need and concerns for student's mental health and well-being, as well as specific social emotional curriculum/training for all students and staff. Our initial use of the Illuminate data collection program has helped to create a need to expand across disciplines, rather than limit us to subject matter areas that have state testing requirements.

Resource Inequities

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

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

Goals, Actions, and Progress Indicators

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**

Site Goal 1.1

Narrow the achievement gap for lower performing subgroups as measured by SBAC test scores and other local formative assessments to determine areas of strength, challenges and need for improvement.

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

- African American students from 38% to 43%
- Hispanic students from 36% to 41%
- SWD students from 7% to 12%
- EL students from 31% to 36%
- SED students from 47% to 52%
- Homeless students from 40% to 45%
- Foster students from 0% to 5%

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

- African American students from 55% to 60%
- Hispanic students from 62% to 69%
- SWD students from 28% to 33%
- EL students from 22% to 27%
- SED students from 62% to 67%
- Homeless students from 40% to 45%
- Foster students from 0% to 5%

A-G Completion- increase the number of students that are UC A-G ready

- African American students from 51% to 56%
- Hispanic students from 56% to 61%
- SWD students from 13% to 18%
- EL students from 24% to 39%
- SED students from 59% to 64%
- Homeless students from 43% to 48%
- Foster students from 0% to 5%

CTE - increase the number of program completers

- African American students from 6% to 15%
- Hispanic students from 15% to 20%
- SWD students from 6% to 15%
- EL students from 4% to 10%
- SED students from 10% to 15%
- Homeless students from 14% to 20%
- Foster Youth - enrollment in CTE

Metric: A-G Completion	

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
- 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 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 - 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 and after school tutoring.	**Ramseth, P. R. (2018). Narrowing achievement gaps: An examination of advancement via individual determination (AVID)** Effective Interventions for Long-Term English Learners (see pages 15 and 26): https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_white_paper_2018_web.pdf?sfvrsn=f59d6952_4 Closing the Achievement Gap - ASCD "Schools that close achievement gaps focus on improving learning for all students, maintain a "no excuses" attitude, use research and data to improve practice, involve everyone in improvement processes, persist through difficulties and setbacks, and celebrate accomplishments." School based Strategies for Narrowing the Achievement Gap. https://www.wasa-oly.org https://www.wested.org/resources/narrowing-the-achievement-gap-perspectives-and-strategies-for-challenging-times Visual and Performing Arts, National Standards, Creating ... https://ebrary.net › sociology › visual_performing_arts *VAPA* classes are *important* in the development of fine motor skills, creativity, social-emotional interactions, and much more. 2nd Edition Handbook, Learning By Doing	- Academic advising and number students on track with A-G or towards their career path for each grade level. - EL, SEASE and SpEd program coordinators will provide additional support for students to meet the needs for A-G, help support at risk populations and student focus groups through programs, restorative practices, SEL, high quality instructional PD and family/student involvement. - Tutoring attendance logs will be reviewed monthly. - AA, EL, FY Hispanic, SWD and SED student schedules will be reviewed for A-G courses and pre-requisites. - Teacher/student/parent feedback in IEP meetings. - Graduation rate for AA, EL, FY, Hispanic, SWD and SED students will be reviewed annually. - CCC students will be reviewed and subgroups compared to see closing of the opportunity gap - Data analysis of AVID students attending college field trips and planning to attend college. Pre and post surveys for those in attendance - AVID student post secondary data: college attendance rate. - Review data for seniors taking advantage of this opportunity - survey how many would not have taken the tests or applied without the assistance.

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."

Supporting Student Success Through Afterschool Programs
https://www.ncsl.org › research › education › expandin...
Mar 5, 2021 — Consistent participation in *afterschool programs* has shown lower dropout rates and has helped close achievement gaps for low-income students. At-Risk Youth: Afterschool programs provide a ...STEM: Students that attend high-quality aftersc...
Data: Since 2014, with support from the Charles ...
Council/Taskforce: Councils or task forces,

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

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3500	Contracts/Services/Subscriptions	
Supplemental/Concentration (7201/0000)	$5000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$15000	Certificated- Salaries	
AVID (7233/0000)	$3000	Materials/Supplies/Equipment	
AVID (7233/0000)	$4300	Certificated- Salaries	
Student Fees (2312/0000)	$20000	Materials/Supplies/Equipment	
Academic Competitions (7206/0000)	$500	Certificated- Salaries	
PreAP Training (7218/0000)	$4000	Certificated-Stipends	
PreAP Training (7218/0000)	$1000	Materials/Supplies/Equipment	

Site Goal 1.2

Percentage of SEASE, EL and SWD students achieving at or above standard on the following measures

- UC a-g completion rate
- Reduce individual student D's and F's
- Increase parent participation in parent meetings, IEP's, PTS conferences
- Decrease the number of class suspensions.

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
- Refine roles and responsibilities of the PBIS/Wellness coordinator/certificated teacher. (Matt Felkins) - Provide intervention support programs such as SEASE, Wildcat Wellness Center, and EL reading specialist support to encompass distinctive grade level support, through Advocacy and after school support opportunities. - SEASE, EL and PBIS coordinators Increase communication of intervention programs and opportunities with parents.. - Continue structured interventions models such as SEASE during the school day. - Provide professional development for the use of restorative practices campus wide. - Provide release days for SEASE(Social, emotional and academic excellence) program PLC - Provide release time for a SEASE program coordinator.	Effective Interventions in Education: Types and Examples https://www.highspeedtraining.co.uk › hub › effective-i...Jul 9, 2021 — Why are Effective *Interventions Important* in *Schools*? ... *Interventions* can be an incredibly beneficial aspect of *school* life. School Intervention Programs: What you need to know - Edu ... https://www.edu-special.com › school-intervention-pro...Apr 22, 2019 — *School intervention programs* are sets of instructions given to students who are not performing at their best. Nov 30, 2018 - The importance of a *program coordinator* extends beyond lending a supportive ear for a resident or managing resident files. hcpro.com How Writing Rubrics Improve Writing	Time4Writing https://www.time4writing.com › writing-resources › wri... *Writing rubrics* are great teaching	- Students and parents participating in the SEASE program will receive quarterly grade and attendance reports. - Quarterly reports of D and F grades will show reduced numbers. - Number of Character Strong SEL lessons delivered each quarter. - Number of class suspensions for each quarter. - Implementation of restorative practices

- (Audry Robare)
- Increase the use of restorative practices in all classrooms.
- Provide professional development for all staff in strategies to support the academic success and social, emotional health of all students.
- Implement and incorporate EGUSD's adopted SEL curriculum. (Character Strong)
- 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.
- EL Coordinator will be a certificated teacher (Teresa Bandy)

tools because they put teachers and students on the same page.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$35000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$4000	Contracts/Services/Subscriptions	
Supplemental/Concentration (7201/0000)	$2500	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	$800	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	$1700	Certificated- Salaries	
EL Supplemental (7250/0000)	$1243	Classified- Salaries	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
- 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. - EL Coordinator is certificated staff. - Funding for ELAC meetings. - 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. - Professional development for best practices for reading instruction and intervention. - Funding for Initial and	Evidence-based reading interventions for English language ... https://www.sciencedirect.com › science › article › pii by Y Cho · 2021 · Cited by 3 — To ensure quality education, *students* identified as *ELLs* can participate in supportive *programs* to improve their English skills. Research-Based Recommendations for Instruction and ...https://www2.ed.gov › about › inits › interventions PDFCenter on *Instruction English Language Learners* Strand ... *interventions* in *reading* and math, the special needs of adolescent newcomers. About PLCs | All Things PLC | Powered by Solution Tree https://www.allthingsplc.info › about *Professional learning*	- EL, SWD, SED, R-FEP and AA student who are college and career "prepared" - Academic advising and number students on track with A-G or towards their career path for each grade level. - EL, SEASE and SpEd program coordinators will provide additional support for students to meet the needs for A-G, help support at risk populations and student focus groups through programs, restorative practices, SEL, high quality instructional PD and family/student involvement. - Tutoring attendance logs will be reviewed monthly. - AA, EL, FY Hispanic, SWD and SED student schedules will be reviewed annually for A-G courses. - Graduation rate for AA, EL, FY, Hispanic, SWD and SED students will be reviewed

- Summative ELPAC assessment support.
- 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.

community (PLC) ... An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research ..

Ensuring Career Pathway Quality: - Advance CTE
https://cte.careertech.org › files › files › resources
PDF
Participation in a *high-quality* Career Technical Education. (CTE) program of study and/or career *pathway* has proven benefits for learners in the form of .

Understanding CTE – About - Career and Technical Education
https://www.careerandteched.org › apps › pages
Industry standard curriculum
· *Industry* certified instructors
· *Industry* approved training facilities and *equipment* ·

annually.
- College and Career Preparedness for AA, EL, FY, Hispanic, SWD and SED students will be reviewed annually.
- IRe-designated numbers will be reviewed annually.
- The number of EL, SWD, SED, and AA students attending AST increasing the 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.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$2500	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$2500	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	$800	Materials/Supplies/Equipment	
EL Supplemental (7250/0000)	$1200	Certificated- Salaries	

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 68% 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 38% to 43%
- Hispanic students from 36% to 41%
- SWD students from 7% to 12%
- EL students from 31% to 36%
- SED students from 47% to 52%
- Homeless students from 40% to 45%
- Foster students from 0% to 5%

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

- African American students from 55% to 60%
- Hispanic students from 62% to 69%
- SWD students from 28% to 33%
- EL students from 22% to 27%
- SED students from 62% to 67%
- Homeless students from 40% to 45%
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A-G Completion- increase the number of students that are UC A-G ready

- African American students from 51% to 56%
- Hispanic students from 56% to 61%
- SWD students from 13% to 18%
- EL students from 24% to 39%
- SED students from 59% to 64%
- Homeless students from 43% to 48%
- Foster students from 0% to 5%

CTE - increase the number of program completers

- African American students from 6% to 15%
- Hispanic students from 15% to 20%
- SWD students from 6% to 15%
- EL students from 4% to 10%
- SED students from 10% to 15%
- Homeless students from 14% to 20%
- Foster Youth - enrollment in CTE

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
• Provide professional development as needed in ELA, mathematics, social science, science, SpEd and EL through site and District release day(s) for cluster and	Using data to improve the quality of education - IIEP Learning ... http://learningportal.iiep.unesco.org › issue-briefs › usi...Aug 16, 2021 — Learning *data*, augmented with background *data*, provide	• 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%.

- 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 for all staff which includes teacher team release days, PLC conferences, seminars and teacher team planning days.

information on how well students are learning, what factors are associated with achievement, and which groups perform poorly. This information can be used for system analysis, improved resource allocation, agenda setting or during the policy-cycle.

About PLCs | All Things PLC | Powered by Solution Tree
https://www.allthingsplc.info › about
Professional learning community (PLC) ... An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research ..

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."

Professional Learning Communities Can 'Unleash the Learning!'
https://www.edweek.org › leadership › 2021/04
Apr 25, 2021 — *Professional learning communities* (*PLCs*) foster collaboration to support student achievement. Generally speaking, teachers work together to .

The Top 10 Benefits Of Digital Learning - eLearning Industry
https://elearningindustry.com › Articles
Jan 30, 2022 — One of the greatest benefits of *digital learning* is that it can help to enhance student accountability.

- 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)	$5000	Certificated- Salaries	
EL Supplemental (7250/0000)	$5000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$2500	Materials/Supplies/Equipment	
AP Recruitment (7225/0000)	$1000	Materials/Supplies/Equipment	

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)**

Site Goal 2.1

Engage in meaningful data collection and analysis using Illuminate, benchmarks and other data to provide additional measures of progress and growth for sub- groups and content areas.

CAASPP Math-Increase the number of students meeting or exceeding standards

- African American students from 38% to 43%
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A-G Completion- increase the number of students that are UC A-G ready

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- EL students from 24% to 39%
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- Homeless students from 43% to 48%
- Foster students from 0% to 5%

CTE - increase the number of program completers

- African American students from 6% to 15%
- Hispanic students from 15% to 20%
- SWD students from 6% to 15%
- EL students from 4% to 10%
- SED students from 10% to 15%
- Homeless students from 14% to 20%
- Foster Youth - enrollment in CTE

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
• 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 Iluminate in all subject matter areas. • Purchase resources that will help with to provide feedback on written assignments across disciplines - Turnitin.com	**Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning, Fisher, Frey, Hattie 2016.** Ways to Support Long-Term English-Language Learners https://www.edweek.org › teaching-learning › 2020/01 Jan 17, 2020 — Some easy best practices for supporting LTELs in mainstream classes include front-loading vocabulary, providing sentence frames or sentence ... How to Build Common Formative Assessments	PowerSchool https://www.powerschool.com › Resource Library Aug 17, 2021 — *Common* formative *assessments* are formative *assessments* created and agreed upon by an entire group of course or grade-level teachers	• 100% departments reporting data collection in Illuminate 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.

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

[What are the Benefits to Students in Using Turnitin? - Edusson ...https://edusson.com › Blog › Samples](https://edusson.com)
Consider the following *benefits* that *Turnitin* provides for students: · Instant FeedbackYou took hours or months to piece your essay together, check it for errors

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$6000	Certificated- Salaries	
EL Supplemental (7250/0000)	$2500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$17000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$7500	Contracts/Services /Subscriptions	
EL Supplemental (7250/0000)	$3500	Certificated- Salaries	

Site Goal 2.2

Create a professional development plan that facilitates the formation of true PLC's in all departments that utilize student data to inform and improve teaching practices.

Metric: Assessment System	

Actions/Services 2.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?

- Provide release time for collaborative PLC professional development through Solution Tree.
- Provide instructional support with coaches and workshops that teachers can attend.
- Provide access to resources to help create common assessments and rubrics..

[The Benefits of Professional Learning Communities & How to ...](https://www.schoology.com)
https://www.schoology.com › blog › benefits-professio...
Feb 21, 2019 — *PLCs* are attractive because they're nearly free, and they're incredibly flexible. Teachers, administrators and other staff members can design .

[About PLCs | All Things PLC | Powered by Solution Tree](https://www.allthingsplc.info)
https://www.allthingsplc.info › about
Professional learning community (PLC) ... An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research ..

Rationale for Teacher Team Developed Common Assessments
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[How to Build Common Formative Assessments | PowerSchool](https://www.powerschool.com)
https://www.powerschool.com › Resource Library
Aug 17, 2021 — *Common* formative *assessments* are formative *assessments* created and agreed upon by an entire group of course or grade-level teachers.

- Essential standards will be identified on a curriculum map developed by the department or singleton teacher.
- Learning targets will be identified on curriculum maps by standard or on common assessments. LTs will be shared with students during the lesson.
- Learning targets will have identified success criteria in all subject matter areas.
- Common Assessment Data for essential standards - 80% of their students meeting each essential standard. (Data Source: Assessment data reported by departments) Data analysis can be done using Illuminate.
- Number of students who pass their essential skill after the second assessment will increase by 10% percent.

By utilizing the PLC model, our target will be: r

- 80% of students will have at least a 2.5 GPA at each grading period. (Data Source: Synergy reports)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$6000	Certificated- Salaries	
EL Supplemental (7250/0000)	$2500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$7500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$20000	Contracts/Services/Subscriptions	
EL Supplemental (7250/0000)	$4500	Certificated- Salaries	

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

Expansion of interventions that address student wellness, cultural responsiveness and social, emotional learning.

Metric: Cohort Graduation

Actions/Services 3.1.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
- 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 all staff members to help strategically develop and achieve equity.	Transition Programs Link Crew success - The Boomerang ... https://www.boomerangproject.com › link › what-is *Link Crew* is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school. CHALLENGE DAY - GuideStar Profile https://www.guidestar.org › profile *Challenge Day* is a 25 year-old nonprofit social enterprise. We were helping kids fight bullying and	- 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%. - Increase the number of students participating in the Student Equity Council from 6 to 12. - Increase the number of students participating in Student Senate from 40 to 50.

- Provide targeted services and workshops that promote the social, emotional well being of our school community.
- Continue to support the Wellness Center where students have access when dealing with personal and/or behavioral issues.
- Implement and sustain 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).
- Provide 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.

emotional alienation long before it became a national issue. Challenge Day is a highly interactive and energetic program that provides teens and adults with tools to break down the walls of separation and isolation and replace them with compassion.

Center on PBIS
https://www.pbis.org
(Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

How PBIS works in your classroom - Classcraft Blog
https://www.classcraft.com › blog › pbis-in-the-classroom
Oct 17, 2018 — Through *PBIS*, students learn about appropriate behavior in the same way they learn Math or English.

Longitudinal disciplinary and achievement outcomes associated with school-wide PBIS implementation level; James et al; Miami University, August 30 2019

5 Tips for Creating a Positive School Culture | Kickboard
https://www.kickboardforschools.com › 5-ways-to-chan...
Building a positive *school climate* is about centering equity and focusing on diversity and inclusion of students and staff.

The Importance of Mental Health Awareness in Schools
https://anzmh.asn.au › blog › mental-health-awareness-i...Feb 19, 2020 — It is highly important to raise *mental health awareness in schools* since young people are seriously affected by *mental health* issues every day.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$8000	Contracts/Services/Subscriptions	
Supplemental/Concentration (7201/0000)	$8000	Certificated- Salaries	

Site Goal 3.2

Develop robust, sustainable mental health resources for students to reduce the number of students leaving campus on a mental health directive.

Metric: Cohort Graduation	

Actions/Services 3.2.1

Principally Targeted Student Group

• All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
• Provide targeted services and workshops that promote the social, emotional well being of our school community. • Sustain 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. • Add a social worker to provide support in counseling and the wellness center. • Implement and incorporate EGUSD's adopted SEL curriculum. • Professional development for staff to address students affected by trauma.	The Importance of Mental Health Awareness in Schools https://anzmh.asn.au › blog › mental-health-awareness-i...Feb 19, 2020 — It is highly important to raise *mental health awareness in schools* since young people are seriously affected by *mental health* issues every day. The Importance of Mental Health Education in Schools https://stigmafreesociety.com › blog › the-importance-o...Oct 27, 2020 — *Schools* have the ability to promote positive *mental health* by building self-confidence and self-esteem. Social Emotional Learning (SEL) & Why It Matters for Educators https://www.nu.edu › resources › social-emotional-learn...Why is SEL *Important*? — SEL is helpful to both children and adults, increasing self-awareness, academic achievement, and positive behaviors both in and out ... The Power Of Social And Emotional Learning: Why SEL Is ...	• Reduce the number of students needing identified mental health support 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, reduce students needing identified mental health support, reduce behavioral conflicts between students. • Expansion of MTSS Tier 2 process. • Expansion of counseling support groups.

Dec 7, 2020 — SEL can help students better understand and identify their *emotions*; it can help them develop empathy, increase self-control and manage stress.

The Role of School Social Workers | MSW@USC
https://msw.usc.edu › MSW@USC Blog
Feb 4, 2019 — The *role* of a *school social worker* is to support *school* counselors by providing targeted emotional and social support to individual students ...

How Trauma-Informed Schools Help Every Student Succeed
https://www.crisisprevention.com › Blog › Trauma-Info...
Mar 31, 2021 — *Trauma-informed schools* incorporate policy, procedure, and curriculum into a holistic approach that supports every student's potential.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$10000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$11500	Materials/Supplies/Equipment	

Site Goal 3.3

PBIS Tiered Fidelity Inventory will show a growth of 10%, from 80% to 90%. .

Metric: Cohort Graduation	

Actions/Services 3.3.1

Principally Targeted Student Group

• All • School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
• Utilize PBIS and similar programs/workshops that assist students to become positive decision makers.	https://www.pbis.org *Positive Behavioral Interventions and Supports* (*PBIS*) is an evidence-based three-tiered	• Tiered Fidelity Inventory Results show growth of 10% or more. • Staff members will have a

- 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.

framework to improve and integrate all of the data, systems.

Longitudinal disciplinary and achievement outcomes associated with school-wide PBIS implementation level; James et al; Miami University, August 30 2019

How PBIS works in your classroom - Classcraft Blog
https://www.classcraft.com › blog › pbis-in-the-classroom
Oct 17, 2018 — Through *PBIS*, students learn about appropriate behavior in the same way they learn Math or English. Instead of interrupting others, students are ...

Positive Behavior Interventions & Supports - Student ...
https://k12engagement.unl.edu › PBIS 12-17-15
PDFby S Fluke · Cited by 9 — *Examples* of the *behaviors* that meet these *behavioral* expectations are explicitly taught for various school environments.

Equity in Education: What it Is and Why it Matters - Thinking Maps; Mar 12, 2018 - At the *school* 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 *goal* of *equity* and enable all students to succeed. www.thinkingmaps.com

minimum of 2 equity goals.
- Site-wide permanent signage for PBIS/P.R.I.D.E.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$10000	Contracts/Services /Subscriptions	
PBIS (7440/0000)	$1000	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$8000	Certificated- Salaries	

Site Goal 3.4

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

- African American students from 34 to 26
- Hispanic students from 8 to 6
- SWD students from 18 to 14
- EL students from 2 to 1
- SED students from 48 to 36
- White students from 5 to 3

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
- Continue to focus and refine PBIS/P.R.I.D.E major and minor behaviors. - Provide staff development and implementation of Restorative Practice Interventions campus wide. - Provide programs such as Stanford's My Healthy Future as interventions for vaping, smoking and tobacco related behaviors.	Ways to Implement Restorative Practices in the Classroom https://www.edweek.org › teaching-learning › 2020/01 Jan 9, 2020 — *Restorative practices* represent a positive step forward in helping all students learn to resolve disagreements, take ownership of their behavior .... Building a Positive School Climate Through Restorative ... https://learningpolicyinstitute.org › product › wce-positi... Oct 28, 2021 — As shown in Figure 1, *restorative practices* range from the informal to the formal. They are designed to build community and repair relationships ... For Students Caught Using | Tobacco Prevention Toolkit https://med.stanford.edu › HealthyFutures The *MY Healthy Futures* Course and Healthy Futures Curriculum cover similar information on the health effects of vaping, addiction, messaging, and the cost.	- Reduce the number of suspensions for PTSG's by 25%. - Baseline data for the use of restorative practices in the on campus intervention program

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$3500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$3500	Certificated- Salaries	

Site Goal 3.5

Provide a research based 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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
- Identify specific goals for the Advocacy program. - 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.	How Schools Can Make Advisories Meaningful for Students ... https://www.edweek.org › leadership › 2019/03 Mar 12, 2019 — *Advisory* periods—that common block of time in middle and high school schedules intended to strengthen relationships in schools. The most important class in high school isn't what you think https://www.greatschools.org › Home › Articles May 3, 2021 — *Advisory programs* go by many different names. The way they're structured varies from school to school. But generally, an *advisory program* Five Tips for Teaching Advsiory Classes at Your School. Apr 6, 2017 - *Advisory programs*, which are common in non-traditional schools, ... *Advisory* is one of the few places in *high school* where there is room to ....greatergood.berkely.edu Creating a Successful Advisory Program Jan 8, 2018 - However, a trait that all effective *advisory*	- Baseline survey data to record the effectiveness of advocacy from both teachers and students. - 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	
Supplemental/Concentration (7201/0000)	$8000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7201/0000)	$4250	Materials/Supplies/Equipment	

Site Goal 3.6

Create an Equity Plan for Franklin High School that includes culturally responsive teaching, and increasing at risk student participation in academies.

Metric: Other (Site-based/local assessment)

Actions/Services 3.6.1

Principally Targeted Student Group

• All • American Indian or Alaska Native • Asian • Black or African American • EL • Filipino • Foster Youth • Hispanic or Latino • Low Income • R-FEP • SWD • Two or More • White

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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. Expand our cultural awareness of micro-cultures that are present on campus at Franklin High School. Provide supplemental resources that will help address Franklin High School micro-cultures.	Teaching for Equity - A New Guide from Leading Educators https://leadingeducators.org › equity *Teaching* for *Equity* is more than a framework. It's an action guide that translates complex research into *teacher* beliefs, practices, and resources. A Guide to Equity and Antiracism for Educators | Edutopia https://www.edutopia.org › article › guide-equity-and-a... Jun 5, 2020 — Reading: Even if you only have 10 minutes, you can learn something to help you create a more *equitable* classroom. Professional Development | Learning for Justice https://www.learningforjustice.org ›	• Incorporate culturally responsive teaching into our daily curriculum. • 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%.

professional-devel...
Learning for Justice provides a
range of materials for *educators*:
learning modules that make you
think, presentations you can share
and hands-on *workshops* with .

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7201/0000)	$5000	Certificated- Salaries	
Supplemental/Concentration (7201/0000)	$1500	Materials/Supplies/Equipment	

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
• 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.	How to Improve Parent Engagement at the High School Level https://www.edutopia.org › article › improving-parent-e... Feb 9, 2022 — It's possible to improve communication with *parents* and guardians of *high*	• Increase the number of EL,SED,SWD, AA, and Hispanic parent events held annually. • Increase community participation in annual school activities to include local sponsors.

- 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

school students by rethinking a few outreach strategies.

What the research says about the best way to engage parents https://hechingerreport.org › what-the-research-says-ab...
Feb 28, 2020 — Research shows being welcoming, responsive and listening can create true learning partnerships and encourage *family engagement*.

www.schoolcommunitynetwork.org/ downloads/FACEHandbook.pdf
 The Handbook on Family and Community Engagement.

- The number of EL,SED,SWD, AA, and Hispanic students receiving certifications.
- Increase the number of internship opportunities for ALL students.
- Increase the number of REGIONAL parent events held annually. 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	
Supplemental/Concentration (7201/0000)	$8000	Certificated- Timesheets	
EL Supplemental (7250/0000)	$3500	Materials/Supplies/Equipment	
Supplemental/Concentration (7201/0000)	$6000	Materials/Supplies/Equipment	

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.

V. Funding

Franklin High School (468) | 2022 - 2023

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	0.0000	$0	$149,344	$149,344	$149,344	$0	$0	$0	$0
2270 Extended Day (9-12) **0000** Unrestricted	0.0000	$0	$41,957	$41,957	$41,957	$0	$0	$0	$0
2312 Education Fees **0000** Unrestricted	0.0000	$0	$20,000	$20,000	$20,000	$0	$0	$0	$0
7201 LCFF Supplemental Concentration 7-12 **0000** Unrestricted	0.0000	$0	$246,750	$246,750	$77,500	$64,000	$91,250	$14,000	$0
7206 Academic Competitions **0000** Unrestricted	0.0000	$0	$500	$500	$500	$0	$0	$0	$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training **0000** Unrestricted	0.0000	$0	$5,000	$5,000	$5,000	$0	$0	$0	$0
7220 Honors/Advanced Placement Coordination **0000** Unrestricted	0.0000	$0	$4,000	$4,000	$4,000	$0	$0	$0	$0
7225 Honors/Advanced Placement Outreach (OCR) **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$1,000	$0	$0	$0	$0
7233 AVID Support **0000** Unrestricted	0.0000	$0	$7,300	$7,300	$7,300	$0	$0	$0	$0
7250 English Learners Supplemental Program Services 7-12 **0000** Unrestricted	0.0000	$0	$27,243	$27,243	$10,743	$13,000	$0	$3,500	$0
7440 Positive Behavior Incentive Supports **0000** Unrestricted	0.0000	$0	$1,000	$1,000	$0	$0	$1,000	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	$0	$504,094	$504,094	$317,344	$77,000	$92,250	$17,500	

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	$504,094

Signatures: (Must sign in   **Date**

blue ink)

Principal | Chantelle Albiani

School Site Council Chairperson | Aasha Walia

EL Advisory Chairperson | Terrence Put