2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Franklin High School
Address:	4600 E. Fremont St Stockton, CA 95215
CDS Code:	39 68676 3932654
District:	Stockton Unified School District
Principal:	Juan A. Salas
Revision Date:	March 2, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Juan A. Salas
Position:	Principal
Phone Number:	(209) 351-7490 Ext. 8207
E-mail Address:	juansalas@stocktonusd.net

Contents

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

☐ State Compensatory Education Advisory Committee

_____ Signature

☑ English Learner Parent Involvement Committee

Carmen   Arroyo
_____ Signature

☐ Special Education Advisory Committee

_____ Signature

☐ Gifted and Talented Education Program Advisory Committee

_____ Signature

☐ District/School Liaison Team for schools in Program Improvement

_____ Signature

☐ Compensatory Education Advisory Committee

_____ Signature

☐ Departmental Advisory Committee (secondary)

_____ Signature

☐ Other committees established by the school or district (list):

_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on ___March 2, 2018_____.

Attested:

Juan A. Salas		March 2, 2018
Typed Named of School Principal	Signature of School Principal	Date
Enrique Munoz		March 2, 2018
Typed Named of SSC Chairperson	Signature of SSC Chairperson	Date

Mission

Insert the school site's mission.

Our commitment at Franklin High School is to develop creative problem solvers that are prepared to meet the challenges of an ever changing and increasingly complex world. We achieve this through rigorous, engaging instruction that is driven by collaboration, data, research, and technology.

Vision

Insert the school site's vision.

At Franklin High School, we will ensure student success by:
- Collaborating to design and implement effective, research-based educational practices and creative, engaging lessons
- Establishing high expectations for all students
- Developing internationally-minded, culturally sensitive, democratic citizens
- Developing inquirers with real life skills and a passion for problem solving
- • Fostering relationships that create successful and productive students and teachers

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Franklin High School is a comprehensive four-year high school and middle school (grades 6-12) located east of the Stockton city limits in San Joaquin County. Franklin student enrollment is at 2,115 students for this school year. 80% of Franklin's students are Latino. 27% of Franklin's students are English Language Learners. Spanish is the primary language for 64% of Franklin's students, while English is the primary language for 32%. 82% of Franklin's students are socio-economically disadvantaged. Our students are urban, inner-city students combined with students from the outlying agricultural areas. We currently have 122 classrooms in four primary buildings which house all of our programs. Our students have the opportunity to participate in various pathway programs that include; Career and Technical Education, AVID, and International Baccalaureate Programme. Our goal is to provide equity to all student learners that includes English Language Learners and Special Education populations. Services to all students also include college and career, counseling and Wellness Center.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Priority #1: Increase proficiency for all student in English Language Arts and Mathematics.
- Targeted extended collaboration focusing on providing students with pull-out learning opportunities
- Additional Teacher compensation to allow for enhanced reteaching of foundational content

Priority #2: Increase fluency and proficiency for English Language Learners.
- Provided teacher professional learning to enhance instructional practices pertaining to integrated and designated ELD, such as ELD Institute, targeted site base integrated ELD strategies.

Priority #3: Increase College & Career readiness for all students.
- Monitoring students that are at-risk or are not meeting A-G requirements through, student/parent/teacher academic conferences.
- Provide students with specific information and resources to support to understand A-G requirements, meeting deadlines for college/career events, etc.

Priority #4: Increase engagement of all stakeholders—including students, parents, and members of the community—in the planning and decision-making of the school.
- Providing parents with opportunities to be engaged through Parent Coffee, classroom visits, etc.

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Priority #1: Proficiency English Language Arts & Mathematics
- Fully implement the Professional Learning Community Process to ensure rigorous learning for all students in all content areas.
- Provide multi-tiered behavioral support through Positive Behavioral Intervention Strategies (PBIS).
- Implement AVID WICOR strategies in all classes and programs to increase rigor and differentiation.
- Continue to implement a series of student pathways for college readiness. Those pathways will include: AVID, IB, CTE and TLC.
- Offer an effective AVID elective course, with multiple sections at each grade level, which will provide students with specific strategies and support for success in all of their classes and will also promote a college-going atmosphere.
- Implement a 4-year planning tool for all students. The tool will be based on the AVID model and will make explicit all A-G requirements and all program opportunities.

Priority #2: English Language Learners
- Meet with students prior to administration of ELPAC and MAP each fall to stress the importance of the assessments, explain how the reclassification process works, and share strategies for success.
- ELD teachers meet as a grade-level collaborative team for ninety minutes every other week to identify essential curriculum, design common assessments, review data, and strategize instructional practices.
- Integrated ELD placement of English Language Learners in core classes. Provide teachers professional development.
- Designated ELD placement of English Language Learners in ELD for targeted language instruction. Provide teachers professional development

Priority #3: College & Career Readiness
- Placement of 9th - 12th in A-G courses and ensure they have a pathway towards graduation and college & career readiness.

Priority #4: Increase Engagement of all stakeholders
- Parent and student representatives will have an active role in the PLC and PBIS initiatives, providing regular and meaningful feedback to both the school site committees such as ELAC and School Site Council (SSC), in addition to the PLC Guiding Coalition and the PBIS Hive Team.

Strategies and Activities
- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Priority #1:
- Prioritize essential curriculum in all content areas and implement a timeline for teaching, assessment, and re-teaching (Tier I of a Multi-Tiered System of Support). Revisit annually.
- Use common formative assessments in all content areas as the basis for a continuous cycle of improvement. Collaborate bi-weekly to review data, establish goals, and share instructional strategies.
- Implement a formal Lesson Study procedure in all content areas.
- Develop a system for providing Tier II and Tier III academic intervention (RTI) during the regular school day.
- Provide training for all teachers and support staff in the PLC process in order to maximize capacity, knowledge, and buy-in to the process.
- Establish and maintain a PBIS Team (HIVE) with defined roles and responsibilities that engages members of all stakeholder groups, including students, in planning and decision-making.
- Use data and the PBIS process to create an inviting climate for all students, staff, and other stakeholders.
- Use data and the PBIS process to establish schoolwide norms and expectations for appropriate behavior.
- Establish schoolwide norms and processes for responding to inappropriate behavior.
- Develop a monitoring process for achieving schoolwide success in improving student behavior.
- Use data and the PBIS process to establish schoolwide norms and practices for classroom management.
- Use data and the PBIS process to establish school wide systems for dealing with safety, conflict, and bullying prevention).

- Implement a schedule of targeted and differentiated teacher trainings in AVID WICOR strategies. Refocus staff and department meeting time to professional development.
- Establish and maintain an AVID Site Team with defined roles and responsibilities that engages members of all stakeholder groups, including students, in planning and decision-making.
- Train the majority of administrators, counselors, and teachers via the AVID Summer Institute as well as AVID PATH trainings during the school year.
- Expand the AVID elective class to multiple sections at each grade level, staggered throughout the master schedule for increased access. Use AVID elective to provide more access for all students to rigorous courses, such as IB.

Priority #2:
- Meet with students prior to administration of ELPAC and MAP each fall to stress the importance of the assessments, explain how the reclassification process works, and share strategies for success.
- ELD teachers meet as a grade-level collaborative team for ninety minutes every other week to identify essential curriculum, design common assessments, review data, and strategize instructional practices.
- Place and monitor students in English Language Development intervention courses as needed. These courses will be scheduled in addition to the students' regular ELA courses.
- Send the majority of teachers of English Language Learners to the California Association for Bilingual Education (CABE) conference, where teachers will learn effective instructional strategies.
- Integrated ELD placement of English Language Learners in core classes. Provide teachers professional development.
- Designated ELD placement of English Language Learners in ELD for targeted language instruction. Provide teachers professional development.

Priority #3:
- Placement of 9th - 12th in A-G courses and ensure they have a pathway towards graduation and college & career readiness.
- Implement a 4-year planning tool for all students. The tool will be based on the AVID model and will make explicit all A-G requirements and all program opportunities.

Priority #4:
- Continue to have Principal Coffee Hours for the purpose of parent involvement through: Informing, gathering input, increasing participation and engagement.
- Fulfill the required SSC and ELAC mandates.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Franklin has four parent engagement structures. Although, both SSC & ELAC are primarily responsible for decision making, voice, and vote on Franklin's Single Plan for Student Achievement (SPSA), the other structures are important for reporting information and involvement.

School Site Council (SSC):
SSC reviews, analyzes, and recommends Franklin SPSA priorities, plan, implementation, and budget.

English Language Advisory Committee (ELAC):
ELAC recommends via voice and vote to SSC ELL priorities, plan, implementation, and budget initiatives.

Principal Coffee Hours:
From 8:30 - 9:30, Mr. Salas meets with parents for the coffee hour in English. From 9:30 - 10:30 is the coffee hour in Spanish on the following dates:

- Friday, December 1, 2017
- Friday, January 12, 2018
- Friday, February 2, 2018
- Friday, March 2, 2018
- Friday, April 6, 2018
- Friday, May 4, 2018

Information presented in both SSC & ELAC is shared in the coffee hours. Coffee hour also serves as an advisory, recommendation, suggestions, ideas, etc. to SSC and ELAC, primarily to the SPSA.

Parent Organizations:
Franklin Boosters such as, IB, Athletic, Drama are informed of educational mandates, decisions, and initiatives.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Priority #1: Proficiency English Language Arts & Mathematics

- Only 30% of Franklin students met or exceeded the standard on the ELA portion of the 2016 SBAC (down from 35% in 2015). This data led Franklin's staff to identify both reading and writing proficiency as critical learner needs.
- Only 23% of Franklin students met or exceeded the standard on the Math portion of the 2016 SBAC (up from 20% in 2015). This data led Franklin's staff to identify critical thinking, problem-solving, and analysis as a critical learner need.
- Because of these outcomes on the SBAC assessment, the majority of Franklin 11th graders are classified as "not ready" for college by the Early Assessment Program.
- Furthermore, in 2015-2016 less than half of Franklin's students met their MAP growth targets in Reading (49%) and Math (41%).

Priority #2: English Language Learners

- Approximately 20% of our school population consists of English Language Learners. As a result, ELL's are in almost every classroom across the campus, making their success a schoolwide need.
- Only 16% of English Language Learners met or exceeded the standard on the ELA portion of the 2016 SBAC (down from 22% in 2015).
- Only 1% of English Language Learners met or exceeded the standard on the Math portion of the 2016 SBAC (up from 0% in 2015).
- Based on the above data, the staff noted that ELL's required "particular attention" in our critical learner needs.
- While the rate of reclassification for Franklin's ELL's is improving, it is still well below the rates of both the district and the state.

Priority #3: Increase College & Career readiness for all students.

- Despite our approximately 90% graduation rate, only about 40% of Franklin's students meet the a-g requirements for admission into UC or CSU colleges.
- Less than 30% of Franklin's 11th grade students are deemed "ready" for college English by the Early Assessment Program (EAP).
- Less than 30% of Franklin's 11th grade students are deemed "ready" for college Math by the Early Assessment Program (EAP).

Priority #4: Increase engagement of all stakeholders—including students, parents, and members of the community—in the planning and decision-making of the school.

The 2017 WASC Visiting Committee, after interviewing multiple stakeholders, including parents and students, identified the following critical area for improvement: "There is a need for increased engagement of, and communication with, all stakeholders in the school improvement process."

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

- California Dashboard reflected the ELA Academic state indicator being "Yellow" with a solid 13.7-point increase from the Spring 2017 data release.
- California Dashboard reflected the Math Academic state indicator being "Yellow" with significant increase of 18.4 points from Spring 2017 data release.
- Graduation rates increased significantly by 6.1% from 2016 to 90.2%.
- Suspension rates declined significantly by 5.4% for all students from 2016 based on the California Dashboard. All subgroups experienced significant declines in suspensions by 4.6% - 9% from 2016.
- In 2016, there were a total of 76 English Language Learners that reclassified. In years past, an average of 23 reclassified.

Franklin will continue to target these subgroups, and others as well, with intervention support out of the classroom. 8th graders are receiving summer extended learning and after school tutoring support. We continue to provide intervention from staff and the wellness center in order to continue to decrease our suspension rates. ELLs are informed of their status as English Learners and goals to become proficient, Reclassified, and college and career ready.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Although the California Dashboard reflects "Yellow" for both ELA (58.2 and Math Academic state indicators, we feel this is a great need based on the 16-17 SBAC results:

- 58.2% of students did not meet achievement standards (in the red) in Math.
- 44.7% of students did not meet achievement standards (in the red) in ELA.

Even though there has been an increase in ELL reclassifications, 56.5% are performing low.

The Guiding Coalition - Academic Team made up of administrators, coordinators, teachers and department chairs.

Core subjects will need to concentrate on teaching units of study, establish across the board common and formative assessments, implement re-teaching time, continue to infuse lesson study, strategize on differentiated instruction, continue classroom visits with the use of the visitation tool, and monitor the data. We are in the process of planning and implementing a Tier II structure to ensure that reteaching, differentiation, and data driven becomes the norm.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

According to the California Dashboard a performance gap has been identified with the Suspension state indicator with All Student identified as "Yellow" and the Asian subgroups as "Red".

In addition, although the following does not meet the criteria for a performance gap as indicated in the instructions, we feel that there is an performance gap relating to Franklin's African-American students' as the graduation percentages have declined significantly by -7.8%, while the rest of our sub-groups are demonstrating growth in the yellow and green categories by maintaining or increasing significantly.

The Guiding Coalition (Academic Team) and HIVE Team (Behavior Team) have been working on a 2nd semester plan to ensure all of our African-American students graduate.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

There have been multiple meetings during the 1st semester, with the following committees to discuss initiatives, establish trust, and discuss the needs of all students: ELAC, SSC, Parent Coffee Hour. The goal for 2nd semester is to include all the committees and stakeholders with voice and vote with the school plan. Those meetings begin towards the end of January 2018.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
  - English Language Arts and English Learners
  - Mathematics
  - Social Studies
  - Science

Student Interventions

- Tier 2
  - English Learners
  - After School
  - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement: Language Arts, Math, Science, & Social Science	Provide teachers with professional learning opportunities to supplement core instruction, such as data analysis, teacher pull-outs, lesson study observations, consultants (e.g., A2Z, Solution Tree, etc.), extended collaboration, conferences/training (e.g. AVID Institute, CABE, RTI, Formative/Summative Assessments, etc.) (WASC Goal #1)	# of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended # of teachers observations # of teacher observation with ELD feedback	Monthly	$107,204 (Salary/Benefits) $100,000 $78,805 (Teacher Additional Comp) $50,000 $78,805 (Teacher Substitute Pay) $39,000 $20,000 (Conference)	Title I LCFF	11500 11700 19101 52150
1.2 Academic Student Achievement: Language Arts, Math, Science, & Social Science	To provides students opportunities and support to meet A-G requirements through additional sections for academic support lab (focusing on math), AVID strategies, such as WICOR, organization, questioning strategies, student portfolios, etc. (WASC Goal #1, WASC Goal #3)	# of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of student receiving Ds # of students receiving Fs # of AVID students # of AVID students meeting A-G requirement	Quarterly	$90,000 $222,327 (Salary/Benefits)	Title I LCFF	11101 13201
1.3 Academic Student Achievement	To provide EL students with resources and supports such as tutoring, one-on-one/small group	# of EL students # of RFEP students # of EL	Quarterly	$17,951 (Salary/Benefits)	LCFF	21101

	instruction, etc. that aid in increasing student achievement and reclassification. (WASC Goal #2)	students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades Pre/post assessments				
1.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as supplemental novels, project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. printers, etc.), web-based programs (e.g. Kuta, etc.), etc.	Teacher technology usage •Teacher log •Observations Student technology usage Student Technology Usage Common Formative Assessments	Semester	$10,000 (Books) $67,774 (Equipment) $5,000 (Software) $1,000 (Maintenance Agreement)	Title I	42000 44000 43150 56590
1.5 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs, level books, effective research skills in an atmosphere that conducive to promoting literacy.	Library Usage	Semester	$35,476 (Salary/Benefits)	LCFF	24101

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement: Language Arts, Math, Science, & Social Science	Provide teachers with professional learning opportunities to supplement core instruction, such as data analysis, teacher pull-outs, lesson study observations, consultants (e.g., A2Z, Solution Tree, etc.), extended collaboration, conferences/training (e.g. AVID Institute, CABE, RTI, Formative/Summative Assessments, etc.) (WASC Goal #1)	# of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended # of teachers observations # of teacher observation with ELD feedback	Monthly	$107,204 (Salary/Benefits) $100,000 $78,805 (Teacher Additional Comp) $50,000 $78,805 (Teacher Substitute Pay) $39,000 $20,000 (Conference)	Title I LCFF	11500 11700 19101 52150
2.2 Academic Student Achievement: Language Arts, Math, Science, & Social Science	To provides students opportunities and support to meet A-G requirements through additional sections for academic support lab (focusing on math), AVID strategies, such as WICOR, organization, questioning strategies, student portfolios, etc. (WASC Goal #1, WASC Goal #3)	# of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of student receiving Ds # of students receiving Fs # of AVID students # of AVID students meeting A-G requirement	Quarterly	$222,327 (Salary/Benefits)	LCFF	13201
2.3 Academic Student Achievement	To provide EL students with resources and supports such as tutoring, one-on-one/small group	# of EL students # of RFEP students # of EL	Quarterly	$17,951 (Salary/Benefits)	LCFF	21101

instruction, etc. that aid in increasing student achievement and reclassification. (WASC Goal #2)	students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades Pre/post assessments					
2.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as supplemental novels, project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. printers, etc.), web-based programs (e.g. Kuta, etc.), etc.	Teacher technology usage •Teacher log •Observations Student technology usage Student Technology Usage Common Formative Assessments	Semester	$10,000 (Books) $67,774 (Equipment) $5,000 (Software) $1,000 (Maintenance Agreement)	Title I	42000 44000 43150 56590
2.5 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs, level books, effective research skills in an atmosphere that conducive to promoting literacy.	Library Usage	Semester	$35,476 (Salary/Benefits)	LCFF	24101

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement: Language Arts, Math, Science, & Social Science	Provide teachers with professional learning opportunities to supplement core instruction, such as data analysis, teacher pull-outs, lesson study observations, consultants (e.g., A2Z, Solution Tree, etc.), extended collaboration, conferences/training (e.g. AVID Institute, CABE, RTI, Formative/Summative Assessments, etc.) (WASC Goal #1)	# of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences attended # of teachers observations # of teacher observation with ELD feedback	Monthly	$107,204 (Salary/Benefits) $100,000 $78,805 (Teacher Additional Comp) $50,000 $78,805 (Teacher Substitute Pay) $39,000 $20,000 (Conference)	Title I LCFF	11500 11700 19101 52150
3.2 Academic Student Achievement: Language Arts, Math, Science, & Social Science	To provides students opportunities and support to meet A-G requirements through additional sections for academic support lab (focusing on math), AVID strategies, such as WICOR, organization, questioning strategies, student portfolios, etc. (WASC Goal #1, WASC Goal #3)	# of students meeting A-G requirements # of students not meeting A-G requirements # of students being case managed # of student receiving Ds # of students receiving Fs # of AVID students # of AVID students meeting A-G requirement	Quarterly	$222,327 (Salary/Benefits)	LCFF	13201
3.3 Academic Student Achievement	To provide EL students with resources and supports such as tutoring, one-on-one/small group	# of EL students # of RFEP students # of EL	Quarterly	$17,951 (Salary/Benefits)	LCFF	21101

	instruction, etc. that aid in increasing student achievement and reclassification. (WASC Goal #2)	students with D grades # of EL students with F grades # of RFEP students with D grades # of RFEP students with F grades Pre/post assessments				
3.4 Academic Student Achievement	Supplemental materials, resources, and technology to support core instruction such as supplemental novels, project material (e.g. chart paper, manipulatives, whiteboards, expo markers, graph paper, headphones, etc.), books, technology/equipment (e.g. printers, etc.), web-based programs (e.g. Kuta, etc.), etc.	Teacher technology usage •Teacher log •Observations Student technology usage Student Technology Usage Common Formative Assessments	Semester	$10,000 (Books) $67,774 (Equipment) $5,000 (Software) $1,000 (Maintenance Agreement)	Title I	42000 44000 43150 56590
3.5 Academic Student Achievement	Provide students with opportunities to increase reading proficiency through literacy programs, level books, effective research skills in an atmosphere that conducive to promoting literacy.	Library Usage	Semester	$35,476 (Salary/Benefits)	LCFF	24101

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate
- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, HERO, etc.	# of student being referred for social/emotional issues # of student attending school # of student attending class on time # of discipline referrals # of students suspended	Quarterly	$135,948 (Salary/Benefits)	LCFF	12151

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, HERO, etc.	# of student being referred for social/emotional issues # of student attending school # of student attending class on time # of discipline referrals # of students suspended	Quarterly	$135,948 (Salary/Benefits)	LCFF	12151

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, HERO, etc.	# of student being referred for social/emotional issues # of student attending school # of student attending class on time # of discipline referrals # of students suspended	Quarterly	$135,948 (Salary/Benefits)	LCFF	12151

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement
- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent shadow days, showcase days, etc. (WASC Goal #4)	# of meetings/events coordinated # of parents attending meetings/events # of parents attending parent/teacher conferences	Trimester	$4,033 (Parent Meeting) $6,000 (Conference)	Title I	43400 52150

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent shadow days, showcase days, etc. (WASC Goal #4)	# of meetings/events coordinated # of parents attending meetings/events # of parents attending parent/teacher conferences	Trimester	$4,033 (Parent Meeting) $6,000 (Conference)	Title I	43400 52150

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, parent shadow days, showcase days, etc. (WASC Goal #4)	# of meetings/events coordinated # of parents attending meetings/events # of parents attending parent/teacher conferences	Trimester	$4,033 (Parent Meeting) $6,000 (Conference)	Title I	43400 52150

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Juan Salas	2017	2019	X				
Linda Reed	2017	2019		X			
Jeff Christian	2017	2019		X			
Elizabeth Daniel-Calderon	2017	2019		X			
Mary Sarabia-Cortez	2017	2019		X			
Louise Woehl	2017	2019			X		
Enrique Munoz	2017	2019				X	
Elizabeth Chavez	2017	2019				X	
Cheryl Milton Flanagan	2017	2019				X	
Kaur Jaspreet	2017	2018					X
Alejandra Palamares	2017	2018					X
Victoria Hermandez	2017	2018					X
Numbers of members of each category:			1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: FRANKLIN HIGH SCHOOL
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 InstructionaL-General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11101	Teacher Salaries			90,000			Goal 1 - 2
11500	Teacher - Add Comp			100,000	25,000	$ 125,000.00	Goal 1 - 1
11700	Teacher Substitute			50,000		$ 50,000.00	Goal 1 - 1
12151	Counselor					$ -	
13201	Assistant Principal					$ -	
19101	Program Specialist					$ -	
19101	Instructional Coach			107,204		$ 107,204.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					$ -	
21101	Instructional Assistant					$ -	
21101	CAI Assistant					$ -	
21101	Bilingual Assistant					$ -	
24101	Library Media Clerk					$ -	
29101	Community Assistant					$ -	
	Additional Comp/Hourly					$ -	
						$ -	
	TOTAL PERSONNEL COST		$ -	$ 347,204.00	$ 25,000.00	$ 282,204.00	
Books & Supplies							
42000	Books			10,000		$ 10,000.00	Goal 1 - 4
43110	Instructional Materials					$ -	
43200	Non-Instructional Materials					$ -	
43400	Parent Meeting		4,033			$ 4,033.00	Goal 3 - 1
44000	Equipment			67,774		$ 67,774.00	Goal 1 - 4
43150	Software			5,000		$ 5,000.00	Goal 1 - 4
	Sub-Total-Supplies		$ 4,033.00	$ 82,774.00	$ -	$ 86,807.00	
Services							
57150	Duplicating					$ -	
57250	Field Trip-District Trans					$ -	
57160	Nurses					$ -	
57400	CorpYard					$ -	
56590	Maintenance Agreement			1,000		$ 1,000.00	Goal 1 - 4
56530	Equipment Repair					$ -	
52150	Conference		6,000	39,000		$ 45,000.00	Goal 3 - 1; Goal 1 - 1
59140	Telephone					$ -	
58450	License Agreement					$ -	
58720	Field Trip-Non-District Trans					$ -	
58920	Pupil Fees					$ -	
58100	Consultants-instructional					$ -	
58320	Consultants-Noninstructional					$ -	
	Sub-total-Services		$ 6,000.00	$ 40,000.00	$ -	$ 46,000.00	
	Total		$ 10,033.00	$ 469,978.00	$ 25,000.00	$ 415,011.00	
	Differential		-	-		-	
	2016-17 Carryover		94	134,541		134,635	
	Revised 2017-18 Allocation		9,939	360,437		370,376	
			10,033	494,978		505,011	

SCHOOL NAME: FRANKLIN HIGH SCHOOL
Preliminary Budget Allocation - LCFF
2017-2018

	Object	Description	FTE	LCFF/SCE 23030 InstructionaL-SCE/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET		SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits								
	11101	Teacher - Salary				$	-	
	11500	Teacher - Add Comp		78,805		$	78,805.00	Goal 1 - 1
	11700	Teacher Substitute		78,805		$	78,805.00	Goal 1 - 1
	12151	Counselor		135,948		$	135,948.00	Goal 2 - 1
	13201	Assistant Principal		222,327		$	222,327.00	Goal 1 - 2
	19101	Program Specialist				$	-	
	19101	Instructional Coach				$	-	
	19500	Instr. Coach-Add Comp				$	-	
	21101	Instructional Assistant				$	-	
	21101	CAI Assistant				$	-	
	21101	Bilingual Assistant		17,951		$	17,951.00	Goal 1 - 3
	24101	Library Media Clerk		35,476		$	35,476.00	Goal 1 - 5
	29101	Community Assistant				$	-	
		Additional Comp/Hourly				$	-	
						$	-	
		TOTAL PERSONNEL COST		$ 569,312.00	$ -	$	569,312.00	
Books & Supplies								
	42000	Books				$	-	
	43110	Instructional Materials				$	-	
	43200	Non-Instructional Materials				$	-	
	43400	Parent Meeting				$	-	
	44000	Equipment				$	-	
	43150	Software				$	-	
		Sub-Total-Supplies		$ -	$ -	$	-	
Services								
	57150	Duplicating				$	-	
	57250	Field Trip-District Trans				$	-	
	57160	Nurses				$	-	
	57400	CorpYard				$	-	
	56590	Maintenance Agreement				$	-	
	56530	Equipment Repair				$	-	
	52150	Conference		20,000		$	20,000.00	Goal 1 - 1
	59140	Telephone				$	-	
	58450	License Agreement				$	-	
	58720	Field Trip-Non-District Trans				$	-	
	58920	Pupil Fees				$	-	
	58100	Consultants-instructional				$	-	
	58320	Consultants-Noninstructional				$	-	
		Sub-total-Services		$ 20,000.00	$ -	$	20,000.00	
		Total		$ 589,312.00	$ -	$	589,312.00	
		Differential		-			-	
		Allocations		589,312			589,312	