



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Franklin High	39686763932654	05/14/2024	12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Franklin's approach to improving student

outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Franklin staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a voice in what Franklin's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- May 31, 2024
- October 22, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

Back to school night on August 17, 2023

- Back to school night on August 15, 2024
- English Language Advisory Committee on April 2, 2024
- Any other parent meetings where SPSA or Data was discussed, at least 1 for this year.

Staff were engaged in SPSA review and development during the following meetings and days:

- Any other meetings with staff when SPSA or Data was discussed, at least once for this year.

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Franklin, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	179.2 points Below standard (red)	241.2 points below standard (red)	X	X	X	3.5% prepared (very low)
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	population too small, no indicator	population too small, no indicator
Homeless Youth	X	X	17.3% suspended at least one day (red)	X	X	population too small, no indicator
Students with Disabilities	202.6 points below standard (red)	268.4 points below standard (red)	9.8% suspended at least one day (red)	X	73.3% graduated (orange)	0% prepared (very low)
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	population too small, no indicator	population too small, no indicator

EL students are performing below standard in both ELA and Math. Therefore, PLC training for teachers is focused on increasing student engagement and achievement for students. Additionally, EL focused tutoring is offered for students to support their academic needs to increase academic achievement after school. Additionally, EL students will attend college fieldtrips to promote their academic achievement.

Zero percent of students with disabilities are graduating college and career ready. Therefore, we are increasing access to college and career

college courses by having several dual enrollment courses for students and offering college fieldtrips.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	95.6 points below standard (red)	171.2 points below standard (red)	7% suspended at least one day (orange)			16.6% prepared (low)
Foster Youth						
English Learner	179.2 points below standard (red)	241.2 points below standard (red)	8.3% suspended at least one day (red)		76.9% graduated (orange)	3.5% prepared (very low)
Long Term English Learner						
Homeless Youth			17.3% suspended at least one day (red)			
Socioeconomically Disadvantaged	113.2 points below standard (red)	187.8 points below standard (red)	7.8% suspended at least one day (orange)			15.5% prepared (low)
Student with Disabilities	202.6 points below standard (red)	268.4 points below standard (red)	9.8% suspended at least one day (red)		73.3% graduated (orange)	0% prepared (very low)
African American			19% suspended at least one day (red)			
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic	105.6 points below standard (red)	179.3 points below standard (red)	6.4% suspended at least one day (orange)			16.1% prepared (low)

Two or More Races			8.8% suspended at least one day (red)			
Pacific Islander/ Native Hawaiian						
White			9.7% suspended at least one day (red)			

_____major gaps were observed between student groups on the CA Dashboard Indicators for Franklin High School.

Trend data was also reviewed year over year which resulted in observing_____. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified _____as an area of focus for this 2024-2025 school year due to _____. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- We are implementing the PLCs to improve high quality first instruction.
- We are implementing an MTSS support system to support students' academic, behavioral, emotional and wellness support.
- We are providing additional administrative support to improve safety and oversee of school programs

Site collaborates with educational partners through School Site Council/Leadership Team/Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was a Decision-Making Model.

Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1.1

Goal #	Description
Goal 1.1	<p>ELA/ELD: By June 2025, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points. By June 2025, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.</p> <p>Math: By June 2025, the percentage of students meeting or exceeding the standard in Math will increase by 5 percentage points (average of 5 percent growth per year). By June 2025, the percentage of EL students meeting or exceeding the standards in Math will also increase by 5 percentage points.</p> <p>Science: By June 2025, the percentage of students meeting or exceeding the standard in Science will increase by 5 percentage points.</p> <p>College and Career Readiness: By June 2025, the percentage of students who have completed courses that satisfy UC or CSU entrance requirements (or programs that align with state board approved career technical educational standards) by 10 percent.</p> <p>Graduation: By June 2025, the graduation rate will also increase by 5 percent.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As new teachers are onboarded, they will need PLC, IB, and AVID training

Per WASC report there is a need to increase the number of teachers to attend Professional Development.

Teachers need to collaborate to formulate Common Formative Assessments during Department Time and PLC time if they choose.

Teachers need support in collecting and analyzing data based on CFA's

Need to start hosting Parent Teacher Conferences 2 times a year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students at or above grade level ELA	15% students at or above grade level	5% students at or above grade level
Number of EL students reclassifying to fluent english proficient	19 RFEP students	Increase by 50 % of students
Percent of students meeting/exceeding the standard in Math	Baseline 12.8%	Increase by 5% at or above grade level
Percent of EL students meeting/exceeding Math Standards	3% of students at or above grade level	5% at or above grade level
Percent of students Meeting or exceeding Science Standard	Baseline 11.8 %	To raise score by 5% at or above grade level
Percentage of students meeting UC/CSU entrance requirements	15.5 % currently meet UC/CSU entrance requirements	25% to meet UC/CSU entrance requirements
Graduation Rate will increase by 5%	86% met graduation requirements	91% to meet graduation requirements

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Teachers will align NGSS standards and support: Increase implementation of NGSS standards instruction and provide supplemental training on strategies to support alignment of Science and Math curriculum, with a focus on live instructional feedback of classroom practices.</p> <p>Instruction: Teachers will enhance NGSS (Science) standards instruction through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Supplies/materials may include paper for graphic organizers, writing tools - whiteboards/chart paper, science specific project materials, copier, Duplo, posters, and markers.</p> <p>Franklin High School also offers students the opportunity to complete a career pathway in seven different areas. The purpose of each of these pathway programs is to provide students with a high quality CTE curriculum and instruction while also providing them with the necessary skills and knowledge required for employment in entry-level positions post high school. Based on the interests of our students, Franklin will provide students with access to Residential and Commercial Instruction, Welding and Materials, Joining, Product Innovation and Design Pathway, Performing Arts, Production and Managerial Arts, Computer Networking, Autobody Repair and Business.</p> <p>Build relationships with local businesses in order to provide internships and on-site job training for students in the CTE pathways.</p> <p>Title I Funding Allocation: Instructional Materials: \$5000</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p>		\$5,000	3010 - Title I

1.1.2	<p>College Readiness</p> <p>To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement.</p> <p>The counselor will meet with students, including targeted student groups, to discuss transcripts and establish semester goals. Counselors and students will complete an Individualized Student Six Year Plan (6-12th grade). The counselors will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselors to support students who are not on track to meet graduation requirements. Assistant Principals will work with counselors to monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>			

<p>1.1.3</p>	<p>A-G High School Courses</p> <p>Credit recovery and the achievement of graduation and A-G requirements may also be completed through the APEX or Cyber High programs. Students will be placed in these programs by the school counselors.</p> <p>Extended Day/Year Programming: Franklin will host Summer Intersession/Extended Year Program to provide credit recovery opportunities through the use of online learning platforms. Two hundred targeted students will be able to enroll in this program. Summer Intersession will be designated for Juniors and Seniors who are in need of credit recovery. This will minimize the sections of remediation throughout the 2024-2025 school year. This summer session will also include seniors who are close to attaining a diploma.</p> <p>Counselors will provide Academic Rescue strategies to ensure students who are receiving two or more D's or F's are provided added interventions to assist their academic growth towards mastery. In addition, counselors will provide intervention to targeted students on the cusp of A-G requirements and HS graduation.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>			
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1.1.4	<p>Bilingual Instructional Support:</p> <p>To provide students, including targeted student groups, with structured supplemental instruction techniques using AVID strategies, Integrated ELD strategies, student and teacher feedback, reciprocal teaching and academic vocabulary that will enhance ELA/ELD and Math curriculum paired with ELD focus of Speaking, Writing, Listening, and Reading.</p> <p>Bilingual Instructional Assistant/ Community Assistants are needed for support during ELPAC testing and communication with parents. Bilingual Assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>Schoolwide AVID Implementation: Students will be provided with Franklin Planners at the beginning of the school year to assist with organization. AVID inquiry strategies to increase rigor, student engagement (Such as emerging levels for EL students) and meet grade level expectations by utilizing is schoolwide. Grade level expectations (e.g. level 2 &3 questions by teachers and question development by students, close reading, etc.) that support student collaboration (e.g. pair share, 11 O'clock partner share, philosophical chairs, same and different about warm up problems, Socratic seminars etc., will also be used.</p> <p>Title I Funding Allocation: Instructional Materials/Supplies: \$36,000 Additional Bilingual Assistant / Community Assistant: \$4,500</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p>		<p>\$4,500</p> <p>\$36,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>			

<p>1.1.6</p>	<p>English Learner Programs and Supports</p> <p>To further focus on ELD priorities, teachers are monitored for use of Integrated and Designated ELD instruction based on training and conferences and feedback is provided to refine use of strategies to support EL integration. Additionally, counselors and the EL Coordinator use EL monitoring forms that are completed by the classroom teachers to monitor EL and RFEP students. An action plan is devised by the classroom teacher and the EL Coordinator to support any students who have not shown adequate growth or who have regressed. Common formative assessments are also used to respond to students immediately who are experiencing difficulty. They are starting a ELD Club to offer a space where they can support one another.</p> <p>ELD: District Provided ELD Workshops/Conferences: Attendees will include ELD Coordinator and two teacher leaders from ELD department. Teachers will attend workshops at various times throughout the school year as they are offered by the district and school site. Teachers will bring back training for ELD strategies for mainstreamed classes.</p> <p>EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long-Term English Learners)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>			
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<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development, & Academic Support</p> <p>Increase student academic achievement through a comprehensive instructional support system. Leadership Team: This team will be composed of administrators, department chair teachers from the core, AVID, ELD, IB and CTE. The Leadership team will collaborate on a monthly basis to analyze and discuss school data, including A-G completion, graduation rate, I-Ready and MDTP. Through this collaboration, the Leadership team will identify focus areas which will be used to coordinate professional development for the administration team, counselors and teachers like AVID/PLC/Staff pull outs-based Walkthrough tool data and Explain Everything Application for iPads.</p> <p>Teacher Training: Teachers will continue to receive in depth training on new curriculum, instructional strategies and standards through ELA and Math. They will be provided with professional learning opportunities to supplement core instruction, such as co-teach, demo lessons in the classroom, PLC and Avid Conferences, inquiry training, and growth mindset training, data analysis and monthly academic conferences. These conferences offer training and support in supporting our students who struggle the most. They all have data analysis and offer equitable practices.</p> <p>District Provided Core Subject Workshops/Conferences: Attendees will include ELD Department Chair and two teacher leaders from ELA department as well as, the Math Department Chair and two leaders from the Math Department (a total of six teachers).</p> <p>The Leadership Team will also provide additional time and professional development geared towards the analysis of this curriculum and the development of a site wide professional development plan throughout the school year. The Leadership Team will then roll out this curriculum by completing instructional walks as teams with the Instructional Coach.</p> <p>Additional Compensation may be needed in the event substitutes are available for teacher release funds may be transferred to support the activity. Planning, collaboration and articulation of PLC initiatives (certificated and classified members) for effective implementation of PLC strategies to achieve school goals. PLC Team will align efforts to deliver high quality instruction, improve student achievement, and build a positive school culture/climate that establishes high expectations through student empowerment, efficacy, growth mindset and productive personal relationships.</p> <p>Title I Funding Allocation: Additional Teacher Compensation: \$92,636</p>		<p>\$12,000</p> <p>\$9,000</p> <p>\$72,000</p> <p>\$5,000</p> <p>\$82,000</p> <p>\$92,636</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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	<p>Substitute Teacher Compensation: \$22,000 Additional Substitute Teacher Compensation: \$100,000 Additional Counselor Compensation: \$12,000 Additional Classified Staff Compensation: \$5,000 Consultant Compensation: \$72,000 License Agreements: \$9,000</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: No additional site LCFF is being allocated for this strategy.</p>			
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>			

1.1.12	<p>Acceleration of Learning</p> <p>Instructional Coach: (1 FTE Instructional Coaches - Centralized Funding) Will provide curricular and instructional support in the ELA and ELD department. Support will be provided to new and experienced teachers in their subject matter. The Instructional Coach will foster teacher collaboration, conduct action walks with teachers and will provide professional development relevant to teacher's subject matter. The Instructional Coach will also provide support via co-teaching and demo lessons in the classroom. We will provide student data to our instructional coach to specifically support our students in need of extra support our Homeless, Native American, 2 or more races, African American and Students with disabilities.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p>			
1.1.13	<p>Literacy and Library Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports: No additional site LCFF is being allocated for this strategy.</p>			

1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Schoolwide AVID Implementation: Students will be provided with Franklin Planners at the beginning of the school year to assist with organization. AVID inquiry strategies to increase rigor, student engagement (Such as emerging levels for EL students) and meet grade level expectations by utilizing is schoolwide. Grade level expectations (e.g. level 2 &3 questions by teachers and question development by students, close reading, etc.) that support student collaboration (e.g. pair share, 11 o'clock partner share, philosophical chairs, same and different about warm up problems, Socratic seminars etc.) will also be used.</p> <p>AVID: District Provided AVID Workshops /Conferences: Attendees will include AVID Site Coordinator, AVID teachers and two teachers from Franklin Leadership team. Teachers will attend workshops at various times throughout the school year as they are offered by the district and school site. 22 AVID Staff Members are budgeted at \$3,000 each and funding out of Title 1.</p> <p>Title I Funding Allocation: AVID Staff Compensation: \$66,584</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p> <p>We are purchasing two extra preps that was not allotted in our Title 1 to support the coordination of the AVID program. 2 preps x \$30,000=\$60,000</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$66,584.65 \$60,000	3010 - Title I 3010 - Title I
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>			

1.1.16	<p>AVID College Visits</p> <p>AVID students in grades 9-11 will be invited to participate in these in-person tours. Students will research the majors and degrees offered at the universities, they will then compare and contrast the similarities and the differences (majors, degrees, cost, learning environment, admission rates, etc. as part of their campus visit. Students will be required to sign-up to participate. 1 Counselor, AVID teacher and 1 grade level teacher will be invited to attend these tours. Substitutes will be provided for teachers in each grade level. Our school site Guidance Counselor will also assist with supervision during these tours.</p> <p>Schools to be targeted in the Spring for these tours are: 9th Grade (50 students): Sacramento State 10th Grade (50 students): Stanislaus State 11th Grade (50 students): U.C Davis</p> <p>Program Specialist (1 FT@.5 FTE- Centralized Funded) Program Specialist will allow site instructional leadership to examine and dig deep into "trends, Patterns and next steps for professional Program Specialist will allow site instructional leadership to examine and dig deep into trends, patterns and next steps for professional development to improve teacher capacity thus increasing student achievement. Program Specialist would take over some of the responsibilities of testing. Assist to monitor reclassification, student progress and the Bilingual Assistant's schedule. This provides AP the ability to focus on and maintain a safe and positive school campus and climate as well as focus on the ability to focus on instructional analysis increasing student achievement. They will also assist in pulling data so we can measure growth of our Native American, homeless, African American, students with disabilities and with two or more races.</p> <p>Title I Funding Allocation: Transportation: \$110,000 Program Specialist Salary and Benefits (.005 FTE): \$954.59</p> <p>LCAP 1.16 AVID College Visits: Program Specialist Salary and Benefits (0.995 FTE): \$171,908</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$110,000</p> <p>\$171,908</p> <p>\$954.59</p>	<p>3010 - Title I Account Code: undefined</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
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1.1.17	<p>Preschool to Kindergarten Transition</p> <p>Provide students opportunities to:</p> <ul style="list-style-type: none"> *Interact with their peers who will attend their kindergarten class promoting social skills, *Establish a connection between the kindergarten teacher and preschooler, *Practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and *Attend the district's one-week Summer Bridge program. <p>Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.17 Preschool to Kindergarten Transition: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities		
1.1.18	<p>Outdoor Education/Science Camp</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be

left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Strategy/Activity 1: Leadership team began the year collaborating to analyze data and further establish focus areas of School Culture and Climate, Literacy, Equity, Health and Wellness.. This leadership work was paused to establish a Culture and Climate on campus and would focus on gaining a larger team and lead work in this focus area. Teacher training and professional development was planned for pull-out days throughout the school year and we were able to do some department pull outs and will continue this work next year. Professional development trainings and workshops were provided by the district office three times during the year and site trainings were given in the areas of AVID, Literacy, and ELD. Conferences were attended this year like PLUS, AVID, PLC, etc. One instructional coach provided curriculum and instructional support for Mathematics and worked closely with new teachers. Eighteen PLC opportunities were provided with collaboration time embedded in the school day. Subject teams worked in areas specific to their needs and collaborated with larger groups as was determined. District ELD workshops were attended by five teachers and three teachers attended the California Association for Bilingual Education (CABE) conference. The number of teachers attending trainings (besides the district provided professional development) was low despite the incentive of paid time. Strategy/Activity 2: ELD information needed to answer this question The Library Media Assistant position was staffed, but was vacated in May and there is a posting to fill the position. Some visits were made by classes and checked out books. The library was not open during lunch time due to a lack of staffing. Academic support for students was provided for students in-person on Monday, Tuesday, Wednesday, and Friday for 1.5 hours. This support was open to all students and all curriculum areas. Extended Day/Year/ Summer session ran during the summer of 2023 with over 400 students and close to 40 teachers. Students completed credit recovery and remediation including seniors who were close to attaining their high school diploma. Rescue strategies and counseling were given to students by the counseling department with 6,428 contacts made. Interventions for Franklin's MTSS system provided services for academic, social, and emotional interventions including the Wellness center services and providers as well as the counseling department's services Individual Student Planning 6,428, Consultation & Collaboration 4,076, Responsive Services 2,869, School Counseling Core Curriculum 1,245. Students received tiered interventions through a referral process and included 87 tier 1 interventions, 306 tier 2 referrals, and 12 tier three referrals. 46 students were also referred to Franklin's CARE team to provide additional services as needed. Assistant principal 3@.5 FTE - Assistant Principals did do data check ins with the Counselors and Franklin developed an Intervention Center, Implemented Restorative practices to support suspensions. Strategy/Activity 3: College and Career Readiness strategies and information were provided through counseling and the College and Career Center. Assistant principals worked with counselors to monitor student achievement through continuous academic evaluations. Credit recovery options utilized APEX, Cyber High, and the RISE academy. Apex: 492 students, active enrollments 1146 courses, courses completed summer 2021 47, courses completed 2023-2024 as of mid-April 956. Cyber-High: 185 students, active enrollments 234 courses, courses completed 179. RISE academy 30 students. To support college and career readiness activities, purchase approximately 15 computers/devices (and required peripherals). Students will use devices in the Career Center and Counseling Department Computers to be purchased for counseling did not happen, what was money re-allocated for? Due to COVID restrictions college tours did not occur. Strategy/Activity 4: Science alignment and continued support through the San Joaquin County Office of Education was provided during the school year. Science received \$5,000 for support materials. 8 Career and Technical Education (CTE) pathways were offered during the 23-24 school year (Residential and Commercial Construction, Product Innovation, Welding, Production and Managerial Arts, JROTC), with three additional pathways (Autobody repair, Computer Networking and Business) developed for implementation in the 23-24 school year. CTE pathway completion rates for 22-23 were 61% of the student population with a projected increase for the for the 23-24 school year. Strategy/Activity 1: Leadership team began the year collaborating to analyze data and further establish focus areas of School Culture and Climate, Literacy, Equity, Health and Wellness.. This leadership work was paused to establish a Culture and Climate on campus and would focus on gaining a larger team and lead work in this focus area. Teacher training and professional development was planned for pull-out days throughout the school year and we were able to do some department pull outs and will continue this work next year. Professional development trainings and workshops were provided by the district office three times during the year and site trainings were given in the areas of AVID, Literacy, and ELD. Conferences were attended this year like PLUS, AVID, PLC, etc. One instructional coach provided curriculum and instructional support for Mathematics and worked closely with new teachers. Eighteen PLC opportunities were provided with collaboration time embedded in the school day. Subject teams worked in areas specific to their needs and collaborated with larger groups as was determined. District ELD workshops were attended by five teachers and three teachers attended the California Association for Bilingual Education (CABE) conference. The number of teachers attending trainings (besides the district provided professional development) was low despite the incentive of paid time. Strategy/Activity 2: ELD information needed to answer this question The Library Media Assistant position was staffed, but was vacated in May and there is a posting to fill the position. Some visits were made by classes and checked out books. The library was not open during lunch time due to a lack of staffing. Academic support

for students was provided for students in-person on Monday, Tuesday, Wednesday, and Friday for 1.5 hours. This support was open to all students and all curriculum areas. Extended Day/Year/Summer session ran during the summer of 2021 with 350 students and twelve teachers. Students completed credit recovery and remediation including seniors who were close to attaining their high school diploma. Rescue strategies and counseling were given to students by the counseling department with 6,428 contacts made. Interventions for Franklin's MTSS system provided services for academic, social, and emotional interventions including the Wellness center services and providers as well as the counseling department's services Individual Student Planning 6,428, Consultation & Collaboration 4,076, Responsive Services 2,869, School Counseling Core Curriculum 1,245. Students received tiered interventions through a referral process and included 215 tier 1 interventions, 155 tier 2 referrals, and 15 tier three referrals. Sixty-eight students were also referred to Franklin's CARE team to provide additional services as needed. Assistant principal 3@.5 FTE - What is the outcome of this? Strategy/Activity 3: College and Career Readiness strategies and information were provided through counseling and the College and Career Center. Assistant principals worked with counselors to monitor student achievement through continuous academic evaluations. Credit recovery options utilized APEX, Cyber High, and the RISE academy. Apex: 492 students, active enrollments 1146 courses, courses completed summer 2021 47, courses completed 2021-22 as of mid-April 956. Cyber-High: 185 students, active enrollments 234 courses, courses completed 179. RISE academy 30 students. To support college and career readiness activities, purchase approximately 15 computers/devices (and required peripherals). Students will use devices in the Career Center and Counseling Department Computers to be purchased for counseling did not happen. Strategy/Activity 4: Science alignment and continued support through the San Joaquin County Office of Education was provided during the school year. Science received \$5,000 for support materials. 8 Career and Technical Education (CTE) pathways were offered during the 23-24 school year (Residential and Commercial Construction, Product Innovation, Welding, Production and Managerial Arts, JROTC), with three additional pathways (Autobody repair, Computer Networking and Business) developed for implementation in the 23-24 school year. CTE pathway completion rates for 22-23 were 61% of the student population with a projected increase for the for the 23-24 school year.

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

The budget we created for collaboration was too much for site. The teachers here would prefer pullouts versus getting paid for after school hours. Therefore we will reduce this budget and add more to fieldtrips and substitutes for more pull outs next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will add onsite support for Solution Tree to come out and support pullout days.

Goal 2.1

Goal #	Description
Goal 2.1	<p>By the end of the 2024-2025 school year, Franklin High School will reduce suspension by 5% for all students. By the end of 2024-2025, the number of teacher referred discipline will be reduced by 10% for all students.</p> <p>Expulsions: By the end of the 2024-2025, Franklin High School will reduce expulsion rates by .04% for all students.</p> <p>By the end of the 2024-2025 school year, Franklin High School will reduce chronic truancy by 10%.</p> <p>By the end of the 2024-2025 school year, Franklin High School will increase school-wide attendance by 10%. These goals will be supported through the implementation of standards-based curriculum and instructional coaching to increase learning and engagement, in addition to mental health counselors and a mentoring program.</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce Suspension Rates	8% (179) of students were suspended	Reduce suspension rates by 5.% (9)
Reduce expulsion rate	Expulsion data decreased , this year there was expolsion 0%	Reduce Expulsions by .04%
Reduce chronic truancy rates	35.5% of students were chronically truant	Reduce chronic truancy by 10% (25.5%)
Increase attendance rates	68.02% attendance rate	Increase by 10% to 78.02%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>PBIS Culture and Climate Team which is made of certificated and classified staff are working together to support the culture and climate at Franklin High School. We are teaming with ASB and PLUS to increase both student and staff engagement in campus. We will meet to plan and coordinate ways to increase culture and climate. In addition</p> <p>PBIS/Culture and Climate Team which is made of certificated and classified staff are working together to support the culture and climate at Franklin High School. We are teaming with CWA, ASB and PLUS to increase both student and staff engagement in campus. We will meet to plan and coordinate ways to increase culture and climate. We will be planning and articulating the PLC initiatives for certificated and classified staff to achieve school goals This team will improve student achievement and build positive school culture/climate that establishes high expectations, growth mindset and improve attendance. CWA will support our summer initiatives during summer school.</p> <p>Students who are academically successful will be recognized during the "Academic and Attendance" Celebration assembly held during lunch or during a designated class period. Students will be recognized for perfect or improved attendance, EL Reclassification, I-Ready results, FAFSA completion and college acceptance.</p> <p>Title I Funding Allocation: Additional Compensation: \$20,000</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>		\$20,000	3010 - Title I

2.1.6	<p data-bbox="254 159 779 191">Student Assistance Program Support (SAP)</p> <p data-bbox="254 224 1215 342">Counselors: School Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p data-bbox="254 375 1184 467">Through Franklin High School's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.</p> <p data-bbox="254 500 1199 651">Tier I: Students will be referred to the School Counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades, attendance and SPED Services. The School Counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings.</p> <p data-bbox="254 683 1205 1143">Tier II and Tier III: Students are referred to the Franklin CARE Team by the School Counselors or assistant principals after Tier I interventions have been exhausted by all parties. A student may also be referred to the Franklin CARE Team by a teacher or staff member. Once a referral has been generated for the Franklin CARE Team, the School Counselors will provide the Franklin CARE Team with a profile of the student which will include grades, attendance and discipline record. The School Counselors will present this information to the Franklin CARE Team. The CARE Team will discuss and decide on appropriate interventions for students based on information that is shared. Tier II and Tier III interventions may include access to school site Mental Health Clinician or a referral to an outside agency. The CARE Team will review the student profile once a month until either the School Counselors, Mental Health Clinician or outside agency states that interventions are no longer needed. Students may also be referred to the school site Wellness Center for group or individual support.</p> <p data-bbox="254 1175 1062 1235">Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p data-bbox="254 1268 953 1328">LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>			
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2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Social Work Assists (funded by Central Office) services will be procured that address areas of crisis and conflict resolution involving a student's health, peers, teachers, parents and guardians by focusing heavily on three critical challenges: suspensions, truancy and academics. Through the use of restorative practices we will provide wrap-around mentoring services for students who are in need for more intensive support more intimate basis that maintains continuity. They will also focus on development plans restore the 7 C's of resilience (competence, confidence, connection, character, contribution, coping and control) necessary to manage the challenges in their lives of at-risk-youth. Mentorship to provide conflict meditation, restorative practices, community service, and anger management, 1:1 mentoring.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			

2.1.11	<p>Student Attendance and Truancy</p> <p>To support our growth and improvement goals of increased learning, increased student attendance, decreased truancy, decreased suspensions, expulsions and behavioral referrals, Franklin School will provide students with social and emotional support systems. These systems will include, but not be limited to, Wellness Center programs of trauma counseling, substance abuse counseling, anger management, LBGTQ support, gang intervention, suicide prevention, and other mental health issues. District and Site based programs to support students are PBIS, PLUS and PLUS forums. Students may also participate in structured student engagement activities through clubs, ASB, PLUS, and sports. Continue the implementation of standards based curriculum and instructional coaching to increase student learning and engagement, in addition to mental health/trauma counselors and increased mentoring programs.</p> <p>The ASB/Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>			
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			

2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>			
2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.15</p>	<p>School Connectedness</p> <p>The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.</p> <p>Link Crew: Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, this high school transition program trains mentors from the 11th and 12th junior grade to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. Link Crew's goal is to provide schools with a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, freshmen learn that people at school care about them and their success and leaders experience increased self-esteem as well as overall character development. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance at your school. When this program is implemented, it will include one Link Crew teacher and 30 Link Crew Leaders (students who will serve as mentors for incoming 9th graders). The Link Crew Teacher, Student Activities Director and one other staff member and two students will receive virtual training in the Link Crew Program and strategies. This information will then be shared with the Link Crew mentors in class. The intended implementation of Link Crew was to provide support to incoming Freshman from upper grade level peers. Because of schedule conflicts, upper grade level peers were not able to participate as intended in the Link Crew Program. The new plan for this program is to continue with the Link Crew Program as a club so that more students from different academic backgrounds can participate and still continue to support incoming 9th grade students. Data: Number of students mentored.</p> <p>ASB/Leadership program will also use the HERO App to track student participation in events and attendance in order to provide a streamlined approach in behavior/event tracking by being able to scan student ID cards for monitoring. This will help increase student and staff engagement and allow for incentive awards and prizes to be given. Students can track their participation, behavior, and attendance. HERO also provides parents with push notifications on student's attendance and behavior, so they are aware of their student's</p>		<p>\$13,600</p>	<p>3010 - Title I</p>
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	<p>progress at Franklin in regard to participation/behavior/attendance.</p> <p>Title I Funding Allocation: License Agreements: \$13,600</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>			
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.17</p>	<p>Additional School Site Support</p> <p>Instructional Assistants provide EL and general education students with support and resources through targeted small group instruction, tutoring, primary language novels, etc. that honors the student's primary language to increase foundational literacy skills. Propose change to Instructional Assist from Bilingual Assist to provide more flexibility to our support. This assist will also focus on our Homeless, Native American, 2 or More Races, African American, Students with disabilities.</p> <p>Academic Support: In person, teachers in core areas provide additional academic support to students each week. Tutoring is available to all students. Tutoring is also available for targeted populations (EL's, Seniors in danger of failing, Sped, AA) receiving D's and F's. This tutoring will occur before and after school.</p> <p>Students with Disabilities, Homeless, Native American, 2 or more races, and African American students will also be provided with academic support through individual or small group tutoring, Academic Rescue, and learning centers. During the school day we will offer Academic Opportunity and RISE Academy that includes behavior intervention and academic support.</p> <p>Tier I Academic Interventions: Core (80% of Students)</p> <ul style="list-style-type: none"> a. Instruction that happens in the regular classroom b. Research-based instruction and curriculum emphasizing essential learnings c. Differentiated instruction, flexible grouping, enrichment d. Formative assessments, common assessments e. Universal screenings f. Screening data will suggest areas of strength and areas needing attention in the core curriculum <p>Tier II: Targeted (5-10% of students)</p> <ul style="list-style-type: none"> a. Students will be referred to the counselor by a teacher or staff members using designated referral form b. Small group interventions c. Universal screening data d. CARE team referral e. Wellness Center referral <p>Tier III: Intensive (1-5%)</p> <ul style="list-style-type: none"> a. Students will be referred to the school counselor by teacher or staff members using designated referral forms b. Students will be placed on "academic probation" and will attend weekly 		<p>\$40,066</p> <p>\$315,234</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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	<p>tutoring sessions to receive individual or small group interventions</p> <p>Assistant Principals (3 @ .5 FTE) oversees instructional supports and intervention programs, coordinate services and supports, ensure academic rigor, and ensure equity. This will be accomplished via bi-weekly meetings with assigned counselor in which the following will be analyzed, reviewed and discussed in regards to their assigned caseload:</p> <ul style="list-style-type: none"> a. Attendance (Chronic, Homeless/Foster Youth, Perfect) b. On Track for A-G and Graduation c. 4 Year Plans d. Athletics NCAA Requirements e. Discipline f. EL's g. IEP's h. 504's i. Academic Opportunity/RISE Academy <p>Title I Funding Allocation: Instructional Assistant Salary and Benefits Compensation: \$40,066</p> <p>LCAP 2.17 Additional School Site Support: Assistant Principals Salary and Benefits Compensation: \$315,234</p>			
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.20	<p>Instructional Technology</p> <p>Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.</p> <p>Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>To support college and career readiness activities, purchase approximately 15 computers/devices (and required peripherals). Students will use devices in the Career Center and Counseling Department to reinforce (A) Completion of the FAFSA, (B) College Applications (C) Transcript Review (D) A-G graduation and Graduation Review (E) Development of 6 and 4 Year Plans. In addition, it will support AVID instruction, college & career information learned in class and from guest speakers regarding post-secondary institutions and careers. This equipment will serve as a supplementary resource to support college and career readiness for student achievement. They will research various majors, degrees, cost, earning environment, admission rates associated with colleges in the CSU, UC and private universities as well as complete college and career applications.</p> <p>Title I Funding Allocation: Equipment: \$5,000</p> <p>LCAP 2.20 Instructional Technology: Additional site LCFF is being allocated for this strategy.</p>		\$5,000	3010 - Title I
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>			

2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.			
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.			
2.1.24	Student and Campus Safety Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Campus Goal #1 Suspension goals were not met, but expulsion goals were met. During the 23-24 school year there were 311 suspension and expulsion rate was 0% Suspensions for 22-23(beginning April) 362 Expulsions for the 22-23 school year was also 0% and expulsions . Attendance goals were unchanged.. The 23-24 school year chronic absenteeism rate as of May 2024 was 38.4%. The 22-23 school year chronic absenteeism rate as of May 2023 was 38.4%. There was no change. Although there were more home visits and phone calls being made. Out reach by CWA Team. Counseling, the Wellness Center, and Child Welfare and Attendance are all actively involved in increasing student attendance. The HERO system has been introduced to allow all staff to address and reward positive behaviors including attendance. Strategy/Activity 1: Students academic intervention and social-emotional/behavioral needs are being addressed through MTSS. This includes a three-tiered intervention system and referrals to the CARE team as needed. Tier 1 interventions: 215 students, Tier 2 referrals: 155 students, Tier 3 referrals: 15 students. CARE team referrals: 68. Twelve students were moved out of CARE team Strategy/Activity 2: Social and emotional support systems were provided as a tool to increasing student learning, attendance, decrease truancy, suspensions, expulsions, and behavioral referrals. The wellness center provides a variety of counseling, group opportunities, and trainings. #s for Wellness center referrals, groups, providers, etc. ASB/Leadership, PLUS, and LinkCrew provide student supports an initiatives to increase attendance and academics as well as an arena for discussion of barriers and concerns. Mentoring activities, forums, and activities were held throughout the year. The PLUS program includes 43 students who provided: eight forums with 200 participants, suicide prevention week and lunchtime activities, Unity day, two movie nights, video game tournament, two cafeteria promotions, kindness week activities, white-out tobacco day, mentoring program with 46 mentees, and two PLUS surveys were given with an average of 1200 submission. Link Crew was implemented as a transition program for freshmen to make them feel welcome and comfortable during the first year of their high school experience. Mentors for Link Crew are 21 of the current 11th and 12th graders and they have mentored all students in the freshman class during the 23-24 school year. This has been done through two large group and four individual check-ins. JROTC and athletics are additional leadership opportunities for students. For the 23-24 school year there are need number students enrolled in JROTC. Sports programs at Franklin include thirteen sport options and 675 students registered for athletics. Strategy/Activity 3: Planned ongoing recognition celebrations were held during the school year. An end-of-the year awards ceremony for seniors will be held May 2024. Strategy/Activity 4: The plan for consulting with the "Resilient Me!" organization was not able to be completed. Funding for this support was utilized in creating an additional community liaison position.

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

We are still working out kinks for the LINK Crew. Our Link Crew teacher went to see it in action at other sites to see how we can improve.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The intended implementation of Link Crew was to provide support to incoming Freshman from upper grade level peers. Because of schedule conflicts, upper grade level peers were not able to participate as intended in the Link Crew program. The new plan for this program is to continue with the Link Crew program as a club so that more students from different academic backgrounds can participate and still continue to support incoming 9th grade students. Data: number of students mentored We will continue to make some adjustments to Link Crew, but these strategies in section 2 will continue.

Goal 3.1

Goal #	Description
Goal 3.1	Creating opportunities to meet the needs of our Franklin student population # of students participating in the interest driven classes, electives like Women in Construction, Dance class, Ballet Folklórico

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>An additional leadership opportunity for students exists through the JROTC and athletics program. Students in the JROTC program experience leadership through a military command structure and utilize this experience in area competitions and events. Student athletes have the opportunity to participate in different events to promote and engage the community, including serving as referees for flag football.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>			
3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>			

3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Campus Goal #1: Parent Nights (Back-to-School Night August 2023 and Open House April 2024. Attendance has improved for both of these events. New opportunities were developed for community stakeholders to engage with the school community. Our community assists plan and coordinate Monthly Parent Workshops and Farmers Market which has increased parent participation Three student internships were implemented through the Residential and Commercial construction CTE pathway. Strategy/Activity 1: Maintaining and expanding on the amount of parent involvement during the 23-24 school year was more consistent. Most activities (college field trips, college awareness information workshops, AVID information nights, Parent Coffee hours) occurred. The ELAC, SSC, and IB parent meetings were held consistently. ELAC attendance was consistent with no minor growth, SSC attendance increased with students, in particular the Seniors who realized they can use this on a college application or job resume. IB attendance averaged 5 participants per meeting. Franklin high school hired a full-time community assistant in March 2022, and we now have 2 Community Assist which has helped with consistency and offering more opportunities. This position was developed to support community/parent outreach and awareness. We added the second community assist at the beginning of this school year. Communications to stakeholders was a focus during this year and multiples modes of communication were utilized. These included delivery of 368 Blackboard messages and information "push-out" regularly delivered through Instagram and Facebook which each have in excess of 2,000 followers. ParentVue, Google Classroom, and district email are all modes of communication that are utilized by staff for contacting and updating information. Strategy/Activity 3: The staff in CTE have continued building relationships with local businesses to provide internships and on-site job training for students. Internships were established within the Residential and Commercial Construction for three students this year. Additional connections have been made and will be integrated in the upcoming school year.

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

We have continued work to do with increasing parent involvement, but we are moving in the right direction. PLUS has hosted a very well attended Community evening where students and their families come in the evening and there are community booths, areas for participating in different activities like face painting, coloring, games on the grass and live music and dancing.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to try new ways to engage parents to attend and be aware of resources we can support thier students with.

Goal 4.1

Goal #	Description
Goal 4.1	By June 2025, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders. By June 2025, establish one new opportunity for stakeholders to be engaged with the school community. By June 2025, identify two opportunities for student internships within the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase parent participation	We had 3% Participation with an average of 11 participants at 31 events.	Increase by 10% with more Communit Assist Outreach
Establish a new opportunity for Stakeholders	Established a consistent Parent Coffee Hour	Create topics that make it more compelling for parents to attend to increase participation by 5%
Identify 2 opportunities for student internships	We had 1 opportunity for student internships	CTE team is working on creating at least 2 more internship opportunities for students

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement	Students with Disabilities, Low Income, Foster Youth, English Learners, All	\$3,846	3010 - Title I - Parent
	For development of the student/parent resource center and facilitation of student/parent centered meetings and support services, instructional technology will be acquired and maintained. Such items may include student laptops, tablet		\$6,500	3010 - Title I - Parent
			\$11,988	3010 - Title I

<p>devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, wireless audio components, and other instructional ancillary devices.</p> <p>Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are empowered to be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, Rosetta Stone Licenses to offer parent opportunity to learn English, AVID information nights, Parent Coffee Hours, ELAC, SSC, IB Parent Meetings, etc. Provide parents with digital resources for grade analysis, Jupiter user framework so parents can have access to student progress in a user-friendly platform. -</p> <p>Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.</p> <p>Parents will be provided opportunities to attend conferences such as CAFE and train with consultants to develop their capacity in supporting student academic achievement, improving relationships for collaboration, strengthening community support services, and advocating for community needs. Franklin will seek additional consultants, utilize other appropriate conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Laptops for parents to have access to Juniper.</p> <p>Materials for parent and student involvement activities such as FAFSA Night, College/A-G/Graduation Awareness Night, IB Program Informational Night, Literacy Night, and Science and STEM/CTE Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning. Equipment: Laptops per Rosetta Stone part of Materials for parent engagement.</p> <p>Title I Funding Allocation: Parent Conference: \$6,500 Title 1 Parent Parent Meeting: \$3,846 Title 1 Parent License Agreements: \$2000 Title1 Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: License Agreements: \$11,988</p>	Students	\$2,000	3010 - Title I - Parent
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<p>4.1.2</p>	<p>District Strategic Planning and Communication</p> <p>Community Assistant - (2 FTE) Provide parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, parent meetings (e.g. Parent Coffee Hours, PTA, etc.), parent trainings (e.g. Positive Parenting classes, EL, community resources, etc.), communication, after school academic focused activities (e.g. Back to School Night, Literacy Night, School Book Fair, Parent evening workshops, etc.).</p> <p>Our current Community Assistants will serve in a liaison capacity between school and community to secure parent involvement and share information related to school programs and events. They will occasionally be asked to work outside of his normal work hours to run evening family engagement events. There is an established overtime budget for compensation for these events.</p> <p>Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings. Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee and monthly newsletters</p> <p>Provide parents with digital resources for grade analysis, Jupiter user framework so parents can have access to student progress in a user-friendly platform. ParentVue access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence.</p> <p>Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions.</p> <p>Title I Funding Allocation: Community Assistant Additional Compensation: \$1,500 Community Assist Salary and Benefits(2 @ 1.0 FTE): \$148,826.76</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,500</p> <p>\$148,826.76</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
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4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			
4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Provide opportunities, supports, resources, staff, and space for parents/ guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 5.1

Goal #	Description
Goal 5.1	Growth for SPED in State Testing

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease in sting distance from standard state testing		

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.			

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>			
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>			
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>			

5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.			
5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 6.1

Goal #	Description
Goal 6.1	Increase the number of students participating in BSU activities

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students involved in BSU activities	40 current students	Increase by 5% via Advertisement and field trips

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Franklin has established a Black Student Union (BSU) to encourage students to be more involved in school and preparing for college and their future. Students involved in the BSU will attend field trips to colleges that are of specific interest to them as well as meeting BSU of local colleges and universities.</p> <p>Title I Funding Allocation: Transportation: \$10,000</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>		\$10,000	3010 - Title I

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>			
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>IYT - Get more young men of color to engage in college activities and goals via field trips and onsite afterschool activities, as well as check in's with students during the day.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>			
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			

6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>			
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$819,002.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,306,144.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$806,656.00
3010 - Title I - Parent	\$12,346.00

Subtotal of additional federal funds included for this school: \$819,002.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$487,142.00

Subtotal of state or local funds included for this school: \$487,142.00

Total of federal, state, and/or local funds for this school: \$1,306,144.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Franklin HS

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

4/2/24

Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

4/2/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on

5/14/24

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Attested:

Anna Lotti

Typed Name of School Principal

Anna Lotti

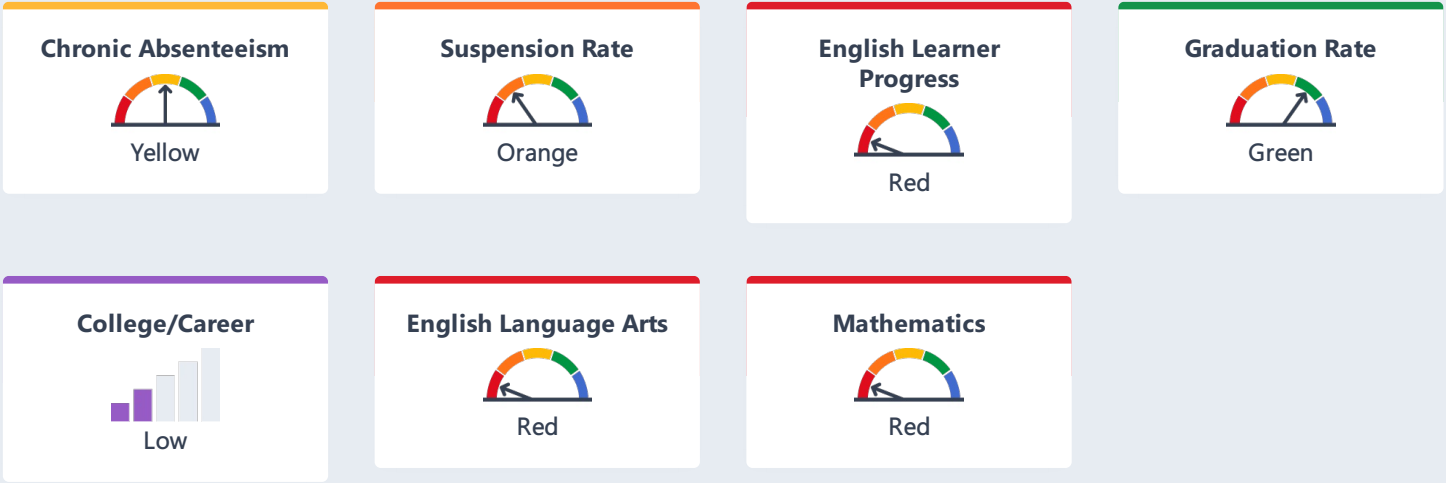
Signature of School Principal

10-22-24

Date

Franklin High

Explore the performance of Franklin High under California's Accountability System.



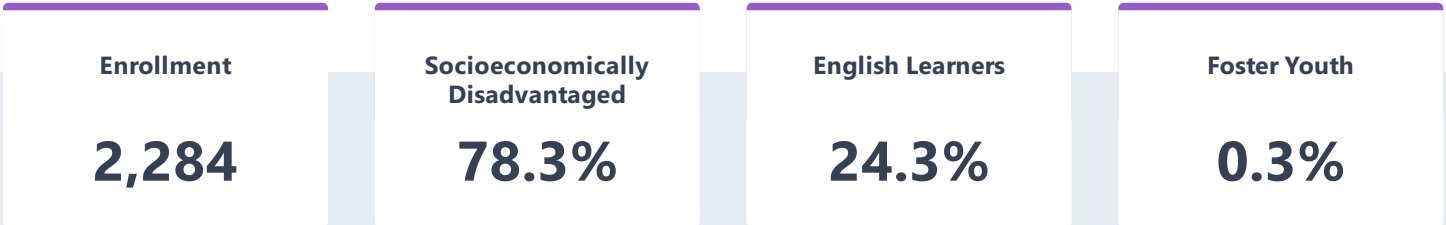
School Details

<div>NAME</div> Franklin High	<div>ADDRESS</div> 4600 East Fremont Street Stockton, CA 95215-4820	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> 6-12
<div>CHARTER</div> No	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

FRANKLIN HIGH

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Red

95.6 points below standard

Declined 12.3 Points ▼


EQUITY REPORT

Number of Student Groups in Each Level

4 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



Red

171.2 points below standard

Declined 27.1 Points ▼


EQUITY REPORT

Number of Student Groups in Each Level

4 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress



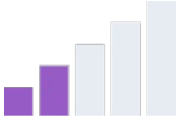
Red

27.2% making progress

Declined 19.3% ▼

LEARN MORE

College/Career



Low

16.6% prepared

EQUITY REPORT

Number of Student Groups in Each Level


2 Very Low	2 Low	0 Medium
0 High	0 Very High	

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism



Yellow

19% chronically absent

Declined 9.7% ▼


EQUITY REPORT

Number of Student Groups in Each Level

0 Red	1 Orange	1 Yellow
0 Green	0 Blue	

LEARN MORE

Graduation Rate



Green

87.2% graduated

Increased 1.1% ▲

EQUITY REPORT

Number of Student Groups in Each Level

0 Red	2 Orange	2 Yellow
0 Green	0 Blue	

Green

Blue

Green

Blue

FRANKLIN HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



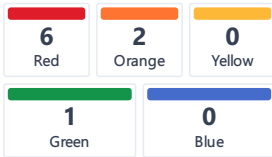
Orange

7% suspended at least one day

Increased 1% ▲

EQUITY REPORT

Number of Student Groups in Each Level



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Red

95.6 points below standard


Dedined 12.3 Points ▼

Number of Students: 558

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups




Red

English Learners

Hispanic


Socioeconomically Disadvantaged

Students with Disabilities




Orange

No Student Groups




Yellow

No Student Groups



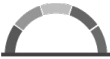
Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

African American



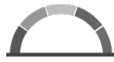
No Performance Color

121.3 points below standard

Increased 50.1 Points ▲

Number of Students: 20

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

47.2 points below standard

Declined 6.5 Points ▼

Number of Students: 15

Filipino



No Performance Color

82 points above standard

Increased 17.3 Points ▲

Number of Students: 14

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

179.3 points below standard

Declined 46.2 Points ▼

Number of Students: 19

Two or More Races



No Performance Color

59.8 points below standard

Declined 69.2 Points ▼

Number of Students: 19

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

67.1 points below standard

Maintained 2.8 Points

Number of Students: 23

English Learners



Red

179.2 points below standard

Declined 15 Points ▼

Number of Students: 156

Hispanic



Red

105.6 points below standard

Declined 17.2 Points ▼

Number of Students: 460

Socioeconomically Disadvantaged



Red

113.2 points below standard

Declined 21.1 Points ▼

Number of Students: 397

Students with Disabilities



Red

202.6 points below standard

Declined 11.5 Points ▼

Number of Students: 63

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	83.3 points below standard	95.6 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

203.8 points below standard

Maintained 0.8 Points

Number of Students: 115

Recently Reclassified English Learners

115.6 points below standard

Declined 48.1 Points ▼

Number of Students: 42

English Only

79 points below standard

Maintained -0.9 Points


Number of Students: 194

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students


Red

171.2 points below standard

Declined 27.1 Points ▼

Number of Students: 565

Student Group Details

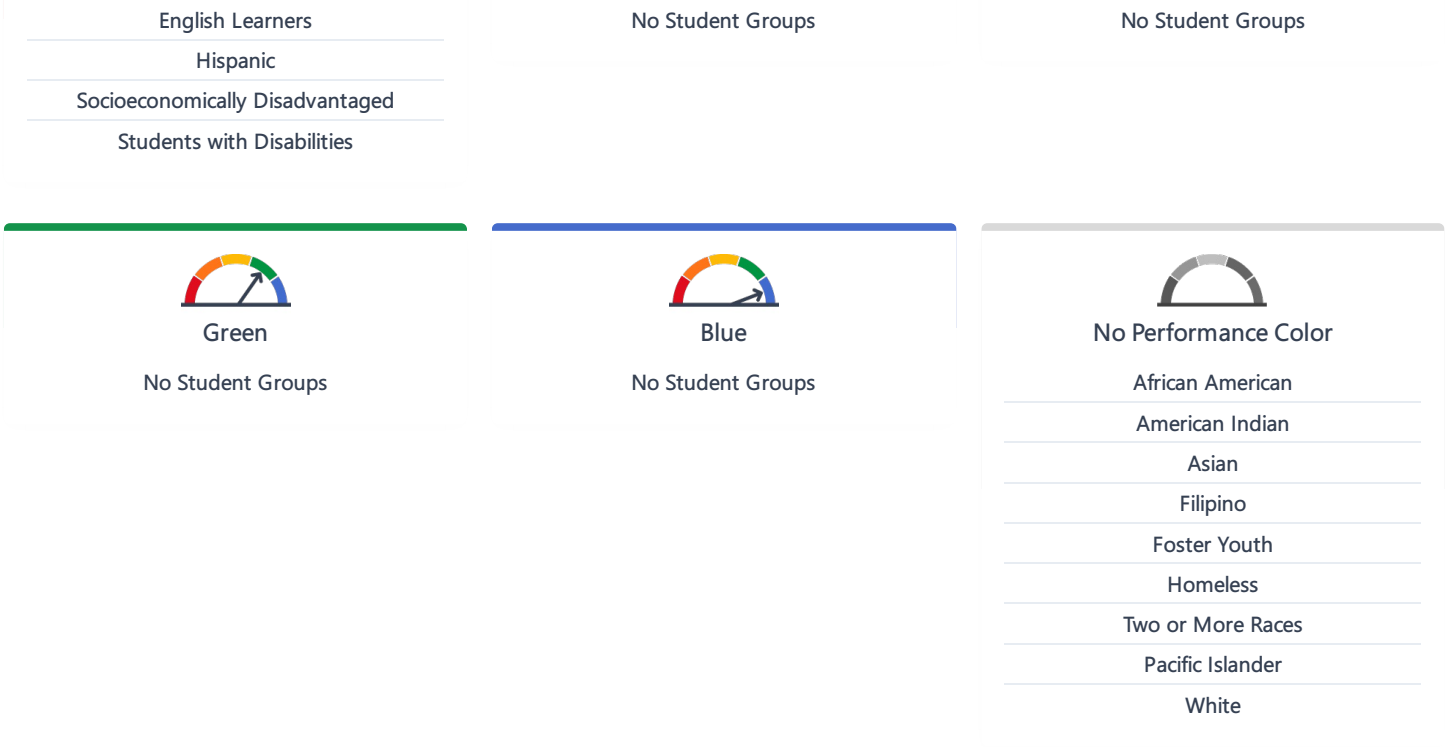
All Student Groups by Performance Level

13 Total Student Groups


Red


Orange


Yellow



African American



No Performance Color

225.4 points below standard

Declined 30.7 Points ▼

Number of Students: 20

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

156.5 points below standard

Declined 23.8 Points ▼

Number of Students: 15

Filipino



No Performance Color

36.2 points above standard

Increased 25.7 Points ▲

Number of Students: 14

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

235.3 points below standard

Declined 45.2 Points ▼

Number of Students: 20

Two or More Races



No Performance Color

124.4 points below standard

Declined 80.2 Points ▼

Number of Students: 19

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

126.6 points below standard

Declined 14.3 Points ▼

Number of Students: 23

English Learners



Red

241.2 points below standard

Declined 20.5 Points ▼

Number of Students: 161

Hispanic



Red

179.3 points below standard

Declined 28.2 Points ▼

Number of Students: 467

Socioeconomically Disadvantaged



Red

187.8 points below standard

Declined 35.2 Points ▼

Number of Students: 401

Students with Disabilities



Red

268.4 points below standard

Declined 32.5 Points ▼

Number of Students: 63

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
257.7 points below standard	196.7 points below standard	155.8 points below standard
Declined 8 Points ▼	Declined 45 Points ▼	Declined 24.6 Points ▼
Number of Students: 120	Number of Students: 42	Number of Students: 194


English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress



Red

27.2% making progress towards English language proficiency

Declined 19.3% ▼

Number of EL Students: 441


Student English Language Acquisition Results

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

All Students



Low

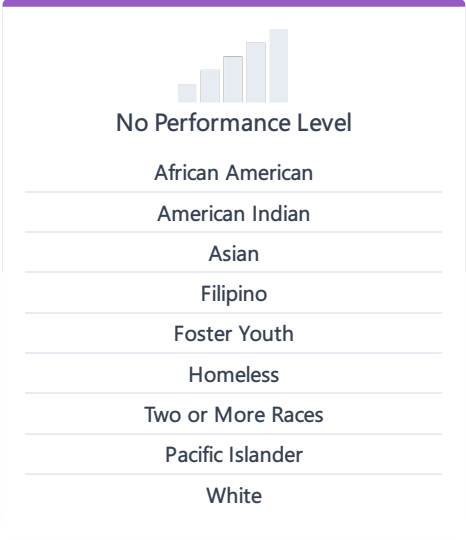
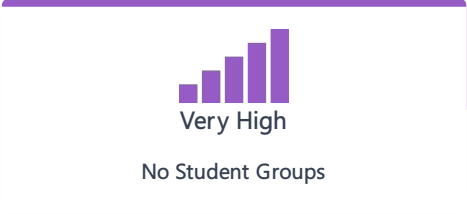
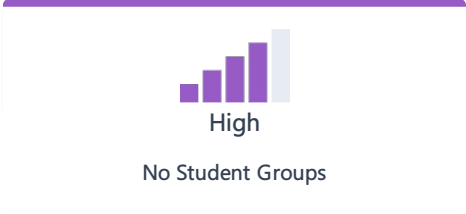
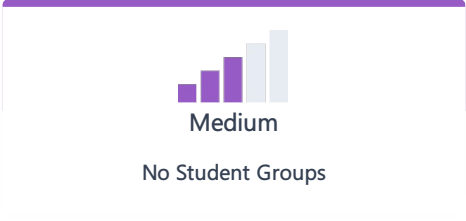
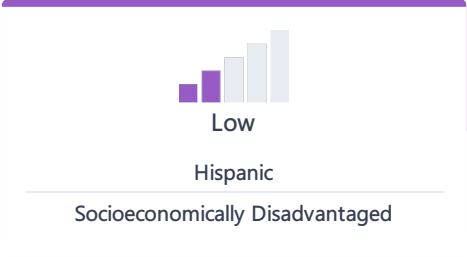
16.6% prepared

Number of Students: 523

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



African American



No Performance Level

4.2% prepared

Number of Students: 24

American Indian



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Level

30% prepared

Number of Students: 20

Filipino



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Level

0% prepared

Number of Students: 20

Two or More Races



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

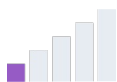


No Performance Level

28.6% prepared

Number of Students: 21

English Learners

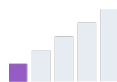


Very Low

3.5% prepared

Number of Students: 143

Students with Disabilities



Very Low

0% prepared

Number of Students: 44

Hispanic



Low

16.1% prepared

Number of Students: 440

Socioeconomically Disadvantaged



Low

15.5% prepared

Number of Students: 465

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686763932654&year=2022-23>

All Students



Yellow

19% chronically absent


Declined 9.7% ▼

Number of Students: 116

Student Group Details


All Student Groups by Performance Level

13 Total Student Groups




Red

No Student Groups




Orange

Hispanic




Yellow

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Hispanic



Orange

22.7% chronically absent

Declined 8.5% ▼

Number of Students: 88

Socioeconomically Disadvantaged



Yellow

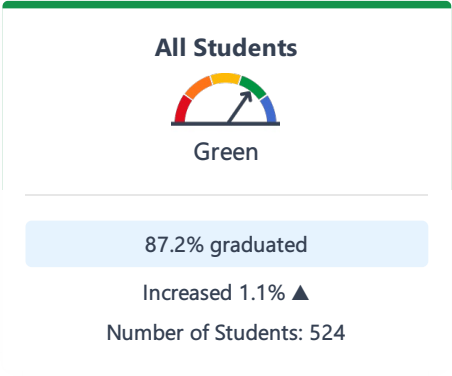
18% chronically absent

Declined 16.1% ▼

Number of Students: 61

All Students

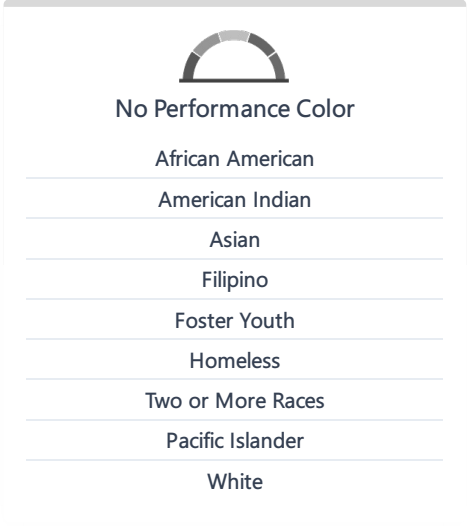
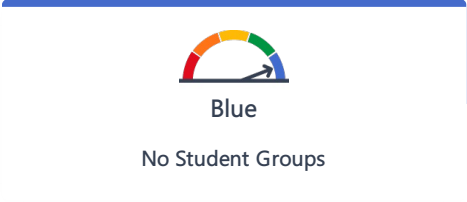
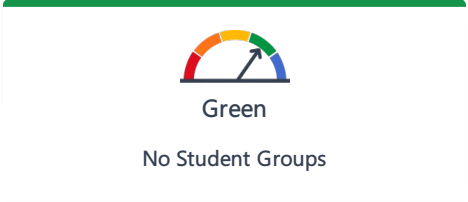
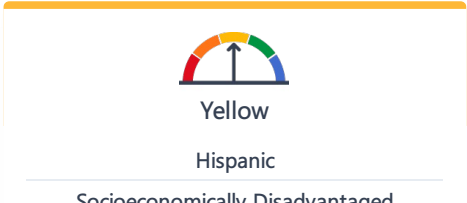
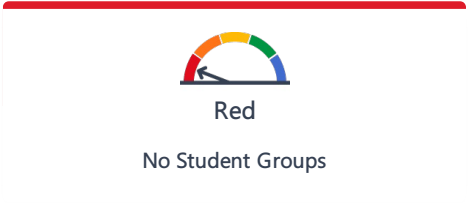
Explore information about students completing high school, which includes students who receive a standard high school diploma.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



African American



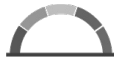
No Performance Color

80% graduated

Increased 4% ▲

Number of Students: 25

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

90% graduated

Declined 10% ▼

Number of Students: 20

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

66.7% graduated

Declined 7.5% ▼

Number of Students: 21

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

95.2% graduated

Increased 31% ▲

Number of Students: 21

English Learners



Orange

76.9% graduated

Declined 2.9% ▼

Number of Students: 143

Students with Disabilities



Orange

73.3% graduated

Maintained -0.5%

Number of Students: 45

Hispanic



Yellow

86.6% graduated

Maintained -0.4%

Number of Students: 440

Socioeconomically Disadvantaged



Yellow

86.7% graduated

Maintained 0.7%

Number of Students: 466

5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	87%	0.2%	12.8%	87.2%	1
African American	76%	4%	20%	80%	1
Asian	90%	0%	10%	90%	0
English Learners	76.9%	0%	23.1%	76.9%	0
Hispanic	86.6%	0%	13.4%	86.6%	0
Homeless	61.9%	4.8%	33.3%	66.7%	1
Socioeconomically Disadvantaged	86.5%	0.2%	13.3%	86.7%	1
Students with Disabilities	71.1%	2.2%	26.7%	73.3%	1
White	95.2%	0%	4.8%	95.2%	0

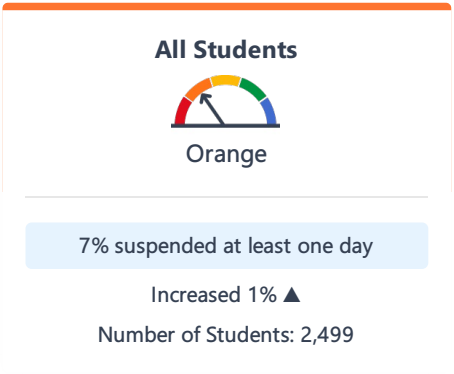
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

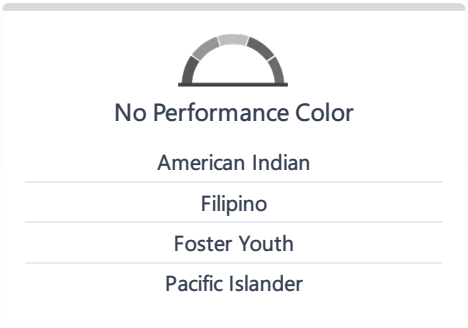
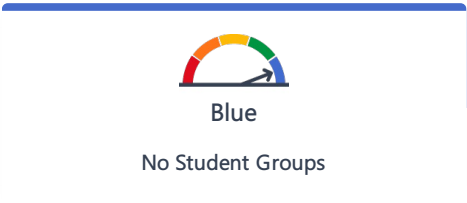
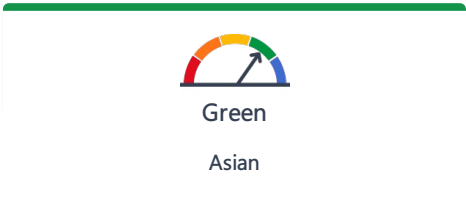
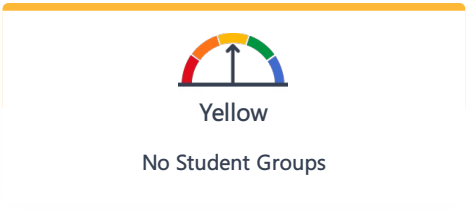
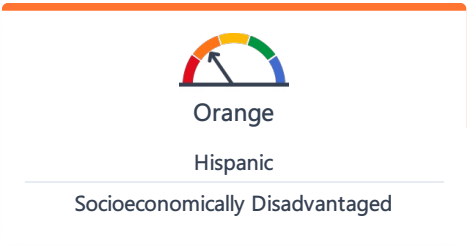
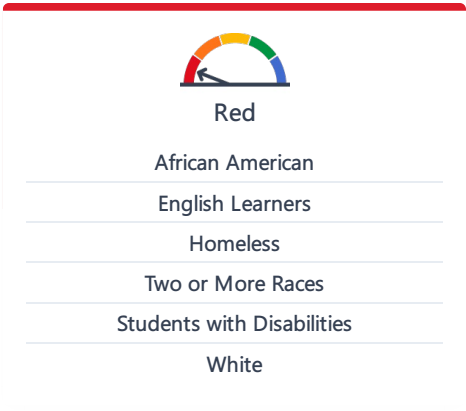
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



American Indian



No Performance Color

7.4% suspended at least one day

Declined 1.4% ▼

Number of Students: 27

Filipino



No Performance Color

0% suspended at least one day

Declined 3.4% ▼

Number of Students: 34

Foster Youth



No Performance Color

7.1% suspended at least one day

Number of Students: 14

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

African American



Red

19% suspended at least one day

Maintained 0.1%

Number of Students: 121

English Learners



Red

8.3% suspended at least one day

Increased 1% ▲

Number of Students: 630

Homeless



Red

17.3% suspended at least one day

Increased 7.7% ▲

Number of Students: 127

Two or More Races



Red

8.8% suspended at least one day

Increased 3.9% ▲

Number of Students: 57

Students with Disabilities



Red

9.8% suspended at least one day

Increased 0.6% ▲

Number of Students: 286

White



Red

9.7% suspended at least one day

Increased 1.8% ▲

Number of Students: 103

Hispanic



Orange

6.4% suspended at least one day

Increased 1.2% ▲

Number of Students: 2,068

Socioeconomically Disadvantaged



Orange

7.8% suspended at least one day

Increased 1.5% ▲

Number of Students: 1,984

Asian



Green

3.6% suspended at least one day

Declined 1.9% ▼

Number of Students: 83

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov