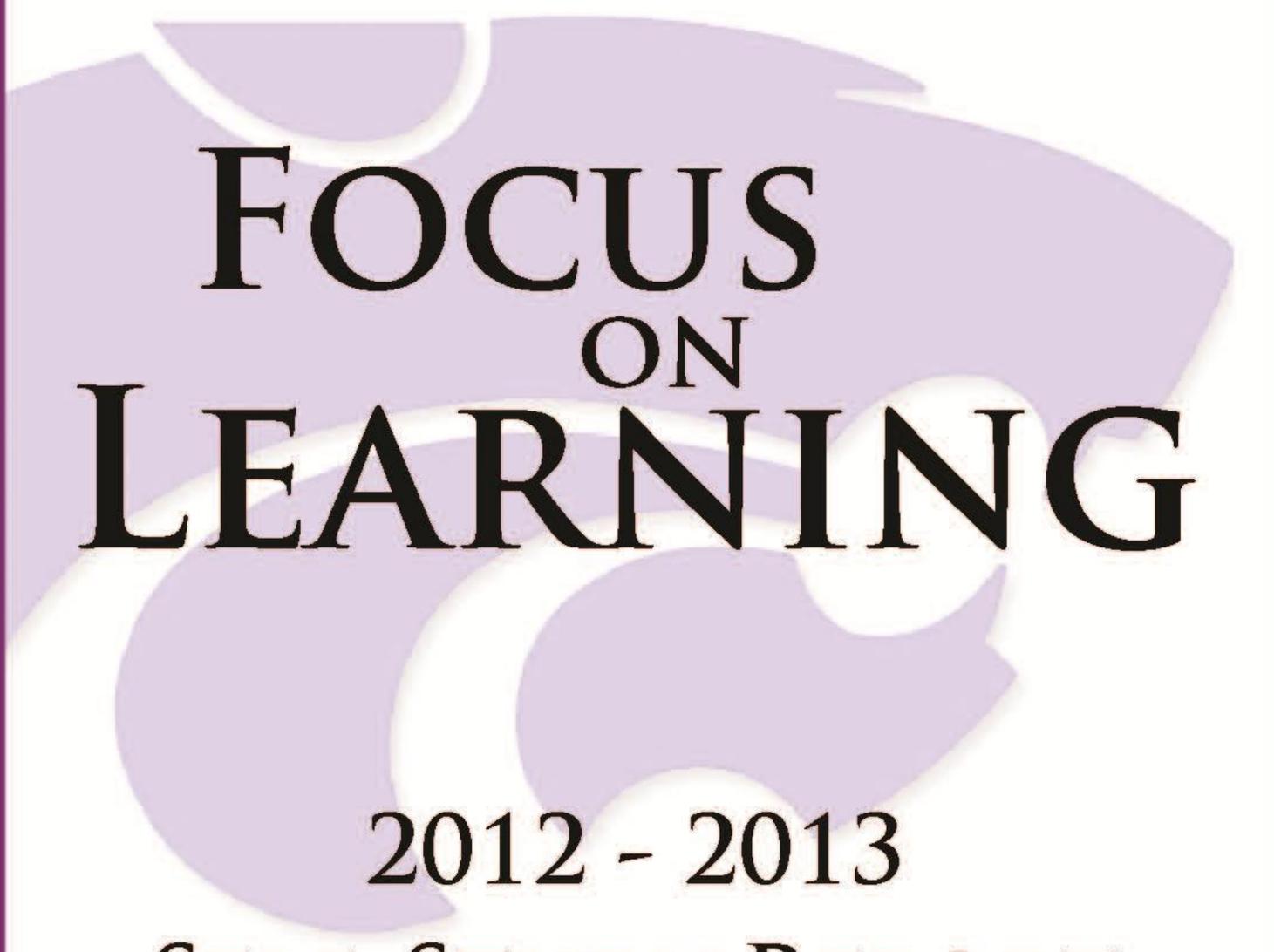


FRANKLIN HIGH SCHOOL

ELK GROVE, CALIFORNIA



**FOCUS
ON
LEARNING**

2012 - 2013

SELF-STUDY REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

**WESTERN ASSOCIATION OF SCHOOLS
AND COLLEGES**

and

CALIFORNIA STATE DEPARTMENT OF EDUCATION

2012-2013 SELF-STUDY REPORT

FOR

FRANKLIN HIGH SCHOOL

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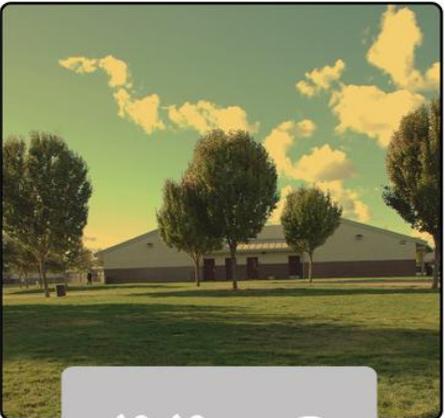
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Chapter 01

Student/Community Profile
Supporting Data and Findings



STUDENT/COMMUNITY PROFILE

DEMOGRAPHIC DATA

1. COMMUNITY

Since Franklin High School's opening in August of 2002, the surrounding Elk Grove community (established in 1850) has gone through many significant changes. Three more comprehensive high schools have opened in the district, one within two miles of Franklin. The Franklin community itself, a large suburban community in the southernmost region of Sacramento County has experienced both prosperity and challenges. The median income in our community in 2012 was \$84,983 as compared to \$64,052 statewide, and 22% of households in the Laguna area earned \$100,000 or more. Currently, only 8% of the homes in the area are either foreclosed upon or bank owned, which, fortunately, has lowered from 18% in 2011 and the unemployment rate is 1% lower than the Sacramento County average. However, median home prices have been especially dismal, having dropped in the Franklin area from \$440,000 to \$250,000 in only four years; whereas, the decrease in all of Elk Grove has been \$250,000 to \$180,000 during the same time period.

Incorporated in 2000, our city's population, after growing rapidly in the early part of this century, has reached a relatively consistent plateau of approximately 150,000 residents. The expected development of new neighborhoods has not come to fruition, causing the closure of many small businesses and the anxiety of many others. In addition, much of the area between Franklin High School and its neighboring new school, Cosumnes Oaks High School, remains sparsely populated if not completely empty. The Franklin High School staff, assuming that COHS would attract many current and potential Franklin students, looked forward to the COHS opening with eager anticipation to relieve the over-crowding of our "at capacity" school. As of this report, Franklin, nevertheless, educates a population of over 2,800 students on a permanent campus built for no more than 1,500. Despite these challenges, Franklin High matches nearly every student withdrawal with an addition and remains a calm and safe place to which our community wants to send its children. Furthermore, despite the economic downturn, local businesses have continued to support Franklin's success, whether through charitable donations or student internships. Parents also continue to support Franklin High by participating on the Sober Grad committee, the English Learners Advisory Committee, the Wildcat Booster club, and Take Your Parent to School Day.

Franklin High School's reputation in the community has remained strong and Franklin continues to be the local school of choice. The Franklin Community Library, for instance, is a positive link between Franklin High and the community. This joint facility, used by the community and our primary feeder school Toby Johnson Middle School, not only provides a valuable resource to our students and teachers but also serves as a positive symbol to members of our community who might not otherwise have any knowledge of "what happens" at Franklin High. Many in our community see Franklin—a centrally-located, well-maintained hub of the community—as a welcoming, safe place. This perhaps makes parents hesitant to take advantage of other excellent programs at the seven open-enrollment high schools in the district. Much of this positive community perception stems from Franklin High School's myriad of options for students—our twenty-four Advanced Placement courses, the STEM and GREEN academies, our expansive Honors program, and our elective-increasing block schedule. In addition, our standards-based curriculum and our expectation that all students will challenge themselves academically by enrolling in the most rigorous courses available assure parents that Franklin offers something for everyone.

We continue to partner with Toby Johnson Middle School to develop a seamless progression from seventh grade through high school graduation. Using many opportunities to collaborate and "vertically align," so that the Toby Johnson staff is well aware of what is expected of incoming freshman at Franklin High and conversely, the Franklin High staff is knowledgeable about the skills that the incoming 9th grade students bring to their high school experience. As a result, students have minimal difficulty adjusting socially and

academically to our much larger campus. With a similar academic vocabulary, consistent behavioral expectations, and a welcoming attitude, the Franklin High School staff provides the next logical academic and social step for our freshmen.

We have also maintained our “four-by-four” block schedule, in which students attend either four 90-minute blocks or three 90 blocks and two 43-minute “mini-courses.” Despite the concerns about continuity throughout the year our school, Franklin remains committed to the block concept as it provides the opportunity for two additional elective courses per year. With this additional room in students’ schedules, they can take a variety of enriching academic, vocational, and artistic electives. In addition, students who fail required classes are often able to re-take the failed course without the need for adult education or online courses, enabling them to graduate on time, a likely causative factor in our school’s extremely high graduation rate.

WASC Accreditation History:

Beginning with a three-year initial accreditation in 2004-2005, the school completed its first WASC self-study in March, 2007. In 2007 Franklin received a six-year accreditation with a one-day on-site review in 2010. Since the mid-term visit in 2010, Franklin High has experienced varying degrees of success implementing the recommendations, as the following self-study will make clear.

SCHOOL PURPOSE

ELK GROVE UNIFIED SCHOOL DISTRICT MISSION STATEMENT AND CORE VALUES

On June 18, 2001 the Elk Grove Unified School District Board of Education adopted a new Mission Statement and supporting Core Values.

MISSION STATEMENT

Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential.

CORE VALUES

Outcomes for students

- Achievement of core academic skills
- Confident, effective thinkers and problem solvers
- Ethical participants in society

Commitments about how we operate as an organization

- Supporting continuous improvement of instruction
- Building strong relationships
- Finding solutions

High expectations for learning for all students and staff

- Instructional excellence
- Safe, peaceful, and healthy environment
- Enriched learning atmosphere
- Collaboration with diverse communities and families

FRANKLIN HIGH SCHOOL MISSION STATEMENT

The mission of Franklin High School is to challenge students to maximize their potential as learners, achievers, and productive world citizens. To that end, Franklin High School will provide for all students:

1. Rigorous standards-based curricula in preparation for advanced educational or career opportunities.
2. The knowledge and skill necessary to attain optimal health and physical fitness and to maintain both throughout their lives.
3. Opportunity for personal development through participation in cultural, athletic, and extracurricular activities.
4. An atmosphere that fosters mutual respect, acceptance of diversity, and cooperative, collegial behavior.
5. Curriculum that incorporates the use of technological skills necessary for academic and career success.

FRANKLIN HIGH SCHOOL'S EXPECTED SCHOOL-WIDE LEARNING RESULTS:

A New Beginning:

In 2012 Franklin welcomed Michael Reed as our new principal. As one of the original teachers at Franklin High, Mr. Reed was highly regarded as a teacher of mathematics. After earning his administrative credential, Mr. Reed became a Teacher-in-Charge, then a vice-principal, and finally the school's Principal. Mr. Reed's hiring was met with excitement from students, staff, and parents as the entire community saw the opportunity to make a great school even better. It is hard to imagine a more opportune time for the WASC self-study.

To take advantage of this coincidence, the Self-study Leadership Committee determined through staff response to the 2010 visiting committee's recommendations to revisit our school's ESLRs. The general impression was that the ESLRs were created so long ago that we needed to revisit their content and presentation. To that end the Leadership Committee assembled Home Groups and asked the question, "What's wrong with the ESLRs?" The overwhelming response was that as a set of over-arching goals, they were both too cumbersome and too broad. Therefore, the Leadership Committee proposed the creation of "School-wide ESLRs" and "Departmental EDLRs"—the Expected Departmental Learning Results. The School-wide ESLRs would be broad, memorable, measurable goals that would drive the direction of the entire school. The EDLRs (Expected Departmental Learning Results), at the same time, would focus on specific learning results that all students would attain within that particular area of study. The process and staff buy-in has been overwhelmingly positive as Home Groups narrowed down their expectations to two or three primary learning results that all connect to one or more of the school-wide learning results. What follows is the result of a genuine, school-wide effort to analyze both our strengths and weaknesses.

Franklin High School Expected School-wide Learning Results: ESLRs

Franklin students will become independent, reflective learners who...

- communicate effectively in both academic and workplace environments.
- think, analyze, and read critically.
- achieve academic goals through rigorous, challenging courses.
- work cooperatively with diverse groups.
- practice honesty, respect, and responsibility.
- make positive contributions to the school and the community.

Franklin High School Expected Departmental Learning Results: EDLRs

Franklin Math students will...

- make sense of problems and persevere in solving them.
- model with mathematics.
- use appropriate tools strategically and attend to precision.

Franklin World Language students will...

- demonstrate proficient communication in the target language to prepare them to function in a multicultural setting, both in California and beyond.
- demonstrate intercultural understanding, sensitivity, and respect.

Franklin Strategies(Special Education) students will...

- be fully included in the Franklin academic and social community.
- successfully transition through high school into post secondary planning.
- take responsibility for their lives and maximize their potential.

Franklin English students will...

- read frequently, skillfully, and critically.
- write precisely with a strong voice.
- speak confidently and effectively.

Franklin Industrial Technology students will...

- use modern techniques, skills, and technology to complete projects that follow industry-standard practices.
- effectively use technology to communicate information or tell stories.
- identify and solve problems by designing a system or a process that meets specific and realistic constraints.

Franklin Social Science students will...

- effectively extract information from a variety of primary and secondary sources.
- critically analyze, evaluate, and apply information, and communicate their findings with minimal bias.
- connect past and present events in order to understand causes and effects in a global context.

Franklin Counselors and student support staff will help students...

- graduate with post-secondary academic and/or vocational plans.
- explore career interests and prepare for future employment.
- seek resources when solving problems and making decisions.

Franklin Visual and Performing Arts students will...

- demonstrate autonomous problem-solving skills through the timely completion of creative projects that are based on challenging critical thinking skills.
- develop self-confidence through persistence in studio work or the rehearsal process, culminating in portfolio assessments or final performances.

Franklin Business students will...

- utilize industry-standard software while applying best practices of internet safety, research, and evaluation of information.
- integrate academic knowledge with technical competencies to learn, work, and live in a technological world.
- transfer skills learned in business and technology courses to personal decision-making, life management, and financial independence.

Franklin Health students will...

- learn how to make choices to enhance their own health and well-being.
- learn about the current health-related information, products, and services available.
- understand the many physical, mental, emotional, and social changes that occur throughout life.

Franklin Physical Education students will...

- meet or exceed the expectations of a quality physical education program.
- recognize the value of proper nutrition and fitness and the connection between a healthy mind and body.
- develop an understanding of cooperation and sportsmanship.

Franklin Science students will...

- utilize resources and make informed Decisions regarding scientific issues.
- respect Nature by evaluating the effects of humanity on the environment and proposing possible solutions for problems affecting biological systems and natural resources.
- Apply a systematic approach to solve problems and evaluate new discoveries.

Student Community Profile

THE ANALYSIS PROCESS:

After the following data was compiled, a team of campus leaders—Home and Focus Group leaders, administrators, and WASC leadership committee members—all sat down to analyze the indications and trends of each piece of statistical evidence. Below each graph or table is a narrative explanation of the major findings of the corresponding data.

ENROLLMENT

Grade Level:

The 2008-2009 school enrollment consisted of 714 ninth-, 646 tenth-, 820 eleventh-, and 660 twelfth-grade students. When Cosumnes Oaks High School opened two miles east of our campus, our enrollment dipped slightly in the 2009-2011 years; however, it has climbed steadily back to its present level of 2,817 students in the 2012-2013 school year. This makes Franklin, by far, the largest school in the county.

Due to large enrollment, Franklin High School has been a “closed campus” with newly enrolling students redirected to another nearby district high school. As a result, student enrollment within each class tends to decrease from year to year as students and their families relocate or pursue education through alternative programs, and the loss is not offset by newly enrolling students.

Enrollment by Grade Level					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
9 th Grade	714	737	751	747	770
10 th Grade	646	690	721	739	714
11 th Grade	820	606	671	685	688
12 th Grade	660	769	617	642	645

CDE - DataQuest

Findings:

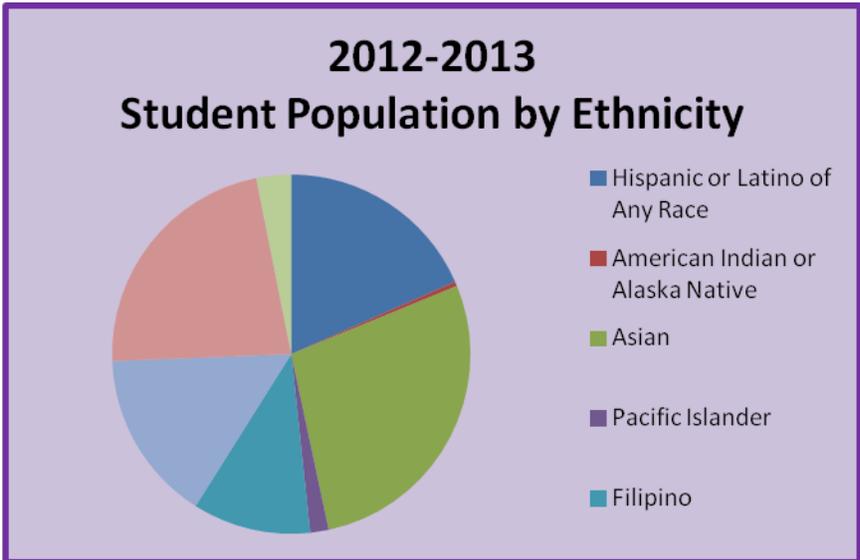
- We are currently a closed campus of 2,817 students.
- Enrollment has remained relatively consistent since 2008.

Enrollment by Gender				
	2009-2010	2010-2011	2011-2012	2012-2013
Female	1378	1346	1382	1378
Male	1424	1414	1431	1436

Findings:

- Franklin High School gender break down shows that more males have enrolled than females every year since 2009.

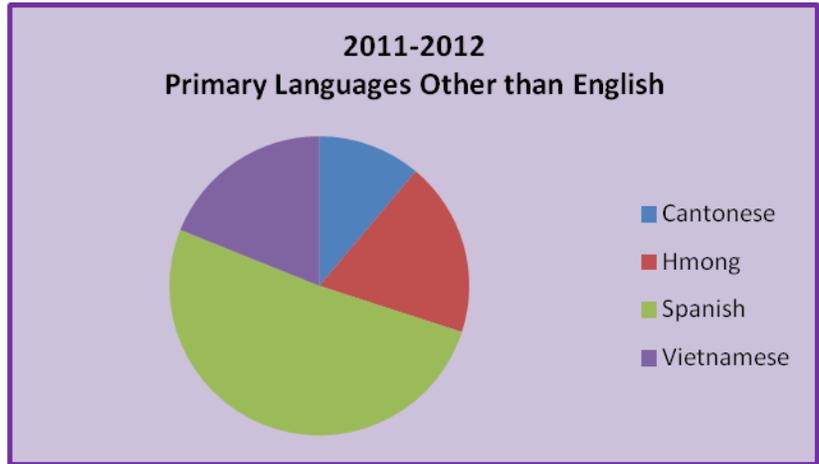
Student Population by Ethnicity					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Hispanic or Latino of Any Race	N/A	478	513	534	534
American Indian or Alaska Native	13	14	13	15	12
Asian	607	631	670	728	811
Pacific Islander	41	46	51	45	48
Filipino	252	250	255	274	309
Hispanic	416	N/A	N/A	N/A	N/A
African American	452	436	423	398	449
White, Not Hispanic	858	830	701	679	654
Multiple or No Response	204	117	134	140	91



Findings:

- For the 2008-2009 school year, the Franklin High School student population identified itself as 30% White/European American/Other, 22.8% Asian American/Pacific Islander, 15.9% African American, 14.6% Hispanic/Latino, 8% Filipino, and 7% as multiple ethnicities or no response.
- Though we have maintained a widely diverse racial and ethnic make-up, some student sub-groups have fluctuated demonstrating an increase of Asian, Filipino and Hispanic students and a decrease of White and African American students.
- Our White/not Latino population has dropped from 858 in 2008-2009 to 654 in 2012-2013, and our Multiple Race or “no response” population has decreased from 204 to 91.
- However, our Latino population has increased from 416 to 534, and our Asian population has increased from 607 to 811.

Primary Languages Other than English				
	2008-2009	2009-2010	2010-2011	2011-2012
Cantonese	11	14	10	10
Hmong	18	22	16	17
Spanish	65	51	53	46
Vietnamese	13	5	12	17



SISWEB Reports/CELD Testing

Findings:

- Spanish continues to be the predominant language spoken, followed by Hmong and Vietnamese.
- All of the language groups, except Vietnamese, maintained or declined in 2011-2012.
- There are more than 25 languages spoken on campus

LANGUAGE PROFICIENCY				
	2008-2009	2009-2010	2010-2011	2011-2012
English Language Learners (EL)	161	137	140	129
Fluent-English Proficient (FEP)	662	700	744	803
Redesignated FEP (R-FEP): <ul style="list-style-type: none"> • 335 on CST ELA for two years • 4 or 5 on CELDT (no sections below 3) • C or better in English 	17	12	12	6

CDE – Data Quest

Findings:

- More students are entering Franklin with FEP designations, rather than ELL. The number of ELL students entering Franklin declined yearly from 161 in 2008 to 129 in 2011. The re-designated numbers are consistent with 2% in 2008-9, 1% in 2009-10, and 1% in 2010-11.
- The number and percentage of R-FEP students has decreased steadily from 10.5% of EL in 2008 to 4.6% of EL in 2011.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)										
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
Advanced	30	19%	42	24%	17	11%	46	28%	12	12%
Early Advanced	81	50%	74	42%	76	50%	59	36%	42	42%
Intermediate	38	23%	42	24%	43	28%	36	22%	39	39%
Early Intermediate	9	6%	13	7%	8	5%	10	6%	3	3%
Beginning	4	2%	5	3%	7	5%	14	8%	3	2%
NUMBER TESTED	162		176		151		165		99	

CDE – Data Quest

Findings:

- Some fluctuation between Advanced and Early Advanced percentages, but overall decreases from 2007 to 2011.
- The number of tested students remained relatively consistent until a dramatic decrease of 66 students in 2011.
- The CELDT level performance breakdowns remained relatively consistent until 2011. In 2011 there was a dramatic decrease in the Beginning and Early Intermediate and a significant increase in the Intermediate performances.

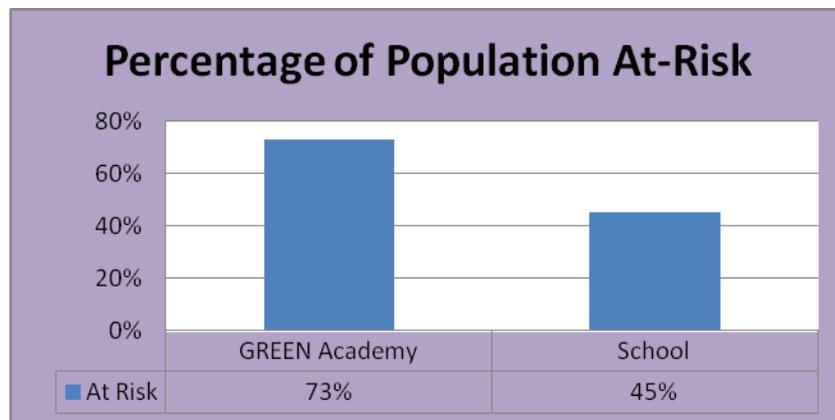
Special Needs and Other Programs								
	2008-2009		2009-2010		2010-2011		2011-2012	
	School # (%)	District # (%)						
AP	865 (30.5%)	2752 (10.1%)	814 (29.0%)	2331 (8.7%)	780 (28.3%)	3882 (21.5%)	766 (27.2%)	N/A
Honors	971 (34.2%)	3370 (12.2%)	749 (26.7%)	2801 (10.4%)	1038 (37.6%)	4653 (25.8%)	1168 (41.5%)	N/A
AVID	162 (5.7%)	1810 (6.7%)	187 (4.2%)	1871 (6.7%)	217 (7.9%)	1123 (6.2%)	269 (9.5%)	N/A
Special Ed	156 (5.5%)	6958 (9.5%)	165 (5.9%)	6712 (9.1%)	187 (6.8%)	1660 (9.2%)	206 (7.3%)	N/A
Migrant Ed	6 (0.2%)	130 (0.2%)	5 (0.2%)	112 (0.2%)	0 (0.2%)	32 (0.2%)	0 (0.2%)	N/A
Indian Ed	6 (0.2%)	208 (0.3%)	6 (0.2%)	206 (0.3%)	5 (0.2%)	67 (0.4%)	3 (.1%)	N/A
GATE	574 (20.2%)	4378 (5.9%)	519 (18.5%)	4257 (5.7%)	452 (16.4%)	1839 (10.2%)	409 (14.5%)	N/A

CDE – Data Quest

Findings:

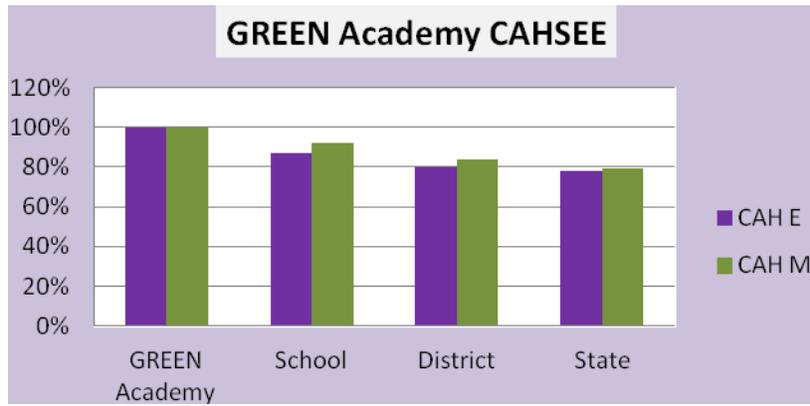
- Franklin High School serves a wide range of students with special needs, including 17 designated as SDC/ILS, 186 Resource, and 6 ED in 2012. Independent Living Skills (ILS) is a self-contained, full-day classroom program for students whose disabilities warrant a more structured classroom environment with a smaller student to teacher ratio. Students access core curriculum while also receiving guidance and instruction in social skills, relationship building, and personal care and advocacy.
- For the 2012-2013 school year, 62 students at Franklin High School have active 504 plans, additionally, the school serves 429 identified Gifted and Talented Education (GATE) students.
- AVID Enrollment at FHS has increased by over 4% and now exceeds the district average, which has remained stable.
- The number of Special Education students at FHS is close to district average, and the number continues to grow.
- Honors enrollment dipped 4% between 2009 and 2012.
- The number of GATE identified students has dropped from 20.2% in 2009 to 15% in 2012.

ACADEMY DATA



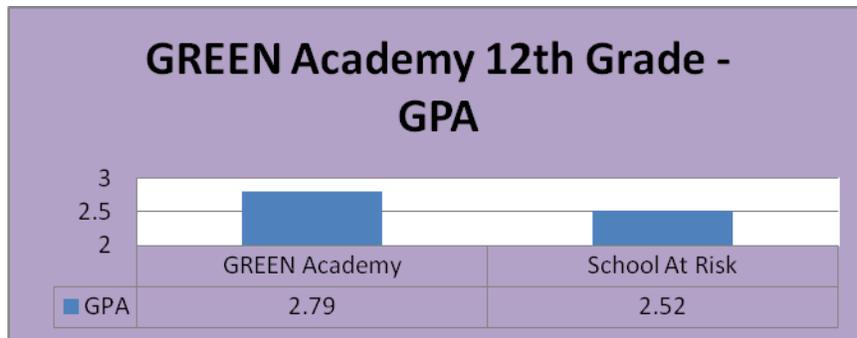
Findings:

- The Green academy recruits at-risk students to provide a unique learning experience designed to include hands-on problem solving activities based on CTE standards.
- The Green Academy has a higher percentage of at-risk students than the overall student body of Franklin High School.



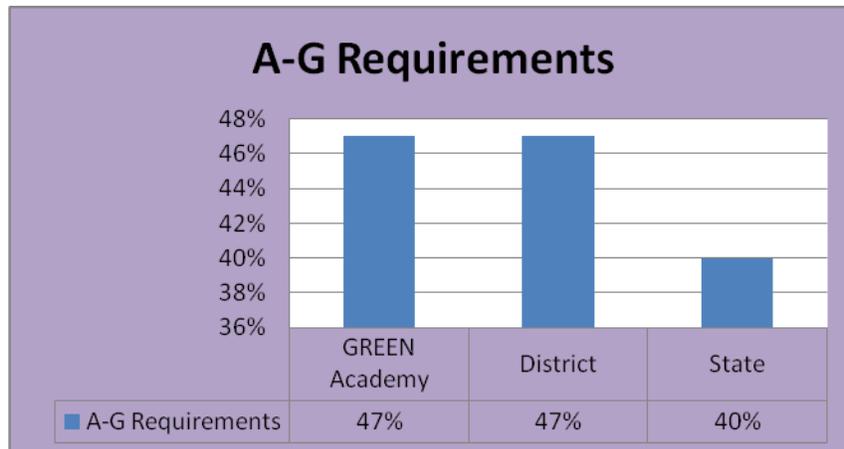
Findings:

- 100% of the Green Academy students passed both math and English CAHSEE tests, outperforming the school, district, and state.



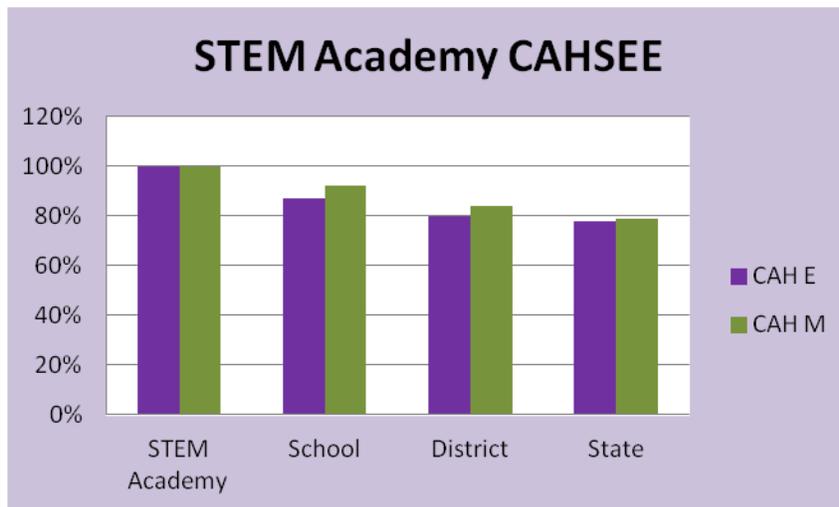
Findings:

- GREEN Academy students that are at-risk average a higher grade point average than the general population of at-risk 12th graders at Franklin High School



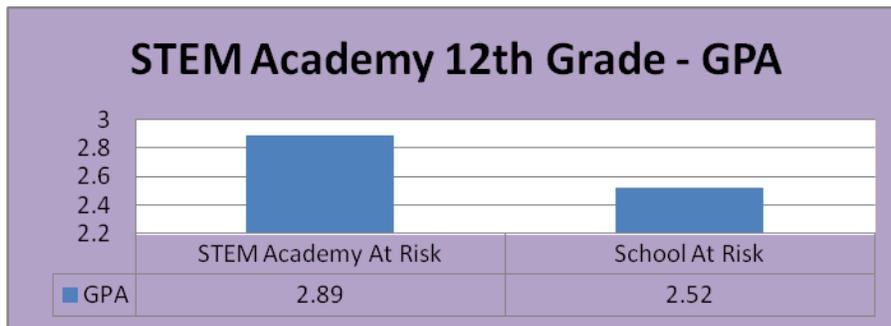
Findings:

- GREEN Academy 12th graders match the district achievement for meeting A-G requirements.
- GREEN Academy 12th graders exceed the state achievement for meeting A-G requirements.



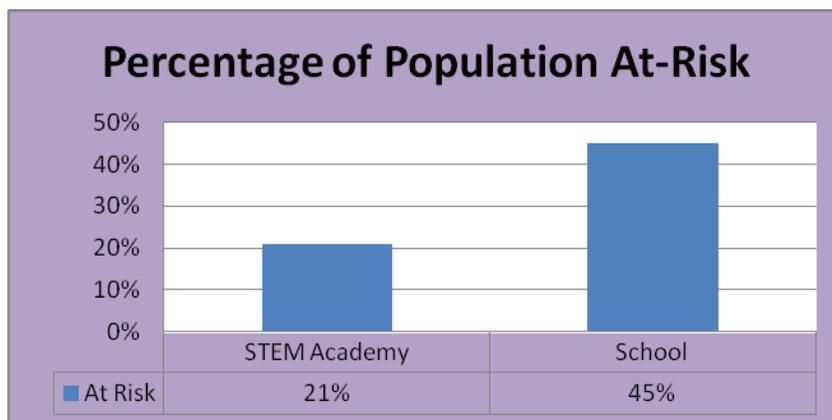
Findings:

- STEM Academy 12th graders exceed the school, district, and state achievement for meeting the CAHSEE graduation requirement.



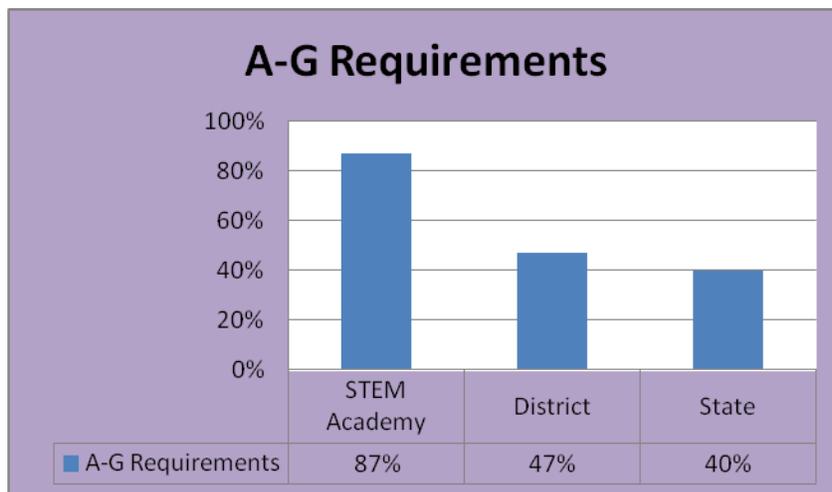
Findings:

- The at-risk students in STEM Academy have a higher g.p.a. than the at-risk students not enrolled in STEM at Franklin H.S. by .37.



Findings:

- STEM Academy has a lower proportion of at-risk students than the general population at Franklin High School.



Findings:

- The percentage of STEM Academy 12th graders exceed the state and district achievement for meeting A-G requirements by 40-47%.

AVID DATA

Franklin High School has 8 sections, two per grade level, of AVID. The AVID team teachers are highly qualified and represent several departments. AVID teachers are often the leaders at professional development, demonstrating highly engaging strategies for at-risk students, as the AVID program is designed for underrepresented and underperforming students.

Number of Avid Elective Enrollment by Grade 2012-2013					
Year	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total
2011-2012	58	63	65	63	249
2010-2011	60	67	66	28	221
2009-2010	59	68	34	27	188
2008-2009	64	35	34	32	165

Findings:

- AVID enrollment has continued to increase each year.
- Students remain in the program to complete four years.

Percent of AVID Elective Enrollment by Ethnicity							
Year	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White
2011-12	1.6%	16.1%	3.6%	6.8%	28.1%	24.9%	18.9%
2010-11	.9%	14.9%	4.1%	5.0%	30.3%	24.9%	19.9%
2009-10	1.1%	13.3%	3.7%	5.3%	28.7%	27.7%	20.2%
2008-09	1.2%	13.3%	3.0%	6.1%	27.9%	27.3%	21.2%

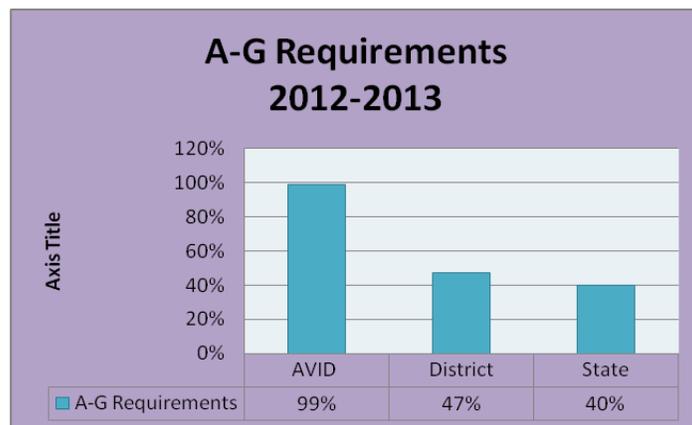
Findings:

- AVID enrollment has a variety of ethnic groups represented, but Hispanic and African American students together constitute the majority.
- The White and African American populations decreased, while the Asian and Hispanic populations increased between 2008 and 2011.

Year	Percent of AVID school students eligible for federal free or reduced lunch	Number of high school AVID sections
2011-2012	39.8%	8
2010-2011	37.6%	7
2009-2010	20.7%	6
2008-2009	29.1%	5

Findings:

- AVID continues to serve the students who need the most assistance, as seen by the increase of students each year that qualify for free and reduced lunch.
- Franklin has invested more resources into the program by adding sections each year.



Findings:

- This year's senior AVID class exceeds the district and state percentage of students meeting A-G requirements.

DISCIPLINE DATA

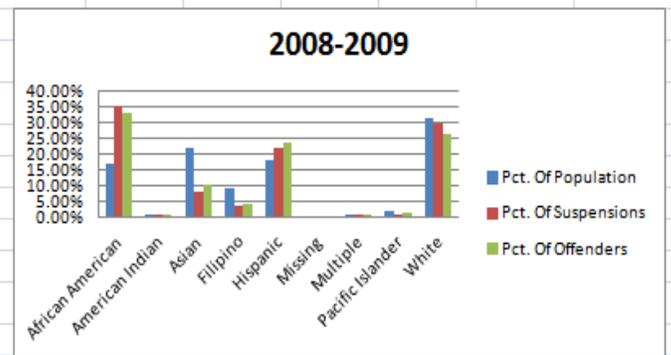
EXPULSION & SUSPENSION RATES												
	Enrollment				Expulsions				Suspensions			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
F.H.S.	2,843	2,802	2,760	2,883	5	6	17	3	75	151	172	189
District (High School)	61,579	61,887	61,885	62,126	154	136	151	45	4,031	4,207	3,982	4,040
County	234,814	234,433	235,388	237,362	538	499	444	N/A	17,821	17,973	17,341	N/A
State	6.2 mil	6.1 mil	6.16 mil	6.2 mil	16,891	17,422	15,929	N/A	332,483	326,914	319,565	N/A

SISWEB Reports/California Department of Education

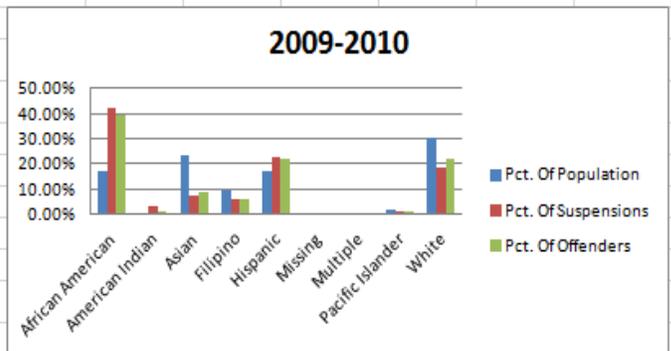
Findings:

- Despite stable enrollment numbers, suspension rates doubled from 75 in 08-09 to 151 in 2009-2010 and continued to increase each following year. The Franklin suspensions in 2008 were 1% of the overall high school suspensions and increased to 4.6% of the overall high school suspensions in 2011.
- District suspensions, however, rose by only 5% in 2009-2010 and declined by 5% in 2010-2011, while enrollment numbers increased only moderately.
- Franklin expulsion rates remain low, although in 2010 there was a steep increase of 11 expulsions, the following year decreased dramatically to nearly half of the 2008 and 2009 expulsions.

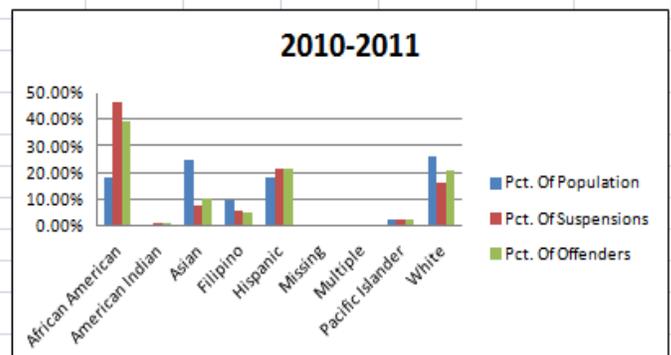
Franklin High School 7/1/08-6/30/09 - Suspensions						
Ethnicity	Enrollment	Pct.	Incd.	Pct.	Offnd.	Pct.
African American	516	16.97%	75	35.05%	48	33.10%
American Indian	18	0.59%	1	0.47%	1	0.69%
Asian	662	21.78%	17	7.94%	15	10.34%
Filipino	283	9.31%	8	3.74%	6	4.14%
Hispanic	547	17.99%	47	21.96%	34	23.45%
Missing	0	0.00%	0	0.00%	0	0.00%
Multiple	12	0.39%	1	0.47%	1	0.69%
Pacific Islander	54	1.78%	2	0.93%	2	1.38%
White	948	31.18%	63	29.44%	38	26.21%
Totals:	3,040		214		145	



Franklin High School 7/1/09 - 6/30/10 - Suspensions						
Ethnicity	Enrollment	Pct.	Incd.	Pct.	Offnd.	Pct.
African American	505	17.24%	126	42.00%	80	39.41%
American Indian	16	0.55%	9	3.00%	2	0.99%
Asian	679	23.18%	23	7.67%	18	8.87%
Filipino	282	9.63%	17	5.67%	12	5.91%
Hispanic	502	17.14%	67	22.33%	45	22.17%
Missing	0	0.00%	0	0.00%	0	0.00%
Multiple	4	0.14%	0	0.00%	0	0.00%
Pacific Islander	58	1.98%	3	1.00%	2	0.99%
White	883	30.15%	55	18.33%	44	21.67%
Totals:	2,929		300		203	



Franklin High School 7/1/10 - 6/30/11 - Suspensions						
Ethnicity	Enrollment	Pct.	Incd.	Pct.	Offnd.	Pct.
African American	546	18.22%	174	46.28%	94	39.50%
American Indian	17	0.57%	5	1.33%	2	0.84%
Asian	739	24.66%	28	7.45%	25	10.50%
Filipino	295	9.84%	20	5.32%	12	5.04%
Hispanic	551	18.39%	80	21.28%	51	21.43%
Missing	0	0.00%	0	0.00%	0	0.00%
Multiple	2	0.07%	0	0.00%	0	0.00%
Pacific Islander	61	2.04%	9	2.39%	5	2.10%
White	786	26.23%	60	15.96%	49	20.59%
Totals:	2,997		376		238	



SISweb

Findings:

- The percentage of Hispanic students suspended stay relatively consistent between 20-25% between 2010 and 2012.
- The percentage of African American students suspended increased each year.
- Both African American and Hispanic student suspension percentages exceed their percentage of the school population.
- All other sub-groups have remained relatively constant.

STAFF DATA

The number of certificated and classified staff members has remained relatively constant, with a few additions to classified and certificated staffing as a result of changes in staffing ratios, resignations, retirement, and District level downsizing/placements.

Number of Staff Members		
	Certificated	Classified
2008-2009	121	50
2009-2010	124	56
2010-2011	125	64
2011-2012	124	59

CDE – Data Quest

Findings:

- Certificated numbers remained relatively constant between 121 and 125, but classified numbers rose from 50 to 59.

Education Level of Certificated Staff						
	Doctorate	Master's +30 hrs.	Master's	Bachelor's +30 hrs.	Bachelor's	Total Staff
2008-2009	0	22	29	51	19	121
2009-2010	0	22	29	52	13	124
2010-2011	1	21	29	54	20	125
2011-2012	1	21	29	53	20	124

CDE – Data Quest

Findings:

- The education level of Franklin High School certificated staff demonstrates that 40% has a master's degree or greater.

Faculty by Gender				
	2008-2009	2009-2010	2010-2011	2011-2012
Male	62	60	59	51
Female	60	64	66	73

CDE – Data Quest

Findings:

- The faculty gender distribution has more females than males versus the student body that has more males than females.

Faculty Credential Status and Years in Teaching				
	2008-2009	2009-2010	2010-2011	2011-2012
Number of teachers	121	124	125	124
Number of Pupil Services	8	8	8	5
Number of Administrators	4	4	4	4
Avg. years teaching	12	12.9	14	14.7
Avg. years in district (teachers)		10.4	11.5	12
Avg. years teaching (Pup.Svc.)		16.1	14.6	16
Avg. years in district (Pup.Svc.)		12.8	13.6	14.2
Avg. years teaching (Admin.)		16	17	17
Avg. years in district (Admin.)		11.5	12.5	12.5

Findings:

- The certificated staff is experienced, and most members have served most of their careers in this district.

Faculty Demographics				
Faculty Racial/Ethnic Designation	2008-2009	2009-2010	2010-2011	2011-2012
American Indian or Alaska Native	1	1	0	0
Asian	10	10	8	8
Pacific Islander	0	0	0	0
Filipino	2	2	2	2
Hispanic or Latino	6	12	11	11
African American (not Hispanic)	4	3	2	2
White (not Hispanic)	92	93	88	87
Multiple or no response	6	0	9	9

Findings:

- Franklin High School's faculty has consistently offered some representation across all significant ethnic sub-groups, though the distribution is far less diverse than that of the student body. Seventy percent of the total certificated staff is White; whereas, only 24% of the student body is White.
- Latino staff numbers rose from 6 to 11 between 2008 and 2011, while the number of African American staff members dropped from 4 to 2 and the number of Asian staff members dropped from 10 to 8.

Classified Staff Demographics				
Faculty Racial/Ethnic Designation	2008-2009	2009-2010	2010-2011	2011-2012
American Indian or Alaska Native	1	1	1	0
Asian	3	3	5	6
Pacific Islander	0	0	1	0
Filipino	4	5	5	4
Hispanic or Latino	7	9	8	5
African American (not Hispanic)	2	3	3	3
White (not Hispanic)	31	30	34	34
Multiple or no response	2	5	7	7
Total	50	56	64	59

Findings:

- Classified staff is primarily White (57.6%), however 10% are Asian, 8% are Latino, 6% are Filipino and 5% are African American, unlike the student population, but similar to the certificated staff population.
- Faculty gender distribution has more women than men versus the student body that has more males than females.

Classified Staff by Gender				
	2008-2009	2009-2010	2010-2011	2011-2012
Male	16	19	19	14
Female	34	37	45	45
Total	50	56	64	59

CDE – Data Quest

Findings:

- Classified staffing is characterized by three times as many females than males in 2011; however, the ethnic demographics are relatively similar to the certificated demographics.

STUDENT PERFORMANCE DATA

STUDENT PERFORMANCE DATA ACADEMIC PERFORMANCE INDEX (API)					
<i>School Ranking and Similar School Rankings</i>					
	API Score (Growth)	Statewide Rank	Similar Schools Rank	Met API Target? (+/- target)	All Subgroups met target?
2008	793	9	4	Yes	No
2009	801	8	5	Yes	No
2010	815	8	8	Yes	No
2011	804	8	4	Yes	No
2012	816	N/A	N/A	N/A	N/A

Findings:

- The school has remained above the 800 threshold every year since 2009, but experienced an 11 point loss between 2010 and 2011
- The school has maintained its statewide rank of 8. Compared to similar schools the rank has been as low at 4 in 2008 and as high as 8 in 2010.
- The school continued to meet the state's API target requirement, but failed to meet the subgroup targets each year.

NNS = Not Numerically Significant

**STUDENT PERFORMANCE DATA
ACADEMIC PERFORMANCE INDEX (API)**

Current API Growth Report Including Sub-Groups

	2008-2009			2009-2010			2010-2011			2011-2012		
	Base	Growth	Met?									
African-American/Black	723	1	No	721	7	Yes	727	-22	Yes	740	33	Yes
American Indian	NNS			NNS			NNS			NNS		
Asian	845	10	Yes	860	5	Yes	866	6	Yes	877	4	Yes
Filipino	811	2	Yes	812	17	Yes	830	-6	Yes	824	26	Yes
Hispanic	728	25	Yes	753	10	Yes	765	-17	Yes	748	-4	No
Pacific Islander	NNS			NNS			NNS			NNS		
White not Hispanic	824	8	Yes	835	12	Yes	847	-19	Yes	829	10	Yes
Socio. Disadvant.	719	16	Yes	735	5	Yes	742	-11	Yes	731	23	Yes
ELL	706	9	Yes	715	-3	No	714	-7	No	708	4	No
Students with Disabilities	553	25	Yes	575	-43	No	528	-73	No	454	46	Yes

Findings:

- The growth target was met in Students with Disabilities, Asian, Filipino, White, and the Socio-economically disadvantaged sub-groups.
- Filipino and Students with Disabilities gained more API points in 2011-2012 than they have ever earned. Socio-economically disadvantaged students gained more API points in 2011-2012 than they have since 2007.
- African American students met and exceeded the state’s growth target in 2009-2010 and then again in 2011-2012.
- Although African American students improved by 33 points in 2011-2012, the achievement gap for African American students has grown 6 points since 2007-2008.
- The Hispanic API score increased in 2008-2009 and 2009-2010, but fell in both 2010-2011 and 2011-2012, to widen the achievement gap by 3 more points
- The ELL API improved in 2008-2009 and 2011-2012, but the loss of points in both 2009-2010 and 2010-2011 limited the growth from 2008 to 2 points.
- Students with disabilities increased their API by 25 points in 2008-2009 and again in 2011-2012 by 46 points; however, the group lost 43 points in 2010 and 73 points in 2011, totaling a net loss of 99 since 2009.

CALIFORNIA STANDARDS TEST

English/Language Arts					
9th Grade		2009	2010	2011	2012
	# of Students	674	695	716	691
	Advanced	37%	37%	35%	45%
	Proficient	31%	34%	28%	27%
	Sub Total	68%	71%	63%	72%
	Basic	21%	16%	22%	19%
	Below Basic	6%	8%	9%	5%
	Far Below Basic	4%	5%	7%	4%
	Sub Total	10%	13%	16%	9%
<hr/>					
10th Grade		2009	2010	2011	2012
	# of Students	610	644	692	683
	Advanced	32%	37%	31%	34%
	Proficient	28%	29%	28%	28%
	Sub Total	60%	66%	59%	62%
	Basic	27%	22%	25%	21%
	Below Basic	8%	7%	8%	10%
	Far Below Basic	5%	5%	8%	8%
	Sub Total	13%	12%	16%	18%
<hr/>					
11th Grade		2009	2010	2011	2012
	# of Students	758	573	636	641
	Advanced	28%	34%	34%	33%
	Proficient	28%	24%	27%	30%
	Sub Total	56%	58%	61%	63%
	Basic	21%	23%	20%	20%
	Below Basic	12%	11%	9%	9%
	Far Below Basic	11%	8%	10%	9%
	Sub Total	23%	19%	19%	18%

Findings:

- 9th grade English continued to decrease the number of Basic, BB and FBB students to 28% and increase the number of Advanced and Proficient students to 72% in 2012.
- 9th grade continued to have the lowest percentage of Basic, BB, and FBB compared to the other grade levels.
- Both grades 9 and 10 increased the percentage of Proficient and Advanced students since 2008.
- ELA CST scores in the Advanced and Proficient range dropped steadily as the relative same group of students advanced from the 9th grade through the 11th, from 68% to 66% to 61%, respectively.
- Scores in the Basic range for the same group remained relatively stable at 21%, 22%, and 20% respectively; whereas, the percentage of students in the Below Basic and Far Below Basic range increased from 10% to 12% to 19%.

General Mathematics					
9th Grade		2009	2010	2011	2012
	# of Students	0	24	53	
	Advanced		0%	0%	
	Proficient		0%	0%	
	Sub Total	0%	0%	0%	
	Basic		13%	23%	
	Below Basic		25%	43%	
	Far Below Basic		63%	34%	
	Sub Total	0%	88%	77%	
10th Grade		2009	2010	2011	2012
	# of Students				
	Advanced				
	Proficient				
	Sub Total	0%	0%	0%	
	Basic				
	Below Basic				
	Far Below Basic				
	Sub Total	0%	0%	0%	
11th Grade		2009	2010	2011	2012
	# of Students				
	Advanced				
	Proficient				
	Sub Total	0%	0%	0%	
	Basic				
	Below Basic				
	Far Below Basic				
	Sub Total	0%	0%	0%	

Findings:

- The numbers of total students enrolled in General Mathematics increased by 29, while the percentage of students scoring in the Basic range increased by 10%. The percentage of students scoring in the Far Below Basic range decreased by 29%. No General Mathematics students scored in the Proficient or Advanced levels.

Algebra 1					
9th Grade		2009	2010	2011	2012
	# of Students	377	401	393	321
	Advanced	6%	7%	5%	2%
	Proficient	34%	35%	33%	31%
	Sub Total	40%	42%	38%	33%
	Basic	30%	32%	31%	39%
	Below Basic	20%	20%	21%	25%
	Far Below Basic	9%	4%	11%	3%
	Sub Total	29%	24%	32%	28%
10th Grade		2009	2010	2011	2012
	# of Students	148	115	181	194
	Advanced	2%	2%	1%	1%
	Proficient	15%	23%	22%	23%
	Sub Total	17%	25%	23%	24%
	Basic	40%	33%	33%	34%
	Below Basic	29%	31%	32%	28%
	Far Below Basic	14%	11%	12%	15%
	Sub Total	43%	42%	44%	43%
11th Grade		2009	2010	2011	2012
	# of Students	45	34	29	29
	Advanced	2%	3%	3%	3%
	Proficient	7%	26%	10%	10%
	Sub Total	9%	29%	13%	13%
	Basic	27%	24%	24%	24%
	Below Basic	44%	29%	31%	31%
	Far Below Basic	20%	18%	31%	31%
	Sub Total	64%	47%	62%	62%

Findings:

- The percentage of 9th grade students scoring Advanced and Proficient has continued to decrease from 40 to 33% between 2009 and 2012.
- The percentage of students in the Basic, Below Basic and Far Below Basic for each grade remains 1-2% lower in 2012 than 2009.
- The numbers of students remaining in or retaking Algebra I decreased significantly each year as the same relative students progressed through school

Geometry					
9th Grade		2009	2010	2011	2012
	# of Students	233	225	238	266
	Advanced	29%	25%	22%	15%
	Proficient	45%	49%	50%	54%
	Sub Total	74%	74%	72%	69%
	Basic	21%	21%	21%	26%
	Below Basic	5%	4%	7%	4%
	Far Below Basic	0%	0%	0%	1%
	Sub Total	5%	4%	7%	5%
10th Grade					
	2009	2010	2011	2012	
# of Students	271	255	251	216	
Advanced	5%	2%	2%	2%	
Proficient	31%	25%	22%	26%	
Sub Total	36%	27%	24%	28%	
Basic	27%	38%	47%	39%	
Below Basic	32%	31%	24%	25%	
Far Below Basic	5%	4%	5%	7%	
Sub Total	37%	35%	29%	32%	
11th Grade					
	2009	2010	2011	2012	
# of Students	158	141	161	145	
Advanced	1%	0%	1%	2%	
Proficient	8%	7%	13%	19%	
Sub Total	9%	7%	14%	21%	
Basic	20%	22%	30%	24%	
Below Basic	53%	58%	36%	43%	
Far Below Basic	18%	13%	20%	12%	
Sub Total	71%	71%	56%	55%	

Findings:

- The number of 10th graders taking geometry is similar to the number of 9th graders enrolled in the course. However, the 9th graders scoring Proficient or Advanced is more than double the 10th graders scoring Proficient or Advanced.
- The number of 9th graders taking Geometry increased by 33 students from 2009 to 2012, however the percent scoring Proficient or Advanced decreased by 5%.
- 10th graders improved from 2009 to 2012 by decreasing the percentage of Below Basic and Far Below Basic by 5%. However, the students scoring Advanced or Proficient decreased by 8% from 2009 to 2012.

Algebra II					
9th Grade		2009	2010	2011	2012
	# of Students	44	37	36	73
	Advanced	50%	76%	89%	45%
	Proficient	41%	22%	8%	48%
	Sub Total	91%	98%	97%	93%
	Basic	9%	3%	3%	7%
	Below Basic	0%	0%	0%	0%
	Far Below Basic	0%	0%	0%	0%
	Sub Total	0%	0%	0%	0%
10th Grade		2009	2010	2011	2012
	# of Students	151	224	219	227
	Advanced	31%	25%	20%	20%
	Proficient	47%	51%	56%	49%
	Sub Total	78%	76%	76%	69%
	Basic	19%	21%	23%	28%
	Below Basic	3%	3%	2%	3%
	Far Below Basic	0%	0%	0%	0%
	Sub Total	3%	3%	2%	3%
11th Grade		2009	2010	2011	2012
	# of Students	309	223	193	200
	Advanced	4%	8%	2%	4%
	Proficient	27%	35%	34%	31%
	Sub Total	31%	43%	36%	35%
	Basic	39%	36%	48%	42%
	Below Basic	25%	17%	13%	22%
	Far Below Basic	6%	4%	4%	2%
	Sub Total	31%	21%	17%	44%

Findings:

- The number of 9th graders taking Algebra II in 2012 increased by 29 students from 2009 and nearly doubled from 2011.
- The percentage of 9th graders in the Advanced/Proficient range increased by 2% between 2009 and 2012 and never had a BB/FBB score, but had dropped 4% from 2011.
- The number of 10th graders taking Algebra II increased by 76 students, but the percent of Proficient or Advanced students remained steady until 2012 when it decreased by 9%.
- 11th graders in Advanced or Proficient improved by 4% from 2009.
- The percentage of 11th graders at the BB/FBB range decreased sharply from 31% in 2009 to 17% in 2011, but rose dramatically in 2012 to 44%.

World History					
9th Grade		2009	2010	2011	2012
	# of Students				
	Advanced				
	Proficient				
	Sub Total	0%	0%	0%	0%
	Basic				
	Below Basic Far Below Basic				
	Sub Total	0%	0%	0%	0%
<hr/>					
10th Grade		2009	2010	2011	2012
	# of Students	605	640	672	424
	Advanced	24%	26%	25%	29%
	Proficient	29%	28%	29%	27%
	Sub Total	53%	54%	54%	56%
	Basic	23%	24%	24%	20%
	Below Basic Far Below Basic	10% 14%	9% 13%	9% 13%	8% 16%
	Sub Total	24%	22%	22%	24%
<hr/>					
11th Grade		2009	2010	2011	2012
	# of Students	63	45	54	26
	Advanced	13%	14%	19%	12%
	Proficient	21%	14%	11%	0%
	Sub Total	34%	28%	30%	12%
	Basic	22%	21%	15%	12%
	Below Basic Far Below Basic	6% 38%	12% 28%	19% 37%	8% 69%
	Sub Total	44%	40%	56%	77%

Findings:

- In 2012, 10th grade World History Advanced and Proficient scores increased by 3% from 2009.
- The FBB/BB percentages remained relatively constant for the 11th graders.

US History					
9th Grade		2009	2010	2011	2012
	# of Students				
	Advanced				
	Proficient				
	Sub Total	0%	0%	0%	0%
	Basic				
	Below Basic Far Below Basic				
	Sub Total	0%	0%	0%	0%
<hr/>					
10th Grade		2009	2010	2011	2012
	# of Students				
	Advanced				
	Proficient				
	Sub Total	0%	0%	0%	0%
	Basic				
	Below Basic Far Below Basic				
	Sub Total	0%	0%	0%	0%
<hr/>					
11th Grade		2009	2010	2011	2012
	# of Students	747	567	623	638
	Advanced	30%	27%	29%	33%
	Proficient	28%	31%	34%	30%
	Sub Total	58%	58%	63%	63%
	Basic	20%	23%	19%	20%
	Below Basic	8%	8%	7%	5%
	Far Below Basic	14%	11%	11%	12%
	Sub Total	22%	19%	18%	17%

Findings:

- U.S History scores in the Advanced/Proficient range have increased from 58% to 63%, and the scores in the BB/FBB range have dropped from 22% in 2009 to 17% in 2012.

Earth Science					
9th Grade		2009	2010	2011	2012
	# of Students	539	559	579	510
	Advanced	16%	12%	17%	17%
	Proficient	33%	37%	28%	33%
	Sub Total	49%	49%	45%	50%
	Basic	38%	36%	34%	35%
	Below Basic	7%	8%	10%	9%
	Far Below Basic	7%	7%	11%	6%
	Sub Total	14%	15%	21%	15%
10th Grade		2009	2010	2011	2012
	# of Students	30	33	47	75
	Advanced	3%	12%	2%	13%
	Proficient	7%	24%	17%	9%
	Sub Total	10%	36%	19%	22%
	Basic	40%	33%	30%	33%
	Below Basic	30%	21%	23%	20%
	Far Below Basic	20%	9%	28%	24%
	Sub Total	50%	30%	51%	44%
11th Grade		2009	2010	2011	2012
	# of Students	26	14	18	22
	Advanced	4%	14%	0%	18%
	Proficient	31%	21%	17%	9%
	Sub Total	35%	35%	17%	27%
	Basic	15%	29%	17%	41%
	Below Basic	19%	7%	22%	9%
	Far Below Basic	31%	29%	44%	23%
	Sub Total	50%	36%	66%	32%

Findings:

- Performance scores for 9th grade students have remained relatively constant; however, the number of Advanced/Proficient score increased for 10th graders by 12%.
- The BB/FBB for 10th grad decreased by 6% and for 11th grade by 18% from 2009.

Biology					
9th Grade		2009	2010	2011	2012
# of Students		125	113	131	191
Advanced		43%	49%	61%	62%
Proficient		40%	38%	31%	32%
Sub Total		83%	87%	92%	94%
Basic		16%	13%	8%	6%
Below Basic		1%	0%	0%	0%
Far Below Basic		0%	0%	0%	0%
Sub Total		1%	0%	0%	0%
10th Grade		2009	2010	2011	2012
# of Students		495	491	533	478
Advanced		18%	20%	18%	22%
Proficient		31%	30%	33%	36%
Sub Total		49%	50%	51%	58%
Basic		36%	38%	32%	32%
Below Basic		10%	8%	9%	6%
Far Below Basic		6%	4%	9%	5%
Sub Total		16%	12%	18%	11%
11th Grade		2009	2010	2011	2012
# of Students		140	99	104	110
Advanced		14%	11%	26%	15%
Proficient		17%	16%	18%	23%
Sub Total		31%	27%	44%	38%
Basic		31%	39%	20%	37%
Below Basic		14%	20%	14%	12%
Far Below Basic		23%	13%	21%	14%
Sub Total		37%	33%	35%	28%

Findings:

- 9th grade students enrolled in Biology increased by 66 from 2009 to 2012 and the percentage of Proficient or Advanced increased by 9%. Nearly 100% of the 9th graders are proficient or advanced.
- 10th grade Advanced and Proficient scores increased 9% in 2012 from 2009 and the FBB/BB decreased 5% from 2009.
- 11th graders scoring in the Advanced/Proficient range showed an increase of 7% in 2012 and a decrease of 11% for FBB/BB from 2009.

Chemistry						
9th Grade		2009	2010	2011	2012	
	# of Students					
	Advanced					
	Proficient					
	Sub Total	0%	0%	0%	0%	
<hr/>						
10th Grade		2009	2010	2011	2012	
	# of Students	77	116	112	131	
	Advanced	48%	37%	33%	40%	
	Proficient	32%	31%	33%	40%	
		Sub Total	80%	68%	66%	80%
	Basic	18%	28%	33%	17%	
	Below Basic	1%	3%	1%	2%	
	Far Below Basic	0%	1%	0%	1%	
	Sub Total	1%	4%	1%	3%	
<hr/>						
11th Grade		2009	2010	2011	2012	
	# of Students	493	376	420	401	
	Advanced	6%	9%	7%	7%	
	Proficient	21%	24%	22%	25%	
		Sub Total	27%	33%	29%	32%
	Basic	40%	39%	44%	41%	
	Below Basic	19%	17%	15%	17%	
	Far Below Basic	14%	11%	12%	9%	
	Sub Total	33%	28%	27%	26%	

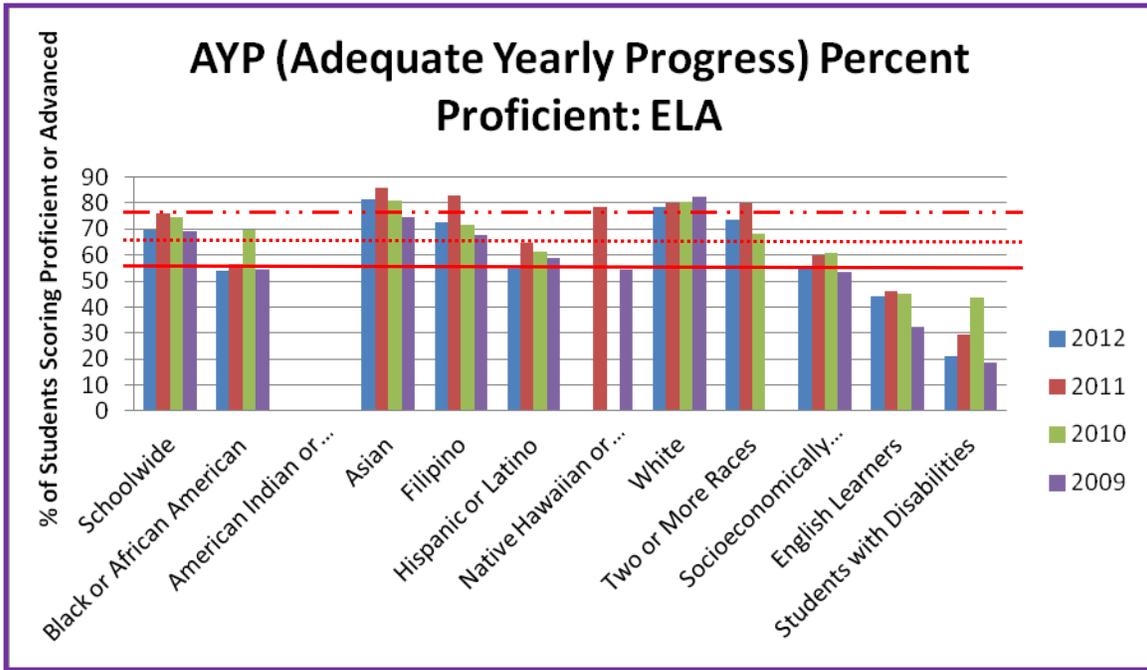
Findings:

- As the total number of 10th grade Chemistry students increased by approximately 41%, the percentage of students scoring in the Advanced/Proficient range remained the same in 2012 as it was in 2009, recovering from a drastic drop in 2011.
- The scores of 11th graders in the Advanced/Proficient range improved by 5% in 2012 from 2009 in direct correlation with the FBB/BB scores that decreased by 7%.

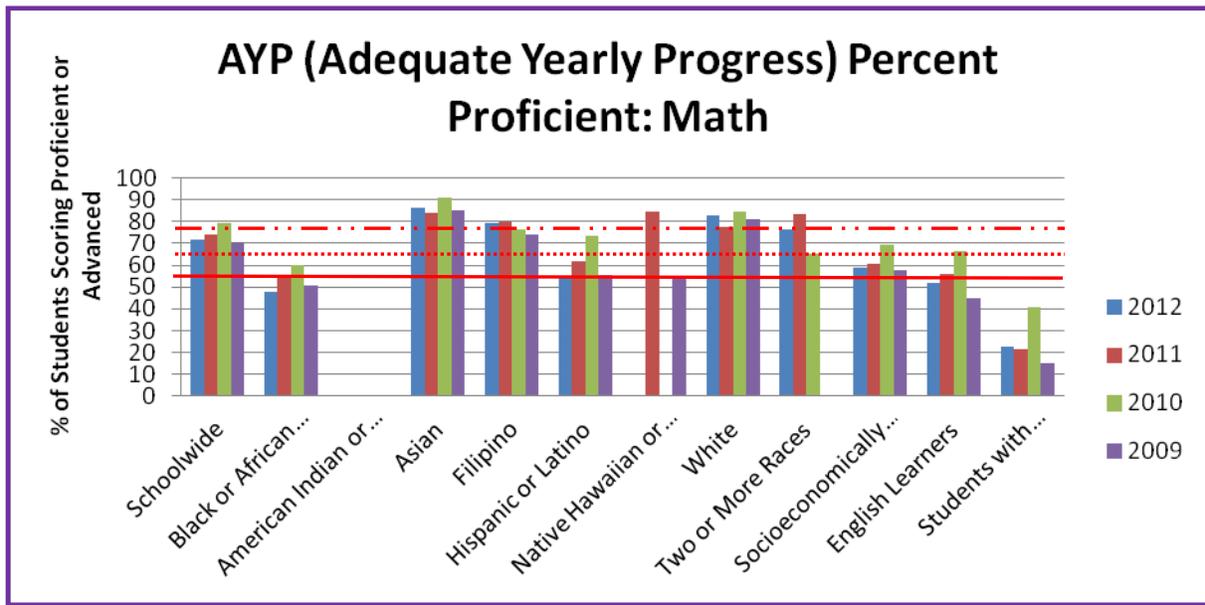
Physics					
9th Grade		2009	2010	2011	2012
	# of Students				
	Advanced				
	Proficient				
	Sub Total	0%	0%	0%	0%
10th Grade		2009	2010	2011	2012
	# of Students				
	Advanced				
	Proficient				
	Sub Total	0%	0%	0%	0%
11th Grade		2009	2010	2011	2012
	# of Students	86	66	84	85
	Advanced	30%	41%	23%	32%
	Proficient	35%	42%	44%	46%
	Sub Total	65%	83%	67%	78%
	Basic	33%	15%	29%	22%
	Below Basic	2%	2%	5%	0%
	Far Below Basic	0%	0%	0%	0%
	Sub Total	2%	2%	5%	0%

Findings:

- As the number of students taking the Physics test decreased from 86 to 66, the scores in the Advanced/Proficient range increased from 65% to 83%; conversely, as the number of students increased from 66 to 84 in 2011, the Advanced/Proficient scores decreased from 83% to 67%, but improved dramatically in 2012 with an increase of 11% and nearly the same number of students in 2011.



2012 threshold 77.8% - - - - -
2011 threshold 66.7%
2010 threshold 55.6% _____



CDE-Dataquest

2012 threshold 77.4% - - - - -
2011 threshold 66.1%
2010 threshold 55.6% _____

Findings:

Except for English Learners and Students with disabilities, overall student performance exceeded the threshold in 2010, but as the threshold increased the performance gap increased, so that only Asian and White students met the threshold in 2012.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)							
	English Language Arts				Mathematics		
Grade 10 - 2012	#Eligible	# Passed	% Passed		#Eligible	# Passed	% Passed
SCHOOL WIDE	684	624	91		679	629	93
Ethnicity							
African American	99	82	83		99	81	82
Asian	185	176	95		184	181	98
Filipino	62	60	97		59	56	95
Hispanic	146	124	85		144	126	88
Pacific Islander	10	-	-		10	-	-
White	142	136	96		143	137	96
2 or more/Unknown	39	36	92		39	38	97
Economically Disadvantaged	250	212	85%		247	213	86%
English Learners	43	24	56%		41	30	73%
Special Education	48	20	42%		44	20	45%
Not Economically Disadvantaged	425	403	95%		423	407	96%
Reclassified (RFEP)	184	181	98%		184	182	99%
Female	327	313	96		327	310	95
Male	357	311	87		352	319	91
	English Language Arts				Mathematics		
Grade 10 - 2012	#Eligible	# Passed	% Passed		#Eligible	# Passed	% Passed
DISTRICT	4466	3854	86		4431	3919	88
Ethnicity							
African American	725	553	76		714	535	75
Asian	1066	957	90		1063	1013	95
Filipino	245	227	93		241	227	94
Hispanic	1026	848	83		1017	846	83
Pacific Islander	77	67	87%		77	67	87%
White	1102	1006	91%		1098	1031	94%
2 or more/Unknown	200	176	88%		196	179	91%
Economically Disadvantaged	2734	1986	73%		2587	2031	79%
English Learners	482	254	53%		486	325	67%
Special Education	528	149	28%		427	154	36%
Not Economically Disadvantaged	2151	1919	89%		2113	1937	92%
Reclassified (RFEP)	1112	1094	98%		1114	1091	98%
Female	2134	1934	91%		2124	1900	89%
Male	2332	1920	82%		2307	2019	88%

Findings: 2012 only

- All subgroup performance percentages were higher than the district averages. 91% and 93% of the 10th grade students passed English and/or math respectively.
- In English, Students with Disabilities and English Language learners scored considerably lower (49% and 35% respectively) than the school-wide average.
- Every group, except Filipino, African American and White students performed better in math than English. English learners closed the achievement gap considerably more with 73% passing math versus 56% English.
- In English, Economically disadvantaged, Hispanic and African American students also scored lower than the school-wide average (6%, 6%, and 8% respectively).
- More females than males passed the English and/or math tests.
- The students with the highest passage rate were RFEP students (98% English and 99% math).
- Nearly every subgroup improved passage rates in math from 2011 to 2012, except ELL students who went down 5%
- In English, only Hispanic, Not-Economically Disadvantaged and RFEP students improved by 1 or 2%.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE)							
	English Language Arts				Mathematics		
Grade 10 - 2011	#Eligible	# Passed	% Passed		#Eligible	# Passed	% Passed
SCHOOL WIDE	702	637	91%		692	646	93%
Ethnicity							
African American	93	77	83%		88	72	82%
Asian	183	172	94%		181	177	98%
Filipino	66	64	97%		66	64	97%
Hispanic	127	110	87%		126	117	93%
Pacific Islander	14	12	86%		12	12	92%
White	183	169	92%		181	169	93%
2 or more/Unknown	31	28	90%		32	31	97%
Economically Disadvantaged	217	185	85%		215	192	89%
English Learners	32	17	53%		31	21	68%
Special Education	39	13	33%		36	18	50%
Not Economically Disadvantaged	474	443	93%		467	445	95%
Reclassified (RFEP)	173	171	99%		173	172	99%
Female	362	345	95%		359	344	96%
Male	340	292	86%		333	302	91%
	English Language Arts				Mathematics		
Grade 10 - 2011	#Eligible	# Passed	% Passed		#Eligible	# Passed	% Passed
DISTRICT	4703	4016	85%		4693	4072	87%
Ethnicity							
African American	780	565	72%		778	543	70%
Asian	1094	969	89%		1093	1028	94%
Filipino	254	243	96%		253	240	95%
Hispanic	1015	823	81%		1010	841	83%
Pacific Islander	125	105	84%		124	102	82%
White	1226	1133	92%		1223	1134	93%
2 or more/Unknown	180	153	85%		182	158	87%
Economically Disadvantaged	2392	1895	79%		2394	1931	81%
English Learners	482	254	53%		486	325	67%
Special Education	367	126	34%		361	148	41%
Not Economically Disadvantaged	2199	2035	93%		2184	2047	94%
Reclassified (RFEP)	1060	1046	99%		1060	1037	98%
Female	2334	2065	88%		2330	2023	87%
Male	2369	1951	82%		2363	2049	87%

Findings: 2011 only

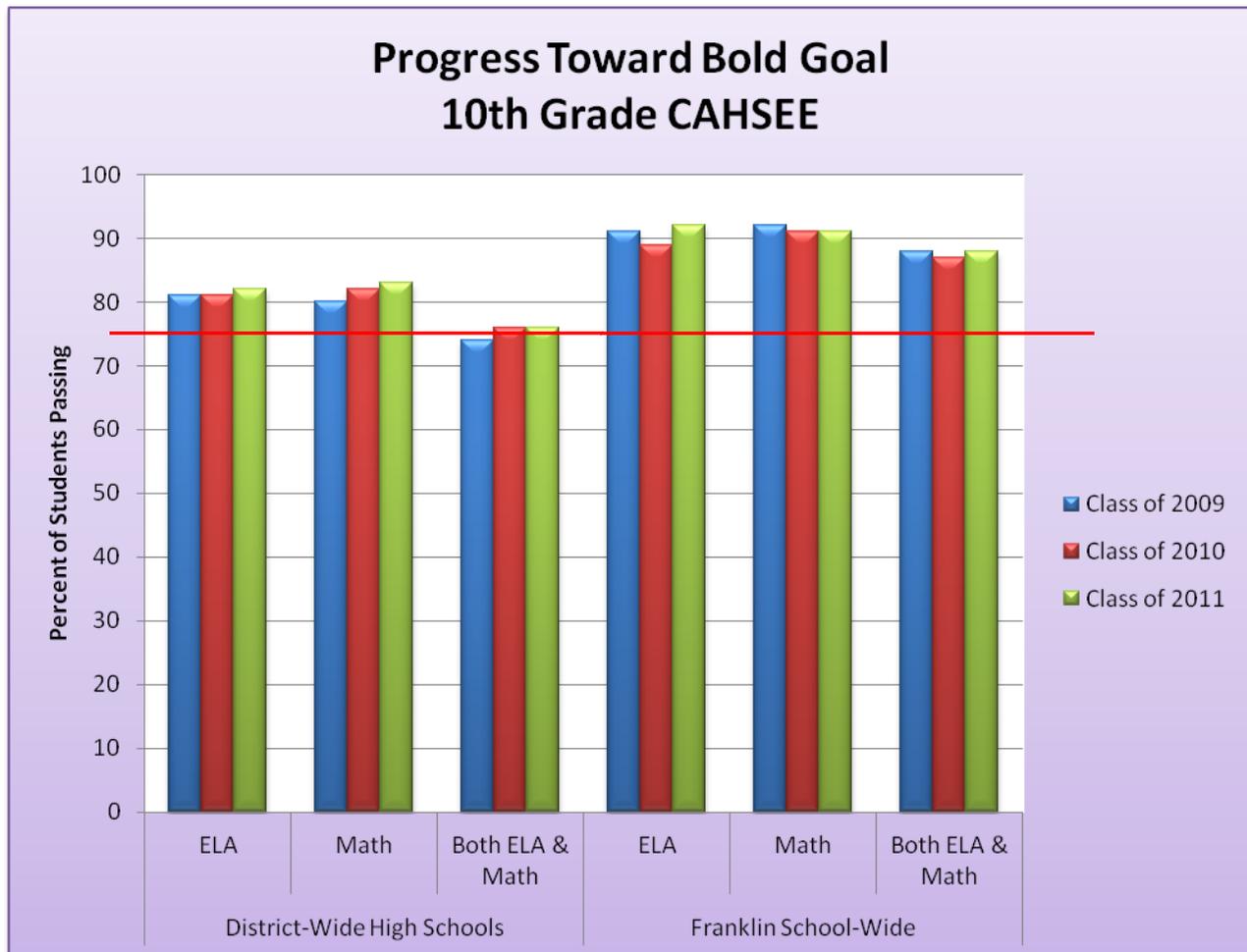
- Every sub-group meets or exceeds the district average.
- In ELA the African American and Socioeconomically Disadvantaged sub-groups passed at a rate 8% below the overall school.
- In Math the African American sub-group passed at a rate 11% below the overall school.
- FHS African American students pass at a rate of 11% (ELA) and 12% (Math) higher than their district-wide counterparts; in addition, Latino FHS students exceed the district averages by 6% (ELA) and 10% (Math).
- Special Education Math scores are consistent over the years and higher than the district; whereas, Special Education ELA scores, once significantly higher than the district, are now in line with the district average.
- Economically Disadvantaged students pass at a rate 6% higher in ELA and 8% higher in Math than the district average.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) Continued							
	English Language Arts				Mathematics		
Grade 10 - 2010	#Eligible	# Passed	% Passed		#Eligible	# Passed	% Passed
Schoolwide	633	590	93%		633	602	95%
Ethnicity							
African American	82	73	89%		84	74	88%
Asian	143	135	94%		144	143	99%
Filipino	61	57	93%		61	59	97%
Hispanic	103	89	86%		101	92	91%
Pacific Islander	10				9		
White	203	198	98%		202	195	97%
Unknown	24	23	96%		25	24	96%
Economically Disadvantaged	187	159	85%		188	169	90%
English Learners	26	12	46%		27	19	70%
Special Education	20	6	30%		20	12	60%
Not Economically Disadvantaged	437	423	97%		436	424	97%
Reclassified (RFEP)	153	150	98%		152	152	100%
Female	309	295	95%		309	297	96%
Male	324	295	91%		324	305	94%
	English Language Arts				Mathematics		
Grade 10 - 2010	#Eligible	# Passed	% Passed		#Eligible	# Passed	% Passed
DISTRICT	4651	3902	84%		4631	3988	86%
Ethnicity							
African American	820	612	75%		811	591	73%
Asian	973	832	86%		974	901	93%
Filipino	261	238	91%		260	247	95%
Hispanic	1078	849	79%		1063	872	82%
Pacific Islander	91	77	85%		90	76	84%
White	1229	1132	92%		1238	1133	92%
Unknown	168	139	83%		166	143	86%
Economically Disadvantaged	2381	1830	77%		2366	1926	81%
English Learners	512	241	47%		511	350	68%
Special Education	358	127	35%		361	152	42%
Not Economically Disadvantaged	2139	1966	92%		2132	1955	92%
Reclassified (RFEP)	1028	1000	97%		1021	993	97%
Female	2294	2016	88%		2290	1990	87%
Male	2357	1886	80%		2341	1998	85%

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) Continued							
	English Language Arts				Mathematics		
Grade 10 - 2009	#Eligible	# Passed	% Passed		#Eligible	# Passed	% Passed
SCHOOL WIDE	610	569	93%		608	562	92%
Ethnicity							
African American	120	109	91%		119	103	87%
Asian	149	141	95%		150	145	97%
Filipino	62	55	89%		61	59	97%
Hispanic	93	84	90%		94	82	87%
Pacific Islander	11	10	91%		11	9	82%
White	168	166	99%		166	160	96%
Unknown							
Economically Disadvantaged	189	163	86%		187	160	86%
English Learners	35	20	57%		36	24	67%
Special Education	30	22	73%		33	16	48%
Not Economically Disadvantaged	412	397	96%		412	393	95%
Reclassified (RFEP)	142	138	97%		142	138	97%
Female	294	280	95%		294	270	92%
Male	316	289	91%		314	292	93%
	English Language Arts				Mathematics		
Grade 10 - 2009	#Eligible	# Passed	% Passed		#Eligible	# Passed	% Passed
DISTRICT	4631	3904	84%		4615	3964	86%
Ethnicity							
African American	941	701	74%		936	694	74%
Asian	1021	869	85%		1018	938	92%
Filipino	277	251	91%		276	261	95%
Hispanic	967	780	81%		968	783	81%
Pacific Islander	124	101	81%		120	97	81%
White	1248	1157	93%		1243	1148	92%
Unknown							
Economically Disadvantaged	2315	1801	78%		2306	1872	81%
English Learners	552	284	51%		546	378	69%
Special Education	334	126	38%		333	142	43%
Not Economically Disadvantaged	2221	2028	91%		2213	2024	91%
Reclassified (RFEP)	1008	975	97%		1008	975	97%
Female	2226	1954	88%		2210	1910	86%
Male	2405	1950	81%		2405	2054	85%

Findings: 2009-2011 Trends

- The passing rate of male students dropped by 5% in 2011.
- The African American passing rate was steady for the first two years but dropped by 6% in 2011.
- The overall passing rate has remained stable and above the district average, but sub-groups (African American and Special Education) have fluctuated.
- The FHS Economically Disadvantaged enrollment has increased but the passing rates have remained consistent, with Math improving from 86%-89%.
- Though district-wide passing rates remained consistent, FHS Special Education pass rates declined by 40% in ELA between 2009 and 2011
- Special Education scores declined by 10% in Math between 2010 and 2011 after increasing by 12% between 2009 and 2010.



Performance Target: 75 %

Findings:

- FHS currently exceeds by 15% the performance target of 75% for first time passing rates for either the ELA or Math CAHSEE. In addition, over 85% of students pass both the ELA and Math portions at the same time. Both of these numbers exceed the district averages by 10%.

COLLEGE SAT AND/ACT RESULTS

SAT Results*

2011-2012	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Percent	Total >= 1,500 Percent
School	640	458	72%	509	534	509	246	53.7%
District	5,002	2,170	43%	485	508	479	968	44.6%
County	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State	494,144	231,964	47%	495	512	496	N/A	N/A

2010-2011	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Percent	Total >= 1,500 Percent
School	617	419	67.91	511	536	511	236	56.3
District	4,948	2,201	44.48	480	503	476	937	42.57
County	19,418	6,628	34.13	488	506	483	3,018	45.53
State	486,549	184,627	37.95	495	513	494	89,075	48.25

2009-2010	Grade 12 Enrollment	Number Tested	Percent Tested	Verbal Average	Math Average	Writing Average	Verbal/Math /Writing Average
School	769	466	60.60%	512	531	507	1,550
District	4,940	1,793	36.30%	489	506	483	1,478
County	17,894	5,457	30.50%	494	511	488	1,493
State	475,596	158,666	33.36%	501	520	500	1,521

2008-2009	Grade 12 Enrollment	Number Tested	Percent Tested	Verbal Average	Math Average	Writing Average	Verbal/Math /Writing Average
School	660	363	55.00%	505	531	501	1,537
District	4,828	1,763	36.52%	477	494	471	1,442
County	18,340	5,557	30.30%	492	507	485	1,484
State	473,671	164,275	34.68%	495	513	494	1,502

2007-2008	Grade 12 Enrollment	Number Tested	Percent Tested	Verbal Average	Math Average	Writing Average	Verbal/Math /Writing Average
School	639	408	63.85%	493	520	493	1,506
District	4,670	1,841	39.42%	471	495	472	1,438
County	18,011	5,629	31.25%	485	504	484	1,473
State	465,901	167,035	35.85%	494	513	493	1,500

Findings:

- The number of students taking the SAT has increased by 50 since 2007-2008, and the percentage of test takers has increased. 2008-2009 has the lowest percent of test takers, 55%, and last year Franklin had the highest percentage of test takers, 72%.
- Franklin students score higher than the district, county and state in all categories every year between 2007 and 2011.

ACT Results					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
School Average Score	22.39	23.31	23.5	23.67	
District	21.36	21.15	21.62	21.77	
County	21.48	21.47	21.40	21.65	
State	22.00	21.92	21.93	21.73	

Findings:

- The percentage of students taking the ACT exceeded the district average by 24%.
- The number of students tested at FHS has increased, while the district-wide numbers have decreased.
- Despite the increase in real numbers and a consistent percentage of students taking the test, FHS students have remained ahead of district, county, and state averages and have increased their scores in all three areas of the SAT.
- ACT results have increased slightly every year and are currently 1.5-2 points ahead of district, county, and state average.

ADVANCED PLACEMENT TEST RESULTS				
	2008-2009	2009-2010	2010-2011	2011-2012
Total Enrollment in AP classes	1509	1375	1,288	
Students Taking AP Tests	464	537	522	
Total # AP Tests Taken	867	1017	968	
Students Passing AP Tests with a 3 or higher (%)	69%	63.3%	65.6%	

Findings:

- The total number of AP students taking tests increased by 144 between 2009 and 2012.
- The total number of tests taken increased by 231 from 2009 to 2012.
- Despite block schedules that sometimes interfere with timing and curriculum completion, results are positive at a 64-69% at least 10% higher than the district averages each year.

CSU EARLY ASSESSMENT PROGRAM (EAP)
 Website: <http://www.csusuccess.org/star>

		2009	2010	2011
Readiness for College English	Students Tested	715	527	613
	Ready for College	135 (19%)	153(29%)	200(33%)
	Did Not Demonstrate College Readiness	577(81%)	372(71%)	410(67%)
Readiness for College Mathematics (Algebra II)	Students Tested	292	219	187
	Ready for College	49(17%)	62(28%)	38(20%)
	Ready for College Conditional	110(38%)	80(37%)	77(41%)
	Did Not Demonstrate College Readiness	133(46%)	77(35%)	72(39%)
Readiness for College Mathematics (Summative High School Mathematics)	Students Tested	233	155	240
	Ready for College	68(29%)	59(38%)	83(35%)
	Ready for College Conditional	164(70%)	93(60%)	153(64%)
	Did Not Demonstrate College Readiness	1(0%)	3(2%)	4(2%)
Readiness for College Mathematics (Total)	Students Tested	525	374	427
	Ready for College	117(22%)	121(32%)	121(28%)
	Ready for College Conditional	274(52%)	173(46%)	230(54%)
	Did Not Demonstrate College Readiness	134(26%)	80(21%)	76(18%)

Findings:

- Between 2009 and 2011 the number of students tested for Readiness for College English decreased by 102, but the percentage of “readiness” in that same time period increased by 14%.
- The total Readiness for College Math increased by 10% between 2009 and 2010 and decreased by 4% between 2010 and 2011, a net increase of 6%.
- 67% of students did not demonstrate college readiness in English.
- 82% of students demonstrated either readiness or conditional readiness for college math.

UNIVERSITY OF CALIFORNIA A-G REQUIREMENTS AND ENROLLMENT				
	2008-2009	2009-2010	2010-2011	2011-2012
Franklin	356 (58.5%)	473 (65%)	368 (63.1%)	423 (70.7%)
District	1518 (40.1%)	1,774 (42.1%)	1,883 (44.5%)	2014 (47.1%)
County	4512 (31.5%)	5,053 (32.4%)	5,330 (33.8%)	N/A
State	127,594 (33.9%)	147,071 (36.3%)	164,598 (40.3%)	N/A

California Department of Education

Findings:

- Data reported is the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count). The percentage of students who passed the UC A-G increased by 12.2% from 2009 and 2012
- The overall enrollment percentage exceeds District, County, and State averages.

COMPLETION RATES				
	2008-2009	2009-2010	2010-2011	2011-2012
Number of Graduates	612	726	728	598
Graduation Rate (%)	97.9%	96%	98.8%	98.8%
Number of Dropouts	13	30	9	5
Dropout Rate (%)	.8%	.8%	.2%	.7%

Findings:

- Graduation rate has increased between 2009 and 2012 from 97.9% to 98.8%.
- The percentage of “drop-outs” has decreased from .8% in 2009 to .7% in 2012.

Perception Data: Summaries

The Process: We gathered initial staff opinions regarding ESLR's and Prioritized Growth Areas in written form after Home Group and Focus Group meetings. However, foreseeing the time-consuming and inefficient task of disseminating, gathering, and compiling hundreds, if not thousands, of survey responses, the Leadership Committee created a Survey Monkey account to gather data and compile survey results from the staff, students, parents, and alumni. Survey questions were derived from the WASC reports of other schools and from site-specific interests.

What follows are summaries of the survey results. We have included full survey results in the appendix to the report. Additional specific percentages and interpretations will follow in subsequent chapters, especially as they pertain to the Focus on Learning areas.

The WASC Self-Study Process:

Our goal as a leadership team was to make the self-study process a time of reflection, renewal, and revision and not a periodic "dog and pony show" with which some of our veteran teachers were familiar at previous sites. Much to our relief, the staff overwhelmingly understood the purpose of the WASC self-study and felt included in the process. Of course, the summaries below represent the majority response and not specific disagreements or comments. All individual comments to each question are included in the appendix.

Staff Survey Summary

School Culture:

In response to the questions about school culture, the vast majority of staff members share the feeling that Franklin High is a clean, well-maintained, and safe place where we value diversity. 94% of the staff felt very or extremely safe themselves, and 85% felt that students were extremely or very safe. Additionally, staff members feel respected by both the administration (94%) and their colleagues (91%), a respect that most staff felt was also extended toward the students (78%). Much of this positive perception seems to stem from the general agreement that the school is responsive to students' individual needs (69%) and that 76% of teachers and 67% of students have some control over the direction of the school. Gratifyingly, in response to the prompt, "I am proud to teach at Franklin High," 100% of respondents either agreed or strongly agreed. No other question garnered a unanimous response.

School Governance:

Eighty-five percent of the staff at Franklin feels as if the administration governs openly, fairly, and efficiently. Information about how to assist struggling students was reportedly easy to attain (85%) and discipline is handled swiftly, effectively, and equitably (80%). This positive and effective leadership seems to account for the overwhelming staff opinion that Franklin students are well-behaved, a statement with which over 97% of respondents agreed. Though only 53% felt that they could influence specific homework and discipline policies, 86% felt as if Franklin administrators and teachers work collaboratively to solve problems. Finally, over 74% felt as if the administration had concern for their emotional well-being and job satisfaction.

Curriculum/Instruction/Assessment:

The responses to this section of the survey were not as positive as those to the overall atmosphere of the school. However, for the most part, teachers collaborate and use common assessments within departments. Some problems noted were those related to student and teacher access to technology. Only 56% believed that their classrooms were adequately equipped, with many staff members feeling as if budgetary concerns were primarily responsible for the scarcity of adequate resources. This sentiment was also clear in the staff response to the “do your students have access to adequate textbooks” question, with which only 53% agreed.

Teachers felt, too, that they attempted to be culturally responsive even when their curriculum wasn't (86%); however, many have personally expressed a desire to learn more about interacting with and supporting students from cultures different from their own. Our demographic information clearly indicates the all-too-common issue of a primarily white staff interacting with a widely diverse student population.

Teachers reported that they do try to encourage all high-achieving or highly motivated students to pursue Honors/AP courses (88%). Unfortunately, only 40% feel as if Honors/AP courses accurately reflect the ethnic diversity of our campus, an issue that we will address more fully in Chapter II.

Student Survey Summary:

Our student survey, administered through the Advisory class in two separate meetings, elicited responses from 92% of our student body. Of course, in retrospect we can see additional questions we could have added or re-worded. The “not sure” answer choice alone immediately skewed the results by 10-20%. So if the “not sure” responses are eliminated, both the positive and negative percentages carry more weight. Despite these statistical drawbacks, overall the results of the survey were positive.

School Culture:

Though the responses from students were not as enthusiastic as those of the staff members, we were quite pleased with many of the results. For example, only 7% of students felt unsafe at school. We would hope, of course, that 100% of students felt safe 100% of the time, but 7% was a number on par with the staff feelings of safety. Half of our students also felt that the school creates an environment in which staff are respectful of students, and only 11% felt uncomfortable talking to staff members. Unfortunately, a much lower percentage (37%) felt that the school actively promoted an environment in which students were respectful of each other, a definite area for improvement. A large majority of students felt that the school offered many extra-curricular activities and that these activities were easy to “find out about.” Finally, less than 4% of students felt that the school did not actively encourage school spirit and togetherness, whereas, 82% felt that after school activities met a wide variety of interests.

School Governance:

The overall perception was that the school provides adequate and useable resources for students. 53% reported that the campus is generally clean and orderly. The opinions were split on whether or not disciplinary consequences were fair and respectful of students: 35% felt they were and 28% felt they were not. The majority of students, whether they like it or not, felt that the school communicated well with parents or guardians about progress (54%).

Curriculum/Instruction/Assessment:

The responses to questions in this category were, frankly, positively surprising. Only two questions fell below the 50% level of agreement: the connection between the curriculum and ESLR's and the meaningfulness of homework. 58% felt as if their teachers used a variety of technological tools in their teaching and 60% felt as though they had been properly trained on a variety of technology to

enhance their learning . Some other areas to address are the connections between the curriculum and real life and providing assistance to struggling students, both of which hovered around 50% in positive response. However, regarding rigorous standards for student work, encouragement of problem-solving skills, variety of teaching and assessment methods, and teacher knowledge of subject matter, positive student responses topped the 70% mark.

Parent Survey Summary:

While our parent survey did not pull in a multitude of responses (129), we feel that it is statistically representative of our parent population as a whole. Ongoing surveys of parent opinions will be part of both our preliminary and final program improvement goals. The survey, conducted through our school's website and survey monkey, revealed many strengths and a few weaknesses, similar to both the staff and student survey results. In addition, the district as a whole administered their own surveys, to which 711, or 32% of our parents responded, a rate 19% higher than the secondary school average and 11% higher than the entire district's average.

School Culture:

With positive responses ranging from 75%-88%, our parents on the site survey clearly appreciate the school's efforts to create a positive environment for their students, especially as it pertains to fairness, safety, relationships, and pride. Particularly note-worthy were the 88% of respondents who felt safe sending their students to Franklin and the 83% proud to say that their student attends Franklin.

Unfortunately, only 55% definitely feel as if their child's unique talents and abilities are recognized and appreciated. On the EGUSD survey, 79.8% of the Franklin parents felt that the school has been effective or very effective in teaching about racial/ethnic relations and 82% of the parents felt that Franklin was a safe and orderly environment.

School Governance:

This is an area in which our survey clearly did not ask enough questions. However, we did discover that school-to-parent communication and cooperation are areas in which we need to improve. Only 49% of parents, for example, feel able to express their opinions about school programs and activities. Class sizes were also a concern. Only 37% of parents feeling that the sizes allow for meaningful teacher-student interaction, whereas 40% felt that they did not. The EGUSD survey indicated that 63% felt that the school provided opportunities for parental involvement, while 74% stated that the school to home communication was effective.

Curriculum/Instruction/Assessment:

Though this category elicited many "not sure" responses, overall the results were positive. With regards to rigor, homework deadlines, and professionalism, parents' "agree" or "strongly agree" responses ranged from 74% to 84%. In addition, 79% of parents felt as if their students' teachers were knowledgeable in their subject matter. Responses that fell into the 60% "agree" or "strongly agree" range centered around the meaningfulness of homework, support for struggling students, and meeting the needs of each child. On the district survey, the "effective and very effective" responses to the school's effectiveness ranged from 82.6% for Health Education to 64.9% for study/organization skills. The areas that fell into the 65-68% range were Art/Dance/Music/Theater and Study/Organizational Skills. Technological Skills, Math, Science, History/Social Science, and Citizenship all fell into the 72-79% range. Finally, English Language Arts, Health Education, and Physical Education were rated in the 80-83% range. Similar to our site survey, the district results regarding the amount and type of homework demonstrated that 70% of our parents feel we have effective or very effective expectations.

Alumni Survey Summary:

We appealed to alumni through e-mail addresses gathered on “Alumni Day” in December and via the school’s Facebook alumni page. Therefore, the results were somewhat skewed by appealing to former students who either felt a strong enough connection to attend Alumni Day or follow the school’s goings on through Facebook. Therefore, though these survey results were interesting, the committee is not completely convinced that they accurately represent the opinions of all of our alumni. If we can find a way to elicit the opinions of wider alumni base, our future surveys will convey our longitudinal success more accurately.

School Culture:

From the results, our Alumni have an overwhelmingly positive response to their experience at Franklin. In fact, few responses fell below the 80% positive mark with many in the 90% range. An interesting result was the 71% of students who have remained in touch with one or more staff members. In addition, 83% of alumni felt as if the cultural diversity at Franklin has benefitted them, 80% felt respected as a person, and 77% felt encouraged to understand people different from themselves.

Curriculum/Instruction/Assessment:

We were not sure what to expect from these questions; however, we were pleasantly surprised to find that the large majority of our alumni felt academically and intellectually prepared for life after high school. Some highlights include the 78% who felt prepared to think critically in college or the work force and the 81% who feel intellectually and socially prepared for their current lives. Furthermore, alumni felt that their Franklin teachers employed a variety of instructional methods (97%) and assessment methods (87%) and that their Franklin classes were interesting and engaging (75%).



Chapter 02

Student/Community Profile
Overall Summary from Analysis of Profile Data



Chapter II: Analysis of Profile Data

Critical Areas of Need:

The Process:

The committee formed Focus Groups by asking teachers within Home Groups (academic departments) to choose two possible Focus Areas based upon their own professional strengths. After balancing numbers to ensure that each focus group had at least one representative from each department, Focus Groups and the Leadership Team summarized the supporting data and findings. Following this analysis, Home Groups analyzed the data and findings for trends, indications, successes, and needs. The Leadership Team compiled the responses and results of the Home Group analysis and then re-convened Focus Groups, first, to analyze the Critical Areas of Need as determined by the Home Groups and, second, to analyze the data based upon the WASC/CDE criteria. The Leadership Team created a final list of critical needs (see below) in the staff survey on Survey Monkey.

The Home Group/Focus Group Critical Areas of Need:

Data that indicates a need	Needs as determined by the data or perceptions	Focus Groups (FG) and/or Home Groups (HG) who identified this as a Critical Area of Need
<p>*Disaggregated suspension/expulsion data shows a huge discrepancy between sub-groups and suspension rates.</p> <p>*CAHSEE and API Scores demonstrate a gap between sub-groups.</p>	<p>Seeing the clear connection between sociological factors and academic achievement, we must develop a plan to address the needs of the lowest performing sub-groups:</p> <ul style="list-style-type: none"> • ELL (Academic) • African American/Latino Students (Academic/Sociological) • Economically disadvantaged students (Academic/Sociological) • Strategies (Academic) 	<p>FG: A, B, D, and E HG: English, Counseling, Health, Strategies, Social Science</p>
<p>Perception data shows that despite school average of 26/1 most classes have 35-42 students, depending on discipline.</p>	<p>Decrease/Balance the student to teacher ratio across curricular areas</p>	<p>FG: A</p>
<p>Classes have access to one computer lab on campus.</p>	<p>Increase student access to computers</p>	<p>FG: A</p>
<p>*CST Algebra I data shows weak success and too many sophomores through seniors repeating.</p> <p>*CST ELA data demonstrates low freshman scores.</p>	<p>Reduce the number of Algebra I students repeating the course by increasing Algebra readiness skills for incoming students</p>	<p>FG: A&B HG: Math, IT, Counseling</p>

CST data, specifically for Algebra I.	Increase scores among Algebra I and English 9 students in the Below Basic and Far Below Basic categories, including 10 th and 11 th grade students repeating.	
Drop-out rates, suspension/expulsion data, and percentage of withdrawals all indicate a lack of connection to primarily college-prep curriculum.	Add CTE curriculum to all courses and expand CTE courses and technology certification programs for all students. Help students create a personalized learning plan that supports their post-secondary goals.	FG: B & D HG: Health
CAHSEE, API, ELA, CST scores all indicate a need for consistent critical- thinking and skill-reinforcement across disciplines.	Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking.	FG: D HG: Social Science, World Language, Science, Health
Below Basic and Far Below Basic students in both ELA and math might be underserved by longer classes.	Analyze the impact of the 4X4 block schedule on API/CST scores.	FG: C
Significant API decrease in Special Education and moderate growth in EL.	Evaluate and monitor the efficacy of support and intervention courses, including special education and English Language development courses.	FG: C
Based upon suspension/expulsion data and demographic information. Decreasing CST scores as students age.	Review and possibly redefine the goals of the Advisory Program to better support the growth of students in our current school culture. We need to understand how the demographics and background of the staff might not match the conflict resolution and communication skills of our students.	FG: E
Expulsion/Suspension data. Discipline of students who did not attend schools in feeder pattern.	Provide more support to non- Toby Johnson students new to Franklin High School in or after their 9 th grade year.	FG: E
EAP scores are low in both English and Math. Not below state or district average but too low	We need to improve the EAP pass rate (67% of students taking the test did not demonstrate college	HG: English

considering API scores.	readiness)	
AP enrollment data by ethnicity. Does reflect CST score breakdown, but does not match student demographics at all.	Increase the diversity of AP and Honors students	HG: VAPA/Science
Primary Language Data indicates that a large majority of EL students speak Spanish. API and CAHSEE data both demonstrate EL failing to make achievement gains.	We need to provide more EL support, including providing scaffolding and translated materials in Spanish, whenever possible.	HG: Business and Math
AP enrollment is low in Japanese, Spanish, and French	Increase number of students who begin a world language in ninth grade to ensure more students to enroll in AP classes and tests.	HG: World Language
	Create a state-of-the-art visual art Mac computer lab (frees up library lab for English & Math).	HG: VAPA
Science CST scores	Increase Science CST scores by at least one score level for each grade level/subject (9 th Earth Science; 10 th Biology; 11 th Chemistry)	HG: Science

Critical Areas of Need:

After compiling the results of the survey, the Leadership Team created the following four school-wide Critical Areas of Need, all of which correlate to each other and encompass many of the more “localized” areas of need above.

1. Address the academic and social needs of the lowest performing and/or most often disciplined students.

Rationale: According to the revised ESLRs, students should have opportunities to challenge themselves academically, behave responsibly, and learn to cooperate with diverse groups of people. However, as the data indicates, our staff expectations for our school environment and our approach to students must also mirror student needs. As the staff analyzed the data, they discovered quite quickly that our lowest performing sub-groups were the same as the most often disciplined sub-groups. For example, on the CAHSEE every sub-group met or exceeded the district average; however, African-American students passed the CAHSEE ELA and Math exams at a rate 8% and 11%, respectively, lower than the site average. The 2010-11 suspension data indicates that African-American students account for 50% of the suspensions and expulsions but only represent 16% of the school’s population. Further, Latino students—18% of the school’s population—account for 21% of the suspensions. These were the only two sub-groups whose suspension rate exceeded their representation in the school’s population. The staff is committed to addressing this troubling correlation. .

2. Incorporate CTE curriculum in all college-preparatory courses and expand CTE courses and technology certification programs for all students.

Rationale: This was the second highest priority from the list of the school’s critical areas of need, with 70 of 119 staff members choosing this as a first, second, or third priority. As indicated by the ESLR that students will communicate effectively in a work-place setting, strong vocational preparation is a priority. The general impression through conversation and commentary is that the school has a reputation for a wide-variety of AP and Honors courses, and that students are pushed to excel academically, to strive for college. Unfortunately, in this quest for college-readiness, the staff has expressed concerned that the school is not adequately preparing students for work outside of the educational experience. As a result, the staff sees the correlation between the steadily increasing suspension and expulsion rate—75 suspensions in 2008-09 to 172 suspensions in 2010-11—and the steady decline of ELA scores on the CST exams as students ascend the grade levels. Therefore, the school seeks to engage students in their learning by providing clear paths to success after high school, whether that path is academic, career, or personal.

3. Review and redefine the Advisory Program to support the social and academic growth of all students.

Rationale: From weekly Advocacy classes to eight Advisory meetings a year, the Advisory program has gone through many manifestations in the 10 years Franklin High has been open. A common concern among staff members is that the school does not use Advisory time effectively. Fifty-one percent of teachers chose revisiting the Advisory curriculum as their first, second, or third choice for Critical Areas of Need. The Franklin staff feels that it must employ the Advisory curriculum and time to support the CTE goals of CAN #2 and the academic and social goals of CAN #1. Though opinions differ from person to person and department to department, the staff shares a common vision that Advisory should be used to support students as our counselor caseloads grow larger and larger. The revisions and adjustments to Advisory will be discussed in the School-wide Action Plan.

4. Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking.

Rationale: In the staff survey this critical area of need scored closely behind CAN #3 as 50% chose it as a first, second, or third priority, and we felt compelled to include it in the self-study. Staff members pointed to the school’s strong but fluctuating API and CST scores and our discrepant sub-group CST, API, and CAHSEE results as clear justification for a cross-curricular emphasis on reading, writing, speaking, and note-taking. In fact, our first two ESLR’s and at least one of each department’s EDLR’s focus on communicating and reading effectively in a variety of settings. Therefore, a cross-curricular emphasis will help students see that we all value strong communication skills, as is clear in the EDLRs.



Chapter 03

Progress Report



Chapter III: Progress Report

CATEGORY A: Organization and Governance

Prioritized Growth Area #1: Maintain Consistency of teacher and administration leadership (principal, vice-principal, and teacher leaders).

Positive Achievements:

Since the last full self-study Franklin High has experienced low teacher turnover and transfer rates. Very few teachers transferred or left teaching. In fact, since the initial transfer period, no teacher has transferred to another site unless through a budgeting or personnel necessity. This seems to speak to the satisfaction of the Franklin staff in general. According to the staff survey, 94 percent of the staff members either “agree” or “strongly agree” with the statement, “I feel respected by the administration at Franklin High.” Though our campus curricular and departmental leaders have remained consistent, our administration has experienced some recent major changes as one of our vice principals, Mike Reed, moved into the principal’s position, one vice principal moved to our feeder middle school, and two new vice principals were hired during the summer of 2012 to join Dave Nickerson, our one remaining, veteran administrator. The staff has embraced these changes as an opportunity to grow. The school has made great strides in the areas of professional development, curricular changes, and addressing the needs of our struggling students, which is detailed in our chapter one and initial action plan.

Steps Needed Still:

The staff survey revealed that teachers are hesitant to make radical changes in school procedures and programs. The staff indicated that they are concerned that the school may eliminate or ignore strong programs or supports merely for the sake of change. The administration aims to apply a decision-making framework to the evaluation of existing programs and to the development of new programs. Furthermore, the school is exploring ways to build capacity of the teachers. The administration plans to create pathways to leadership for staff members by forming teams and committees that analyze data, develop interventions and programs, and evaluate the efficacy of programs.

Prioritized Growth Area #2: Improve the link between the FHS vision and daily operations, procedures and practices.

Positive Achievements:

In order to address this PGA, the site collaboratively revised the school’s Expected School-wide Learning Results (ESLRs). The staff survey revealed a need to revise the ESLRs. The original ESLRs, according to a majority of the staff, were both long and non-specific and seemed to lack meaning and purpose. Therefore, the school spent the first few Home Group and Focus Group meetings revisiting the ESLRs, eventually creating the document in the Appendix that outlines both the school-wide results and departmental results. The Advisory curriculum included a focus on the new ESLRs and provided students with time to develop examples of how the school provides opportunities for them to attain the ESLRs. The development of new ESLRs has provided the school with a framework to evaluate daily operations, procedures, and practices.

Steps Needed Still:

With the revised ESLRs in place, the site is in an ideal position to communicate the school’s vision and mission. Ninety-one percent of the staff responded that they either agreed or strongly agreed that they were aware of the school’s mission and goals; however, the administration and WASC leadership committee has expressed that the overall school vision is clear but the specific mission and purpose are less tangible. The school will need to develop action steps to achieve its mission, especially in addressing our identified areas of need.

Prioritized Growth Area #3: Increase the availability of computers to students.

Positive Achievements:

Despite declining revenue, Franklin has increased the number of student-accessible computers, and classrooms are equipped with adequate technology. Recently, wireless internet access was added to nine building across campus, and the staff will soon have access to sixty “Ladybug” document cameras for use in classroom instruction. In addition, the majority of computer issues are dealt with quickly and efficiently. The master schedule provides students with ample opportunities for students to satisfy the computer-technology graduation requirement. Our STEM and GREEN academies provide students access to technology pathways.

Steps Needed Still:

The staff survey revealed that 47% of the staff either disagreed or strongly disagreed that students have adequate access to technology and only 56% felt that their classrooms were adequately equipped with technology. In fact, these were two of the highest unfavorable responses of all questions. The school will leverage resources, specifically in the area of one-time compensatory education monies and EL funds, to provide classrooms with technology that can assist teachers in increasing student engagement. Staff members will explore different funding opportunities to provide students and teachers with more access to technology. Furthermore, the leadership team will evaluate the master schedule and course offerings to ensure that the site is using its resources effectively and that more students have access to CTE classes.

Prioritized Growth Area #4: Decrease the students-to-teacher ratio across all curricular areas.

Positive Achievements:

Declining revenues have made making large improvements in this area difficult. However, the EGUSD has committed to maintaining most categorical funding levels despite the state elimination of such a requirement. As a result, class size reduction is still supported for ELA classes and support classes for students performing at the Below Basic and Far Below Basic levels on CST English or Math. In addition, at the site level all new FTE is allocated to the needs of students who score in the Below Basic and Far Below Basic levels. Departments have decided to increase the size of Honors and AP courses to maintain smaller class sizes in college preparatory and yearlong courses. Furthermore, the counseling department regularly evaluates student achievement and provides access to intervention as necessary in an effort to reduce the number of students repeating courses.

Steps Needed Still:

The average class size at Franklin is 38 students, and many classes have more than 40 students. A recent parent survey revealed that 37% of parents agree that class sizes allowed meaningful teacher-student interaction. Therefore, the first goal of the administration is to further balance classroom size within both elective and subject areas. The goal is to achieve an authentic ratio of 35/1. Large class sizes can be one of the largest obstacles to success for our underperforming students. The site will analyze student achievement data, student completion of A-G courses, and the master schedule to ensure that students are placed in the appropriate courses. Professional development will focus on effective teaching strategies so that students receive timely intervention. An effective school-wide educational delivery model will ensure that fewer students will need to repeat courses or take support classes.

Prioritized Growth Area #5: ESLR's should provide a more visible platform in the development and delivery of school-wide program.

Positive Achievements:

The staff survey and Leadership team meetings indicated that the previous ESLRs appeared to be list of rules on the wall rather than guiding principles. In response, revising the ESLRs became the first task for both the Home and Focus groups. A majority of staff members reported that the original broad ESLRs were adequate, but as each stem was added to, they became unwieldy and lacked little relevance. Therefore, the WASC leadership team created a more concise set of ESLR's that was then approved, revised, edited by the Home and Focus groups. Next, the first task of each Home Group was to narrow down for their individual departments what a successful student would know or be able to do when he left Franklin High School. As a result, the site created the Expected Departmental Learning Results (EDLRs) and combined those with the ESLR's for a much more relevant document. The ESLRs and appropriate EDLRs are posted in each classroom. The Advisory curriculum educated students about the ESLRs and EDLRs and provided students with the opportunity to analyze these guiding principles.

Steps Needed Still:

The site will continue to imbed the ESLRs and EDLRs into the school's overall vision, mission, and daily procedures. This will be accomplished through ongoing evaluation and discussion of the ESLRs and EDLRs at administrative team, leadership, staff, and department meetings. The school will expand the Advisory program, so there will be more time for students to explore the ESLRs and EDLRs. The Chapter Five action plan includes more details about how the school will fully implement the new ESLRs and EDLRs into practice.

WASC/CDE Criteria B: Curriculum

Prioritized Growth Area #1: FHS needs a broader range of vocational courses and/or options to meet the needs of those students who are not college-bound.

Positive Achievements:

The STEM and Green academies provide students with vocational courses and support for students so that they graduate prepared for jobs and further education in science, technology, mathematics, and emerging fields. The STEM academy, a cornerstone of the school and a widely awarded program, continues to provide students many opportunities for career exploration and preparation. Franklin staff has secured funding to ensure the continuation of the Green academy. The engineering and technology department continue to win statewide awards in computer assisted drafting, digital art, and engineering. The media department, offering opportunities in film, animation, and video production, also garners numerous awards at the California State Fair and various regional competitions, occasionally sweeping entire categories. The business department continues to partner with the Apple Helpdesk to provide employment opportunities to qualified students. In addition, many students earn certification on various computer operating systems, allowing them to walk directly into the workplace upon graduation. Additionally, the administrative, counseling, and leadership teams have evaluated ROP course offerings; the site eliminated agricultural course work due to low interest, which permitted the site to incorporate new courses and explore new ROP opportunities.

Steps Needed Still:

One of the district's goals for secondary education is that students will be college and career ready. Franklin High School will evaluate current CTE offerings, career pathways for students, and academies. The school will explore ways to provide access to CTE pathways to more students and develop new courses and certification opportunities for students. The action steps for this process are detailed in Chapter Five.

Prioritized Growth Area # 2: FHS needs additional continuing education programs to meet the needs of students who are credit deficient.

Positive Achievements:

The Elk Grove Unified School District has partnered with APEX, an alternative computer-based school that offers classes for credit recovery. Franklin High, starting in 2005, has instituted courses of “repeat” English 9 or 10, World History, World Geography, and Algebra I. The “repeat” English and Social Science courses have been largely successful; however, the repeating Algebra I class proved ineffective as CST data showed no improvement. As a result, in 2011 the site created an Algebra-Readiness course that begins in second term. Students are identified for Algebra-Readiness based on assessment data from the first term of Algebra I. The Algebra-Readiness provides support for struggling students so that they do not need to repeat additional math courses. Additionally, the block schedule allows students to take repeat or support classes in addition to elective courses. By the end of their high school career, students can earn 320 credits but only 220 credits are required by the district for graduation. The school was able to reinstate summer school for students in need of credit recovery.

Steps Needed Still:

Franklin students have the opportunity to retake courses or take support courses as necessary. The ultimate goal is to fewer students need to retake courses. This will be accomplished by the site implementing a professional learning plan that includes a focus on effective in-class interventions and teaching strategies. This PL plan will be explained in further detail in the action plan. Another step in ensuring that students complete graduation and college requirements the first step is ensuring that students know how to make goals, plan their learning, and improve their achievement. The site will use Advisory as a communication vehicle for students to learn about high school, college, and career. The action plan details the Advisory plan.

Prioritized Growth Area #3: FHS must explore additional opportunities to allow students to fulfill graduation requirements. Currently, they offer only limited accelerated programs to assist students in meeting graduation requirements. Currently, students needing to make up graduation requirements are limited in their participation in many elective programs.

Positive achievements:

This PGA is similar to PGA #2. Franklin students have the opportunity to select courses with the guidance of a counselor, retake courses within the school day, or participate in credit recovery after school. The counselors regularly evaluate student-completion of graduation and A-G requirements, and they meet with all juniors to plan for life after high school. The block schedule permits students to take elective courses while meeting graduation requirements.

Steps Needed Still:

The steps for this PGA are the same for PGA #2.

Prioritized Growth Area #4: Although 504 plans are offered, FHS has limited resources to address them in a timely manner.

Positive Achievements:

Administration, the counseling department, and the school psychologist work together to ensure that students with 504 plans are supported and successful. The counseling department keeps teachers apprised of students on 504 plans, 504 plan meeting times, and updates to 504 plans. The administrator who serves as the 504 coordinator also works with Special Education department; students have access

to resources in the Special Education department as necessary. Two administrators regularly communicate with parents and students about implementation of the 504 plan.

Steps Needed Still:

The 504 coordinator plans to work with fellow administrators, the counseling department, the school psychologist to ensure that all students on a 504 are receiving support and are progressing academically. This will be accomplished by a regular review of student achievement on class room, district, and state assessments.

Prioritized Growth Area #5: FHS needs additional UC and CSU eligibility support for English Learners

Positive Achievements:

Currently, the school attempts to quickly transition students into non-sheltered classes so that students can succeed in as many A-G classes as possible. As of the previous WASC self-study and visitation, the school offered one ELD English and one EL Social Science class. However, in the 2012-13 school year, Franklin has added the following courses for EL students: two sections each of ELD English 1, EL English 2, EL English 3, SDAIE General Science, and one section each of EL Social Science 1, EL Social Science 2, SDAIE Eng 9 yearlong, SDAIE Eng 10 yearlong. Additionally, teachers participated in a district EL Summer Institute led by Dr. Kate Kinsella, where they learned about effective teaching strategies for EL students and planned curriculum to incorporate these strategies.

Steps Needed Still:

Although the school provides more EL and SDAIE courses, not all students requiring instruction in language development are enrolled in these classes. The teachers who attended the EL Summer Institute will provide Professional Learning opportunities for all teachers so that all students can access to a rigorous, standards-based curriculum. The site will need to evaluate the efficacy of the EL and SDAIE courses with a thorough review of student achievement data, including district and state assessments, graduation rates, A-G completion rates, and college-acceptance rates.

Prioritized Growth Area #6: The lowest math class offered is Algebra I, causing some students to take a course for which they are ill-prepared.

Positive Achievements:

Franklin High School has put supports in place for students who struggle in Algebra I. Teachers analyze assessment data during term one of Algebra I and identify students who would benefit from review of foundational skills. These students are placed into Algebra-Readiness before they retake the first term of Algebra I. Also, the school offers yearlong Algebra I so that students can receive additional time in the course.

Steps Needed Still:

While Franklin has made recent changes to support struggling students in Algebra, there are still steps the school can take to improve student achievement. The math department will collaborate with administration and instructional coaches to implement the Common Core State Standards in Mathematics and to analyze the efficacy of current intervention strategies. Additionally, Franklin teachers will continue to articulate with feeder elementary and middle schools to develop regional plans for student improvement.

CATEGORY C: Standards-Based Student Learning: Instruction

Prioritized Growth Area #1: Instruction misses many non-college bound students, accentuating a need for more vocational classes.

Positive Achievements:

Franklin High School has two academies, STEM and Green. Both academies strive to support students in general education classes in addition to specific career-technical courses. Students have access to a variety of elective courses, including engineering, computer, and visual and performing arts.

Steps Needed Still:

Franklin must move toward more Career-Technical Education (CTE) courses to ensure that students are prepared for work and see the connection between their schoolwork and the real world. Classes emphasizing real world skills remain a goal; however, the site would like to avoid “tracking” students into vocational programs. The ultimate goal is to integrate CTE strategies into college prep classes through guest speakers, interview skills, and practical problem-solving experiences. Franklin also plans to use its block schedule to its advantage by offering elective courses designed specifically for growing careers.

Prioritized Growth Area #2: Efficacy and design of support and intervention courses, special education, and English Language Development offerings must be continually monitored and evaluated.

Positive Achievements:

To address this growth area, Franklin has developed and implemented yearlong courses in math courses from Algebra through Pre-Calculus and in both freshman and sophomore English. In these courses, students have more opportunity to practice and more access to differentiated instruction. We have also created an EL team to address instructional issues for English Learners both within sheltered classrooms and full-inclusion classes. One accomplishment of the EL team was the creation of the eight additional sheltered or SDAIE classes in English, Science, and Social Science. Finally, the Strategies Lab offers a center for students who need one-on-one assistance when full class instruction doesn't work for them.

Steps Needed Still:

The EL Team will review student-achievement data at the conclusion of the 2012-13 school year, including CST data, classroom data, A-G completion rates, graduation rates, and college-acceptance rates. The data will be used to evaluate the efficacy of the EL program and to plan changes to the course and support offerings. The Strategies Department is working on improving communication with general education teachers in an effort to improve student achievement. Areas of focus for the Strategies Department include timely communication of IEP meetings, communication of student accommodation and modifications, and effective methods general education teachers can use to support students with special needs.

Prioritized Growth Area #3: Ensure equitable access to all course offerings.

Positive Achievements:

Franklin High School has an open Honors program, meaning that any student who wishes to enroll in an Honors or AP course may. It may be necessary for students to complete pre-requisites, but students do not have to take assessments to qualify. As a result, more students take advanced courses at Franklin than at any other district high school. More students in under-represented groups are enrolled in Honors and AP courses at Franklin than any other high school in EGUSD. Our program, in cooperation

with the district, passed a recent equal access audit by the College Board. The district also sent letters to those 8th graders identified by CST scores as having Pre-AP aptitude. These students were invited and encouraged to enroll in one or more Honors courses in their freshman year.

Steps Needed Still:

All subject areas must more actively recruit under-represented students into Honors and AP courses. Though 88% of our staff says they encourage underrepresented groups to enroll in Honors and AP courses, only 40% agree or strongly agree that our highest-level courses accurately represent the diversity of our campus. As of the 2012-13 school year, 25.4% of our African American students take Honors courses compared to 37.2% of all students taking honors classes. Only 10% of our Honors and AP students are African-American and 11% are Hispanic, but each group represents about 17% of our school's overall population. Franklin High School will increase access to Honors and AP courses for students under-represented in four-year universities through implementation of the CCSS, a professional learning plan, and monitoring of student achievement.

Prioritized Growth Area #4: Continued faculty collaboration to analyze and share methods in order to ensure that instruction maximizes the opportunities and benefits of the block schedule.

Positive Achievements:

Franklin regularly offers opportunities for staff collaboration. Monthly staff meetings have minimal time dedicated to disseminating information and instead focus on effective teaching strategies and relevant educational topics. In order to facilitate teacher interaction, the staff is divided into smaller discussion groups during staff meetings and teachers serve as discussion leaders. Teachers meet two to three times per month in grade-alike groups or within departments to discuss curricular calendars, student achievement data, and instructional strategies. For the 2012-13 school year, the site's Professional Learning has focused on an instructional delivery method known as the Gradual Release of Responsibility, or GRR. This instructional method focuses on the four elements of an effective lesson.

Steps Needed Still:

Franklin High School will need to continue to explore the GRR method, in addition to studying other methods of delivering effective instruction during a longer block period. Teachers will need more opportunities to share best practices, observe good teaching, and participate in professional development.

Prioritized Growth Area #5: Departments should continue to address and make improvements in the multicultural aspects of their disciplines.

Positive Achievements:

The secondary division of the EGUSD has established the goal of creating more culturally responsive schools. Franklin High School has begun working towards achieving this goal by conducting a book study on the text *Mindset*; additionally the English 9 team has developed a unit plan for students on fixed versus growth mindsets. Teachers attended Dr. Kate Kinsella's EL Summer Institute and have implemented the strategies within their curricula.

Steps Needed Still:

According to the student survey, 37% of our students feel that the school actively encourages an environment in which students are respectful of each other. The task remains to train teachers in different approaches to instruction. To this end, teachers must include more lessons based on culture and incorporate more outside materials. It will be crucial for the school to elicit student and parent feedback as teachers work to develop curriculum that addresses the needs of all students. Additionally, the administration and professional development team

Prioritized Growth Area #6: Access to technology by students in some classes needs improvement.

Positive Achievements:

As discussed earlier, the staff at Franklin is working to ensure more students have access to technology. English Learners have access to “smart board” technology and some departments have increased their technological hardware and software. In addition, the school has installed wireless Internet capability in six wings of the school. A few teachers are experimenting with Smartphone technology as a progress-monitoring tool. Multiple staff members are designated as technological resources for repairs, maintenance, and replacement.

Steps Needed Still:

According to the student survey, 51% of students feel that adequate numbers of computers were available and 21% responded “not sure.” Because nearly every classroom on campus must be used every period, scheduling classes into a computer lab is difficult. The staff survey revealed that teachers are unaware of how they can provide their students with access to technology. The administration and leadership teams plan to allocate categorical funds to the procurement of technology with the goal of improving student achievement.

Prioritized Growth Area #7: Student data regarding the impact of the modified 4X4 block schedule on API/CST needs to be collected and analyzed.

Positive Achievements:

For the 2011-12 school year, Franklin High School’s API increased to 816. The school attributes its success to a renewed focus on effective use of the block schedule and yearlong English and mathematics courses. Students in ninth and tenth grade receive 50% more instruction in English and mathematics than typical students in a school with a traditional six-period day.

Steps Needed Still:

According to the staff survey, just over 50% of our staff feels the block is beneficial overall to their students; whereas, 38% disagreed, and 19% were not sure that it was beneficial. The school plans to conduct school-wide discussions and professional development on how teachers can make the block schedule more effective for students. Additionally, staff members plan to study similar schools to see how they implement block or modified-block schedules.

Prioritized Growth Area #8: Continually monitor the pace of courses and student progress to ensure student success.

Positive Achievements:

Departments at Franklin High School collaborate to develop and implement common curricular calendars and assessments. Departments and grade-level teams meet two to three times per month to assess the pace of the curriculum and discuss student progress towards meeting grade-level and subject-matter standards. Students take district assessments in English and mathematics at the mid-year point of the curriculum, and teachers analyze the students’ achievement and adjust their plans to address student needs.

Steps Needed Still:

The staff at Franklin will continue to explore ways to monitor student progress and to address student-learning needs. In particular, the staff will focus on subjects like Spanish, French, and Japanese, since students experience a nine-week interruption between semesters. This break in instruction can lead to

students not having the proper preparation for the second semester of a foreign language. The staff will evaluate how to better support students in this situation.

Category D: Standard-based Student Learning Assessment and Accountability

Prioritized Growth Area #1: Reading skills need to be emphasized in all disciplines.

Positive Achievements:

The AVID team at Franklin has served as leaders in the teaching of expository reading. The team has presented AVID resources, such as AVID weekly and Cornell notes, to the staff. AVID teachers have shared expository reading and annotating skills with their department members. Additionally, the AVID coordinator collaboratively develops the site's Professional Learning along with other teachers and administrators, and she has focused this year's PL on increasing student academic literacy and effective lesson planning and instructional strategies.

Steps Needed Still:

As the site transitions to the CCSS, all teachers must be effective in teaching reading and writing. Franklin High School's Professional Learning team will develop plans to ensure that all teachers are prepared to support students in attaining the new standards. Chapter Five includes details about the site's goals in this area.

Prioritized Growth Area #2: We must explore ways to expand our interdisciplinary connections across all curriculum areas in order to provide students with more real life applications for their learning.

Positive Achievements:

The STEM and Green academies provide time for teachers to work in an interdisciplinary manner. While the courses in each academy focus on preparing students for particular fields, students take the standard set of core courses. The teachers in each academy collaborate to ensure that students are receiving common instruction and preparation for future careers.

Steps Needed Still:

The successful implementation of the CCSS at Franklin High School will require departments to work more closely together. The administration and leadership team can ensure that teachers collaborate by setting aside time and resources for departments and grade-levels to work together, by establishing expectations and outcomes for such collaborations, and by monitoring and adjusting the collaboration among departments as necessary.

Prioritized Growth Area #3: There is a need to dedicate more time to helping students with test taking strategies and preparations for STAR testing.

Positive Achievements:

Teachers have imbedded test-taking strategies into their curriculum, and they take the time to review the testing process with students. Teachers ensure that they have adequately taught all standards and that their curriculum plans adhere to the CST blueprints.

Steps Needed Still:

With the advent of CCSS and a new system to assess students' progress towards meeting the standards, Franklin teachers will need to ensure that they are familiar with the new standards and assessments. The school's professional learning plan will need to provide time for such endeavors. Additionally, it is

necessary for the school to provide support to students who struggle to achieve proficiency, especially on the CAHSEE. The school is exploring different support options for students.

Prioritized Growth Area #4: There is a need to improve the use of CST data via SISWEB by all staff members to target the needs of our Below Basic and Far Below Basic students.

Positive Achievements:

Teachers in the subject areas assessed by the CST, English, Mathematics, Science, and Social Studies, are familiar with how to use district tools to retrieve student achievement data. Teachers regularly discuss this data in department and grade-level meetings.

Steps Needed Still:

In order for all students at Franklin to be served, all teachers should be familiar with how to use district tools, like SISWEB, to locate and analyze student data. While not all subject areas are assessed by the CST's, all teachers can use SISWEB to locate information about their students' academic needs and progress. The final necessary piece to this plan is continued collaboration and review throughout the year to analyze student progress.

Prioritized Growth Area #5: We must continue to support the use of PMA (Progress Monitoring Assessment) as an effective tool for supporting student learning and achieving stronger performance on CST and other high profile tests.

Positive Achievements:

Departments develop common calendars and assessments together. Student achievement is measured by these classroom assessments, as well as district and state assessments in the core subject areas. The Franklin High School staff received an in-service from the regional instructional coach on how to effectively implement formative assessment in the classroom. The administrative team has conducted a book study on the text *Explicit Direct Instruction*, which they plan to share with the entire staff.

Steps Needed Still:

The administrative and leadership team are exploring instructional delivery methods, like EDI and GRR, that include a focus on formative assessment and effective progress monitoring. The school's professional learning plan will include a focus on these areas, as detailed in Chapter Five.

CATEGORY E: School Culture and Support for Student Personal and Academic Growth

Prioritized Growth Area #1: Franklin High School must continue to refine the current Advisory Program, providing more training for teachers and increasing the number of sessions with students. Focus should be on determination of the expected outcomes of the program.

Positive Achievements:

For the 2012-13 school year, the Advisory curriculum was revised to include fewer sessions and a focus on the ESLRs and EDLRs, preparing students for college and career, and educating students about cyber bullying. The AVID coordinator, an English teacher, the Head Counselor, and two administrators collaborated to develop the curriculum.

Steps Needed Still:

An Advisory Team will convene in the Spring of 2013 to evaluate the current program and plan for an expanded program for the 2013-14 school year. The team will be comprised of an administrator, the Head Counselor, and volunteer teachers. The Advisory program is addressed in the action plan in Chapter Five.

Prioritized Growth Area 2: Franklin High School must continue to expand and develop even more parental support, especially for the non-English speaking parents.

Positive Achievements:

Franklin High School has assembled English Learner Advisory Committees (ELAC) at the district and site level that offer guidance and professional development, such as information about Hmong culture and language and the use of SISWeb to identify student needs.

Steps Needed Still:

The Franklin staff is exploring ways to more effectively communicate with parents. The school is currently developing a new website with the intention of providing timely and accurate information to parents. The administrative team is currently exploring different methods of communicating with parents, including “parent nights” on a variety of topics.

Prioritized Growth Area 3: Franklin High School can continue to expand co-curricular opportunities in order to foster and increase sense of community at Franklin High School.

Positive Achievements:

According to our alumni survey, 79% felt as if appropriate support was available, 80% felt as if they were respected as people, and 73% felt that they would want their own children to attend a school like Franklin someday. According to the parent survey, only 9% of parents disagree that the school encourages an environment in which students are respectful of each other, 69% agree, and 21% were not sure. A wide variety of clubs, academic competitions, and social opportunities have continued to grow on campus. Students are also more aware of the “non-cut” sports of cross country, track and field, and wrestling. The administration started the STRIVE mentoring program in which struggling freshman students are identified and paired with a mentoring teacher and student who provide consistent support for their freshman “mentee.” Thus far, the program has been a success, with many of the former mentees becoming mentors. Link Crew also continues to thrive, guiding freshman students through their first year, welcoming visitors to campus, and providing lessons to freshman English classes about self-esteem, avoiding peer pressure, and getting organized. The daily video bulletin has introduced a streamlined method of spreading information, including the date, time, and location of all club meetings. One of the more successful school-wide efforts was the “No Dot list.” All teachers were asked to review a list of the freshman and new students and place an adhesive “dot” next to the names of students with whom they had formed some kind of positive connection. The names of students with “no dots” were then disseminated and staff members committed to making a connection with one or more of these students throughout the year.

Steps Needed Still:

The staff at Franklin will continue to develop access points to the school for all students. In particular, the school is exploring ways to ensure that the African-American and Latino students, who are not experiencing the same level of academic success as their Asian-American and white peers, have access to supports and programs on campus and within the community.

Prioritized Growth Areas 4: Franklin High School must find a solution to decrease the ratio of students to counselors, in order to provide more counseling services to ALL students.

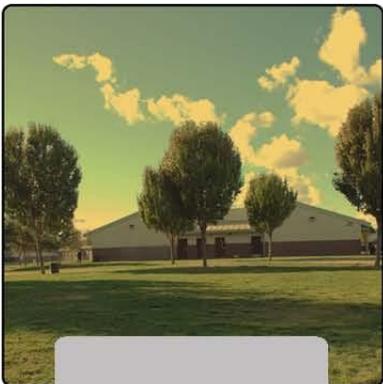
Positive Achievements:

Approximately 70% of Franklin parents, in the EGUSD survey, felt that the school provided proper career and college guidance or counseling to meet their children’s needs. The counseling department has instituted “scheduling nights” for each grade level. On specific evenings, students can show up with parents, talk to a counselor, and choose a schedule. These evenings have cut down tremendously on

scheduling issues for counselors. Offering 11 Challenge Days over four years has seemed to have greatly reduced the number of conflicts and loneliness students might normally experience on a high school campus.

Steps Needed Still:

The counseling department is exploring ways to maximize their impact on student achievement. They are exploring the idea of implementing more events for parents and students, and they are evaluating their calendars and processes to see if they can make adjustments to better meet the needs of students.



Chapter 04

Self-Study Findings



Our Chapter IV Self-Study Process

The leadership committee decided that the process of gathering evidence for the self-study should take place in two phases. In the spring of 2012, we asked home group members to gather evidence for each of their respective focus groups (B, C, or D) in either “one-day snapshots” or as examples of common curriculum, instruction, or assessment. As staff members gathered their initial evidence, they completed a cover sheet explaining which Focus on Learning (FOL) criteria, ESLR, EDLR, and/or CAN the evidence addressed. The committee then categorized or re-categorized this evidence into specific indicators, and wrote the explanations titled “Spring 2012” that begin many of the indicators. As is obvious, the initial evidence gathering was limited, considering most was culled from a single day’s work at Franklin, but it was a solid first step toward our deeper and more thorough analysis in the fall of 2012.

Between this initial evidence-gathering and the beginning of the 2012-13 school year, many changes occurred both generally and specifically: support courses were added, curriculum was refined, instruction was aligned, disciplinary procedures were revisited, etc. In the fall of 2012, to more accurately depict our campus, we conducted an additional and more intensive evidence-gathering, which was guided by each of the indicators within criteria. In both focus and home groups, stakeholders discussed strengths and weaknesses as indicated by a staff survey and then committed to providing appropriate evidence.

The results of this campus-wide study are all represented in this chapter, which explains its lengthiness. From the outset we were committed to involving as many of the stakeholders as possible in the process; therefore, our chapter four results, whether from the spring or fall of 2012, reflect the voices of every department, every certificated staff member, many classified personnel, and our student WASC team. In most cases, the writing is directly transcribed from stakeholders’ explanations with only minor editing and condensing, an authenticity of which we are proud.

Finally, rather than compiling all explanations and evidence under the broader criteria, we decided to leave in place the more specific FOL indicators to demonstrate the breadth of our analysis. Had we provided evidence from every department for every indicator, the quite extensive chapter you have before you would have perhaps doubled in size. However, within each criterion all departments are represented, with most appearing multiple times.



Criteria A

Organization: Vision and Purpose,
Governance, Leadership
and Staff & Resources



Chapter IV: Category A

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Focus Group Leaders

Susan DeHerrera	Business
Susan Hubbard	Business

Focus Group Members

Mike Ainsworth	Head Custodian
Sandi Allen	Counseling
Amy Baldini	World Language
Catherine Bicker	Strategies Para-Professional
Jean Binoya	Strategies Para-Professional
Jamie Brown	Strategies Para-Professional
Deborah Bunker	English
Brad Clark	Industrial Technology
Mike Clemons	Social Science
Terri Coggeshall	Social Science
Sandi Dinwiddie	School Secretary
Linda Evans	P.E.
Theresa Fahlen	World Language
Ann Filios	Parent
Susan Formaker	Math
Nicole Gordon	Strategies
Shawn Grewal	Student
Mike Hayes	VAPA
Hiba Hummadi	Student
Jennifer Hubbard	Counseling
Sherri Jackson	World Language
Dawn Maxon	English
Brittany Miranda	Student
Greg Moiseff	Strategies
Liese Olukoya	Parent
Lilli Pastrana	Office Assistant
Kylie Pearce	Student
Cynthia Phan	Student
Charlotte Phinizy	Director of Secondary Education
Audry Robare	Math
Eric Sanchez	Math
Ron Siemens	Science
Barbara Steele	Concession Stand Manager
Shelley Sterbentz	Site Controller
Donald Tom	Parent
Yesel Von Ruden	Counseling
David Weinstock	Social Science
Matt Wiest	English
Mike Willis	Strategies

A Note on the Process

Some indicators are divided into “Spring 2012” and “Fall 2012” sections. We conducted a brief snapshot in the spring and a more thorough analysis in the fall. In addition, from the outset we were committed to involving as many of the stakeholders as possible in the process; therefore, our chapter four results, whether from the spring or fall of 2012, reflect the voices of every department, every certificated staff member, many classified personnel, and our student WASC team. In most cases, the writing is directly transcribed from stakeholders’ explanations with only minor editing and condensing, an authenticity of which we are proud.

Finally, rather than compiling all explanations and evidence under the broader criteria, we decided to leave in place the more specific FOL indicators to demonstrate the breadth of our analysis. Had we provided evidence from every department for every indicator, the quite extensive section you have before you would have perhaps doubled in size. However, within each criterion all departments are represented, with most appearing multiple times.

<p>To monitor each school’s effectiveness, every year the district creates a School Accountability Report Card which is posted on the EGUSD website. The parents and community can access this report which includes data on test scores, break down of staff and student demographics, and school mission and vision statements. Franklin High School also posts a profile on the Franklin High School website that provides similar information as well as information on courses offered and colleges to which former students have been accepted.</p> <p>The mission of EGUSD’s Career Technical Education (CTE) program is to prepare students to enter college or the workforce as skilled, adaptable, creative and collaborative individuals equipped for success in the global marketplace. The CTE Department supports school sites in their efforts to provide students with both the essential academic knowledge that meets rigorous standards and the 21st-century skills required for success in college and careers (CAN #2). This support is provided through management and implementation of the District’s career academies and pathways, Regional Occupational Program and Carl Perkins grant</p> <p>The school continues to pursue high levels of attendance throughout the school year. The school has posted the highest attendance rate of any high school in the district from quarter to quarter. For the first quarter of the 2012-13 school year, the school posted a 97.4% attendance rate while continuing to conduct tardy sweeps throughout the year to help decrease tardiness and maximize instructional time.</p>	<p>SARC Report</p> <p>CTE Mission</p> <p>Attendance Report</p>
<p><u>A1.b Understanding of Vision and ESLRs</u></p> <p><i>Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.</i></p> <p>From the results of early staff surveys, it was clear that when the ESLRs are not a regular part of the school’s culture and practice, they become less meaningful. Therefore, we have committed to making the ESLRs and EDLRs an ongoing part of our school’s operation. In the fall of 2012, students and staff developed strategies for sharing the ESLRs/EDLRs with students, parents, and the community. Staff members also developed a variety of strategies for focusing on the ESLRs/EDLRs in day-to-day classroom instruction.</p> <p>To acquaint all students with the revisions of the school’s ESLR’s, the Franklin High School Advisory curriculum includes a focus on Expected School-wide Learning Results. Lessons conducted throughout the school provide students information about each ESLR and opportunities for students to share examples of how they are able to achieve the ESLRs while at Franklin High School. Since all students and teachers participate in Advisory, Franklin sees Advisory as a vehicle for communicating the school’s vision and purpose. Administrators, teachers, and counselors collaboratively develop the Advisory curriculum to address the site’s goal of ensuring that all students have the information to be college and career ready. Advisory lessons include topics such as high school planning, information about colleges, preparing for required tests, and</p>	<p>Staff Meeting Mission/ESLR/CSTP Activity Advisory Lesson ESLR Reponses</p> <p>Advisory Lesson PowerPoint</p> <p>Advisory Schedule/Lessons</p>

<p>navigating the college entrance process. Franklin High School’s Advisory program provides time for students to “achieve academic goals through rigorous, challenging courses” by helping students plan their course work and reflect on their academic opportunities.</p> <p>The student handbook is given to each Franklin HS student on the first day of school. In addition to behavioral expectations and discipline policies, the handbook details valuable information regarding the school vision and its purpose. Parents and students sign to verify that they received and understood the handbook forms and expectations.</p>	<p>Franklin High School Student Handbook</p>
<p><u>A1.c Regular Review and Revision</u></p> <p><i>Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.</i></p> <p>As a part of our plan for ongoing implementation of the Focus on Learning process, review of the ESLRs/EDLRs will be part of our end of the year reflection each year, and we will revise the vision as necessary in order to best meet the needs of our students. These discussions will take place during focus group, staff, department, and leadership meetings each spring. Review and evaluation of the ESLRs/EDLRs will also be part of our ongoing Community Advisory Team Meetings.</p> <p>At faculty meetings, site council, and CAT parent advisory meetings, the principal includes timely review/revision of the school purpose and the expected school-wide learning results, which are based on the achievement data, the district Bold Goals, student needs, state standards and community conditions. The staff and community participated in a full review of the ESLR’s and how they directly related to the Critical Areas of Need, school mission and vision, and the district’s vision and core values.</p>	<p>WASC Meeting Timeline handout from August pre-service meeting</p> <p>2012-2013 Community Advisory Team Meeting Schedule</p> <p>Review of the Mission/Vision</p>
<p><u>A1.d Connection to the Critical Areas of Need</u></p> <p><i>Prompt: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.</i></p> <p>From November 2011 through February 2012, FHS focus group and department home groups reviewed the current student/community profile data in order to determine Critical Areas of Need. Focus groups and departments also requested and then analyzed additional data necessary to evaluate the success of our current programs.</p> <p>Based on the input of the entire staff, the following Critical Areas of Need were identified:</p> <ul style="list-style-type: none"> • Address the academic and social needs of the lowest performing and/or most often disciplined sub-groups. • Increase the number of Career Technical Education courses and certificate programs available to all students. 	<p>List of Additional Data Requests</p> <p>Data Analysis Meeting Findings</p> <p>WASC Data Binder</p> <p>List of Critical Areas of Need</p> <p>SurveyMonkey Staff Survey Results</p>

<ul style="list-style-type: none"> • Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking. • Review and possibly redefine the goals of the Advisory Program to better support students. <p>Our revised ESLRs/EDLRs address these Critical Areas of Need much more directly than the previous version, and these CAN now drive our campus decision-making, from curriculum and instruction to professional development.</p>	
<p>A2. Governance</p> <p>To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?</p>	
<p>A2. 2011-2012 Findings</p>	<p>A2. 2011-2012 Evidence</p>
<p><u>A2.a Governing Board</u></p> <p><i>Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.</i></p> <p>http://www.egusd.net/discover_egusd/Board/index.cfm</p> <p>The EGUSD Board meets the first and third Tuesday of each month at 7:00. The web page contains information on Board meeting agendas, archived Board meeting agendas, and Board Resolutions. The web page also contains the biographies of each of the current board members.</p>	<p>see website</p>
<p><u>A2.b Relationship of Governance to Vision and ESLRs</u></p> <p><i>Indicator: The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.</i></p> <p>Franklin High School's vision is supported by its Mission Statement and the Mission Statement of the Elk Grove Unified School District. Our mission is also supported by our ESLRs and EDLRs. The EDLRs were developed by our departments in 2012 and approved by the principal and leadership team. The school's mission statement has been reviewed and approved by the Campus Advisory Committee (CAT) parent group and posted in the student handbook, which is distributed to all students.</p> <p>The mission statement of Franklin High school is to challenge all students to maximize their potential as learners, achievers, and productive world citizens. To that end, Franklin High School will provide for all students:</p> <ol style="list-style-type: none"> 1. Rigorous standards-based curricula in preparation for advanced educational opportunities. 2. The knowledge and skill necessary to attain optimal health and 	<p>Mission/ESLRs Review</p>

<p>physical fitness and to maintain both throughout their lives.</p> <ol style="list-style-type: none"> 3. Opportunity for personal development through participation in cultural, athletic, and extra-curricular activities. 4. An atmosphere that fosters mutual respect, acceptance of diversity, and cooperative, collegial behavior. 5. Opportunity to contribute positively to their school and community 6. Curriculum that incorporates the use of technological skill necessary for academic and career success. <p>In addition, the District has also established three pillars for the secondary sites, which are as follows:</p> <ol style="list-style-type: none"> 1. Powerful Teaching and Learning 2. Culturally Responsive Schools 3. Professional Learning Communities <p>These pillars guided the conversation and professional development at the secondary principals’ meeting. Principals decided, for the unique needs of their own sites, the implications of these principles. This information was then passed down to the Franklin High School staff through a staff meeting and started the conversation around collaboration and establishing our primary critical area of need: Addressing the lowest-performing and most often-disciplined subgroups.</p> <p>The district established a set of “Bold Goals” that drive all academic decision-making throughout the district and Franklin’s mission statement and ESLRs support those goals.</p> <ol style="list-style-type: none"> 1. 100% of the students will be “proficient” or “advanced” in Math and English as measured by the California Standards Test (CST) 2. 100% of the 12th graders will pass the California High School Exit Exam (CAHSEE) 3. 100% of students will be college and career ready 4. 100% of schools will meet annual Adequate Yearly Progress (AYP) and Academic Performance Index (API) targets. 	<p>Secondary Principals’ Meeting Materials</p> <p>Plan to Achieve Bold Goals</p>
<p><u>A2.c Understanding Role of Governing Board</u></p> <p><i>Indicator: The school community understands the governing board’s role, including how parents can participate in the school’s governance.</i></p> <p>At the beginning of each year, the Elk Grove Unified School District mails a Parent & Student Handbook home to each parent/guardian, who can also access this handbook through the district website in English, Hmong, Spanish and Vietnamese. This 50 page handbook provides a comprehensive overview of the role of not only the governing board but also the parent/guardian and student. Sections in the handbook include “Parents’ Right to Know”, “Code of Conduct”, and</p>	<p>Copy of EGUSD Parent and Student Handbook</p>

<p>“Rights and Responsibilities” of administrators, parent/guardians and students. Another resource for the school community is the district website. This site includes information for parent involvement and encourages participation on site and advisory councils which provide input to govern the school. Together, the Parent & Student Handbook and the district website encourage students to “practice honesty, respect and responsibility” and “make positive contributions to the school” (ESLR).</p> <p>Parents are also provided with copies of procedural safeguards during IEP meetings, which explain special education law, the grievance process, and how parents/guardians can participate in the IEP process.</p> <p>Franklin High School’s policies reinforce our school’s expectations for student behavior. The student handbook provides families about our behavioral expectations, our academic programs, and our extracurricular opportunities. Parents and students are provided opportunities to learn about school policies, provide feedback, and contribute to decision-making about allocating resources via the Parent Superintendent Advisory Committee (at the district level) and the School Site Council (at the site level.) At the Parent Superintendent Advisory Committee, parents are asked by the Superintendent to provide their perspectives on district-wide issues; additionally, parents receive information from the Superintendent and his cabinet about district initiatives. At School Site Council meetings, parents, staff, and students review achievement data and develop plans to allocate categorical funds. The SSC allocates resources in adherence to the school’s Plan to Achieve Bold Goals. Franklin High School’s policies and bylaws align to the ESLR that Franklin students will become independent, reflective learners who “practice honest, respect, and responsibility” by providing opportunities for students and parents to be aware of the school’s policies and to contribute to the planning process.</p>	<p>EGUSD Procedural Safeguards</p> <p>Student Handbook/Parent Superintendent Advisory Committee/School Site Council</p>
<p><u>A2.d Governing Board’s Involvement in Review/Refinement</u></p> <p><i>Indicator: The governing board is involved in the regular review and refinement of the school’s vision and purpose and expected schoolwide learning results.</i></p> <p>Every year the district produces a document entitled the “Plan to Achieve Bold Goals.” This document reviews STAR, CAHSEE, and CELDT data, from which individual school sites develop goals. This document is reviewed by school site council and the leadership team (department chairs). Based on this group’s analysis, the school celebrates successes and focuses on the identified weaknesses of the site.</p> <p>The Franklin Region, comprised of Franklin High School and all of its feeder elementary schools and middle school, prepares an annual board presentation reviewing the previous year’s API/AYP data, as well as the suspension and expulsion data for the region. After the combined</p>	<p>Plan to Achieve Bold Goals</p>

<p>efforts of site principals and instructional coaches, the region presents, both as a collective group and as individual sites, their information to the school board, superintendent, associate superintendent, and directors for secondary and elementary education.</p>	
<p><u>A2.e Professional Staff and Governing Board</u></p> <p><i>Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.</i></p> <p>The school board has clearly defined board policies that can be accessed either through the EGUSD website or by contacting the district office and requesting the documents. These policies outline the expectations for school staff as well as the students and parents at the various school sites. Any updates or reminders of board policies are done typically through principal and vice principal meetings. The information is communicated to the staff through leadership, administrative, and staff meetings depending on the level of communication necessary as deemed by district secondary education.</p> <p>All certificated employees at Franklin High School are evaluated based on the California Standards of the Teaching Profession. The standards are designed to ensure that the teachers are meeting the needs of the students with disabilities. Tenured teachers are evaluated on a biannual basis while probationary 1 and probationary 2 teachers are evaluated twice a year. Teachers are required to submit goals and objectives during the first month of the school year and are given notice of the expectations for their formal evaluation during the pre-service days at the beginning of the year.</p> <p>At the beginning of the 2012-13 school year, the staff was trained on the newly adopted CSTP. A member of the EGEA and an administrator participated in training over the summer and then conducted a whole-staff presentation during pre-service days. This presentation emphasized CSTP one, two, and five, and explained how the CSTP connect to our site’s Critical Areas of Need. The standards surrounding student engagement and using assessment for learning were selected to focus on our lower performing sub groups (CAN #1). The staff participated in a whole staff activity identifying the differences between the new and old CSTP’s and began writing their individual teacher goals.</p> <p>Job descriptions for all classified and certificated positions in the district are included on the ED-JOIN web page. The description includes basic functions, essential functions, demonstrated knowledge and abilities, education and experience required, and licenses and other requirements for each job class. Employees are well informed of their duties and responsibilities.</p> <p>Information about current contracts for the all bargaining units (AFSCME, ATU, CSEA, EGEA, PSWA) are accessible at the links below:</p>	<p>Board Policies</p> <p>Teacher Evaluation Teacher Goals and Objectives</p> <p>Pre-Service CSTP Training</p> <p>ED-JOIN/Job Descriptions</p>

http://www.egusd.net/employment/class.cfm http://www.egusd.net/employment/union.cfm		
<p><u>A2.g Complaint and Conflict Resolution Procedures</u></p> <p><i>Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.</i></p> <p>Parents and students have effective complaint and conflict resolution procedures in place as outlined in the Parent & Student Handbook, district website, and other resources such as the Uniform Complaint Procedures brochure. To be effective, procedures must be readily available and forms must be "user friendly." Parents and students have access to the handbook via mail or district website. Complaint forms are available on the district web site and can be found in seven different languages. The complaint form provides for a detailed description of the complaint and offers suggestions for resolving the issue. Our site also has nine union representatives who handle site level conflicts as well as EGEA updates throughout the district.</p>		<p>EGUSD Parent and Student Handbook</p> <p>District Website</p> <p>EGUSD Complaint Form</p> <p>Uniform Complaint Procedures Brochure</p> <p>Special Education Procedural Safeguards</p>
<p><u>A2.h Critical Areas of Need</u></p> <p><i>Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</i></p> <p>Through development and implementation of a yearly site plan, the Plan to Achieve Bold Goals, the school is able to work towards addressing all the critical areas of needs. The PTABG allocates school resources towards meeting the CANs, especially in regards to meeting the needs of the school's lowest-achieving students and the school's professional development plan.</p>		
<p>A3. Leadership and Staff Criterion</p> <p><i>To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?</i></p> <p><i>To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?</i></p>		
<p>A3. 2011-2012 Findings</p>		<p>A3. 2011-2012 Evidence</p>
<p><u>A3.a Broad-Based and Collaborative</u></p> <p><i>Indicator: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.</i></p> <p>Franklin's leadership team consists of the administration team, the chairs of each department, the athletic director, the activities director, the academy coordinators, and the site secretary. The monthly meetings are led and facilitated by our principal, with agenda input</p>		<p>Principal's email re: department chair application process</p>

from all stakeholders. Leadership meetings take place before monthly department meetings in order to allow department chairs to share information from leadership in a timely fashion and to seek input from department members on upcoming leadership team decisions. Beginning in January 2012, Principal Mike Reed began composing a weekly “Mike’s Memo” email on Sunday nights, which provides an overview of the important events in the coming week and reminders about key leadership and administration team decisions. This provides one more way to ensure that important information from leadership is shared quickly and clearly with the entire staff. Department chairs serve a two-year term, and then the position is open to anyone interested in applying. The specific duties and responsibilities are outlined clearly, and the administration meets with department chairs regularly in order to collaborate on important decisions. Department chairs, in turn, collaborate with instructional coaches and program specialists from the district office.

Students take an active role in shaping a positive school culture through Franklin’s outstanding student leadership and activities program led by Bryan Kilby. Through programs such as Student Senate and LINK Crew, leadership students have helped create a Franklin culture that celebrates academic, athletic, and social success, while also providing students with a voice in the direction of the school. In addition, student representatives present to the Board of Education, providing regular updates on what is happening at Franklin High School and inviting board members and district staff to join us for campus events.

In the WASC process, SurveyMonkey has proven a valuable tool for gathering full-staff input on issues ranging from the Critical Areas of Need to future professional development priorities. We have also used Survey Monkey to solicit alumni and parent feedback during the WASC process. Though names of who has and who has not taken the survey are compiled, no individual names are attached to comments or results, a fact that needs to be made more clear in future surveys.

In addition, our entire student body participated in a WASC survey in the spring of 2012. Through that process, we received valuable perception data on academic programs, campus climate, and other student needs.

Our STEM and GREEN Academy are part of the CPA(California Partnership Academies) and are aligned with Career Technical Education. The goal of the academies is to introduce our students to career pathways, and to align with current industry standards, our program must work closely with industry partners and integrate the academies’ educational paths (CAN #2, EDLR #1, 2, and ESLR #2) At academy meetings teachers, program administrators, and parents look for common curriculum or areas of focus. Our goal is to develop at least one thematically aligned unit per grade level that spans the core and CTE courses. Once they have common foundational knowledge and experiences, students are engaged in learning and can accelerate their learning. By making education engaging we are able to address the needs and engage lower performing students (CAN #1) as well as give

Department Chair Duties and Responsibilities Document
“Mike’s Memo” Email

LINK Crew Newsletter
Student Senate Meeting Agenda
School Board Report Script
Leadership Class Syllabus

Staff Perception Survey
Critical Areas of Need
Staff Professional Development Survey
Alumni Survey
Parent Survey
Student Perception Survey

Academy Advisory Panel
Cross-curricular Mapping

<p>students the opportunity to think, analyze, and read critically (ESLR). Two to three times a year the school site council meets to develop, revise, and evaluate the “Plan to Achieve Bold Goals.” This document reviews the data from the previous school year(s) and ensures that the allocation of resources at the school site addresses the appropriate needs. The team decides on the effectiveness of the resources from the previous years and teachers, parents/ guardians, students, administration, an EL representative, the site controller, a Special Education teacher, and classified staff all have the opportunity to contribute and provide input.</p>	<p>Plan to Achieve Bold Goals</p>
<p><u>A3.b School Plan Correlated to Student Learning</u></p> <p><i>Indicator: The school’s Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.</i></p> <p>Counselors continually review transcripts and grades to be sure that students are appropriately placed and are on track toward meeting graduation and post-secondary entrance requirements. Counselors meet regularly with students who need additional support and work often with parents to determine the best options to ensure student success.</p> <p>The Physical Education department modifies curriculum each year based on the results of the California State Fitness exams. The data provides P.E. department teachers with feedback regarding the effectiveness of the program, and teachers modify based on student achievement.</p> <p>Each year, the math department examines CST results from the previous year to determine student needs. Based on this information, teachers revise assessments (changing language, rewriting questions, etc.) and restructure curriculum in order to improve in areas of weakness.</p> <p>The Social Science department undertook a department-wide initiative to improve students’ critical thinking and writing skills. Through ongoing departmental collaboration, teachers have developed lessons and assessments that align with the new Common Core State Standards.</p> <p>The English department regularly reviews student scores on the CST and the AP exam in order to determine student needs. For example, the English 10 Honors team analyzed CST data to identify and target student weaknesses and then developed strategies to implement team-wide.</p> <p>The data at Franklin High School has indicated a need to address the lower performing subgroups at Franklin High School (CAN #1). The data has also indicated that writing strategies and rational expressions represent two of our weaker strands on the CST in Mathematics and English. This data has been shared with school site council, instructional coaches, and the school board through a Franklin regional presentation. As a result, the plan to achieve bold goals has been</p>	<p>Transcript Analysis Worksheet CSU/UC Eligibility Handout</p> <p>PE Dept. California State Fitness exam results</p> <p>Math Department CST Data Analysis Results</p> <p>Social Science Department Critical Thinking/Writing Initiative Notes</p> <p>English 10 Honors CST Data Analysis Meeting Agenda</p> <p>FRAT/SMART Goals Instructional Coach Meeting Notes</p>

offers AP support for AP English Literature, AP Calculus, and AP Chemistry in the form of mini courses that are offered during the school day to assist them in pursuing rigorous coursework (ESLR). When Franklin determined that our EL population at the school site was being under-served, we responded by adding English 9 SDAIE, English 10 SDAIE, EL General Science, General Science SDAIE, and an extra section of EL Social Science in the 2012-13 school year (CAN #1). The results of these interventions will be reevaluated at the end of the 2012-13 school year.

Specific funding has also been allocated to increase a part time counselor at Franklin High School into a full time counselor to meet the needs of our lowest performing students on our campus. She is working to ensure an effective mentoring program is in place and is establishing expectations for the Far Below and Below Basic students on the campus.

The Strategies department offers leveled classes for special education students based on student need as identified in IEP. Math, English, and social science classes are offered to Strategies students on a diploma or certificate track who require smaller and slower-paced classes.

The Mathematics department also utilizes site funds to attend outside seminars and conferences on the Common Core Standards. The information is then shared with the department, which is crucial to the successful implementation of these standards. In addition, professional development resources allow teachers to meet in the summer, where they analyze assessments and make changes to the curriculum for the following year (CAN #1).

Three cluster groups, General Science, Biology, and Chemistry in the science department, used release time to align their curriculum with the California State Standards. They used CST scores to analyze how all students, especially those in the Below Basic and Far Below Basic ranges, performed and determined which units needed to be addressed more thoroughly (CAN #1).

During the summer members of the Social Science department, representing each grade level and each core class, wrote curriculum that would be implemented at all grade levels based on the forthcoming Common Core Standards. To address the needs of the lowest-performing students, it was important to develop a consistent cross-curricular writing program that focused on specific strategies for reading and writing in Social Science. During the two days teachers developed writing prompts and requirements, and evaluation rubrics were developed for all grade levels to be implemented at the start of the new school year. The goal of the writing program is to make the social science courses more rigorous and challenging as well as guiding students to think, analyze and read critically while improving their

Cluster Meeting Agendas
Common Core Training
Material

Science Release Time
Materials

Social Science Release Day
Prompts and Source
Documents

<p>ability to communicate effectively both academically and in the workplace (ESLR). Social Science also developed resource folders for our 9th grade, 10th grade and 11th grade that include primary and secondary sources along with three different ways to analyze those documents. After analyzing the documents, students write a source-based argumentative essay evaluated with the department-wide rubrics. The products that were created during the release days are directly related to the action plan developed by the department based on the expected school-wide and expected department learning results to address the critical areas of need (CAN #1, CAN #3).</p> <p>With Career Technical Education (CTE) as a Franklin High School's CAN #2, the GREEN (Green Renewable Energy Engineering Network) and STEM (School of Technology, Engineering and Media) academies have shown a direct correlation between allocation of resources and a schoolwide action plan. In the 2009-10 school year, both academies received California Partnership Academy (CPA) grants sponsored by the California Department of Education. The grants have allowed the academies to enrich the respective CTE courses and have provided funding for teacher professional development, coordinator FTE, student field trips, awards/recognition programs, and supplemental materials/equipment. Since these grants require academic integration, science classes such as STEM chemistry and STEM physics have benefitted as well. In addition to the CPA grants, CTE teachers have applied for and received, in the 2012-13 school year, \$42,000 in Perkins funding, used to purchase equipment, provide supplemental texts, and support professional development (CAN #2). Together, CPA grants and Perkins funds have been used to develop programs that will help students achieve academic goals through rigorous, challenging courses (ESLR) in the CTE areas and expand the number of courses and certificate programs available (CAN#2)</p> <p>Homework lab classes are also available on an elective basis to Strategies students. The Strategies lab is open every period and staffed by Strategies teachers and paraprofessionals. It was started to help strategies students, but it has expanded to all students, including AP students needing a place to test. Textbooks and materials and one student computer are available in the lab.</p> <p>Despite the budget crisis in the 2011-2012 school year, EGUSD allocated each comprehensive site a budget of \$50,000 to run a credit recovery program in the summer of 2012. Franklin HS counselors and administration researched the data primarily using D and F grade reports and offered a credit recovery program for 16 days offering the following courses:</p> <ul style="list-style-type: none"> • Algebra Readiness • Geometry B • World History • English 9, 10, 11 • General Science (Earth and Physical) 	<p>CPA Grant Funds Expenditure Narratives</p> <p>Grant Award Letters</p> <p>Perkins Funds Request Forms</p> <p>Sign-in sheets for 2011-12</p> <p>Summer Credit Recovery Program</p>
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<p>Below are the results for the summer program:</p> <ul style="list-style-type: none"> • 242 students started summer program and 228 finished • Of the 228 students completing the summer program: <ul style="list-style-type: none"> 194 students (85%) earned a “C” or better 9 students earned “F” grades 25 students earned “D” grades • APEX Credit Recovery: <ul style="list-style-type: none"> 100% of enrolled students passed. 	
<p>A4. Leadership and Staff</p> <p><i>To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?</i></p>	
<p>A4. 2011-2012 Findings</p>	<p>A4. 2011-2012 Evidence</p>
<p><u>A4.a Employment Policies/Practices</u></p> <p><i>Indicator: The school has clear employment policies/practices related to qualification requirements of staff.</i></p> <p>The Franklin High School staff is highly qualified, as defined by the federal No Child Left Behind Act and the district employment expectations. The school implements the district approved formal evaluation process that includes pre-conferences, formal observation and post conferences for each staff member scheduled for an evaluation, as well as periodic walk-through observations for administrators to provide feedback, validation, and suggestions. The district and school site facilitate ongoing professional development on pre-service days and staff meetings. Pre-service days are scheduled for three or four days prior to the beginning of the school year and the staff meetings are held on late-start Wednesdays. Furthermore, Franklin dedicated funds to establish a professional development coordinator/teacher-leader to address the specific needs and interests of our staff based on staff surveys and data. Professional development is also provided based on data sources and school needs. For example, the English department collaborated on a regional team (FRAT) to develop and implement writing strategies based on the CST scores. In 2011 departments established SMART goals to target specific learning outcomes for all students. Currently the Social Science and English departments are receiving district support/training for the Common Core.</p>	<p>Observation Packet</p> <p>Professional Development Team Meeting Agenda</p> <p>Franklin Regional Articulation Team Agenda</p> <p>SMART Goals</p> <p>Common Core Training Flyer</p>
<p><u>A4.b Qualifications of Staff</u></p> <p><i>Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.</i></p> <p>Because coaching, mentoring, and other forms of staff support</p>	

are limited by resources, the annual Advanced Placement Exam Reading is an excellent source of professional development that does not require site or district funding. Two Franklin High School English teachers, Margaret Karl and Dawn Maxon, have attended the English Literature and Composition Reading Session in Louisville, Kentucky for three years. During grade-level, department, and 9-12 AP team meetings, Mrs. Maxon and Ms. Karl share what they observed in student work, and we use this information to improve our AP and pre-AP program.

Each summer, the Algebra I cluster of the math department meets for professional development to improve student mastery of high academic standards. At the July 2012 meeting, in a collaborative effort with the Algebra I teachers at Toby Johnson Middle School, team members shared what they learned at the M3 (Making Math Meaningful) training, finalized the course sequence and calendar, and revised or developed new curriculum and/or assessments.

New teachers receive support from instructional coaches at the district and site level, from departmental colleagues, and from administration via the New Teacher Support Group. For example, in the World Language department, beginning teacher Amy Baldini worked with co-department chair Theresa Fahlen, a nationally board certified teacher, to develop effective lesson plans aligned to the world language standards. Throughout the term, Baldini received ongoing support from Fahlen and other department members to work on improving student engagement and achievement of standards.

The school has procedures to ensure that staff members are qualified. When applying, potential hires must go through EDJOIN, California's online job search site used for teaching positions, management jobs or classified support vacancies. On this site, districts and school sites post job openings, and each potential applicant must upload required documents proving the candidate's qualifications. The document attached shows all of the documents that were attached in order to apply for the Franklin position. These documents include transcripts from both the bachelor's degree as well as the credential program, a resume, a letter of introduction, a credential copy, CPR/First Aid certification, English learner authorization, three letters of recommendation, and No Child Left Behind (NCLB) compliance. After considering online applications, potential new hires go through an interview with the principal, district administrators, department chair, and other staff members. Before the staff members are officially hired, the recommendation of the school site is followed up by background checks two reference checks.

Student teaching preparation is also taken into consideration prior to hiring a new teacher. The documents attached include information regarding the student teaching process. The

Advanced Placement Exam Reading description

Certificate of Recognition

Algebra I Cluster Meeting Agenda

New Teacher Lesson Plans for Spanish 2 and 3

EDJOIN Document

<p>documents attached outline the rigorous teacher preparation program that must be completed in order to obtain a teaching credential. Student teachers must meet all Teaching Performance Expectations (TPE) in order to obtain a credential. Student teachers are also evaluated throughout the year by various experienced teachers.</p> <p>After hiring a new teacher, Franklin conducts a new teacher orientation the week before school starts to ensure that the new hires are aware of campus procedures, contact information, scheduling, and other important information. The document attached shows a checklist of items that were discussed at the orientation. This shows that the school wants to ensure that all teachers are prepared when beginning a new school year at that particular site.</p> <p>Franklin’s staff is trained through both district and site level resources. The District has funded, through different categorical monies, an instructional coach for the Franklin Region. The instructional coach has worked with the EL population, students with disabilities, and the lower performing sub-groups on the campus. Working closely with the different professional learning communities and site administration, the instructional coach helps the staff analyze data, create action plans, and evaluate the effectiveness of these plans. The District also has a Trainer of Trainers (TOT) program in which several members of the staff are trained at a district workshop to present various professional site-level teaching strategies. Recently the staff has participated in the Gradual Release of Responsibility, Growth vs. Fixed Mindset, and the new California Standards of the Teaching Profession (CSTP) trainings.</p> <p>Franklin High School’s Strategies Department’s para-educators provide support to our students with learning disabilities. The Strategies department, a special education educator who works with inclusive education para-educators, or the Vice Principal who oversees the Strategies Department provide para-educators with ongoing professional development throughout the school year. Franklin High School’s professional development for para-educators aligns to the ESLR Franklin students will become independent, reflective learners who “think, analyze, and read critically” by providing teaching strategies to para-educators who support our students with special needs. All paraprofessionals possess two-year college degrees. Paraprofessionals meet with vice-principals and the department chair monthly and are included in department meetings.</p>	<p>Student Teaching Documentation</p> <p>New Teacher Orientation Checklist</p> <p>Pre-Service Agendas</p> <p>Mindset PowerPoint from Staff Meeting</p> <p>Staff Meeting Agendas</p> <p>Hmong Professional Development Agenda</p> <p>Secondary Principals’ Meeting Agenda</p> <p>Para-Educator Job Description</p> <p>Para-Educator Professional Development Materials</p>
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A4.c Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

The master schedule is a year long process to ensure that appropriate courses are being offered to the students at Franklin High School. During the fall, the department chairs are given a timeline for determining the course offerings for the following school year. The staff can request the additional of new courses or the removal of old courses offered in the EGUSD course catalog. These proposals are sent to administration for review to help determine if the course will be placed on the Franklin course selection form. Based on the student enrollment and course requests, the necessary numbers of sections are created for the following school year. The modified block schedule which allows for students to take two additional courses throughout the school year. This allows us to offer courses for enrichment or support from year to year. As a result, Franklin offers 24 AP courses and has recruited teachers to teach a wide variety of elective courses that push students to pursue certifications and advanced experience in many subject and interest areas: stained glass, dance, advanced theater, advanced art, advanced CAD, engineering, and computer courses. The staff also has specifically placed highly qualified teachers to teach the intervention courses that can be offered at the school site. EL courses, repeat courses, and CAHSEE support classes, for instance, are all taught by highly qualified teachers in their subject area. Franklin also allows release periods for the activities director and athletic director to manage the leadership courses and hundreds of student athletes at the school site.

The Advanced Placement Literature and Composition Preparation mini-course offers students an opportunity to take a class which will help ensure their success in taking the Advanced Placement English Literature and Composition Exam, administered nationally in May. This “test-prep” course engages college-bound seniors in the careful reading and critical analysis of classic and contemporary American and British literature. Because of this level of rigorous assessment, the staffing of the course demands that instructors have been appropriately and regularly trained by the CollegeBoard through various summer institutes and other professional development opportunities.

The Business Department develops and assigns courses to staff members who have experience, training and/or interest in the specialty area. Courses are not merely “rotated” throughout the staff and teachers are encouraged to develop new courses (especially mini-courses) that match students’ interest with teacher expertise. For example, Mr. Akuna holds a credential in

Master Schedule Timeline

AP Literature and Composition
Support Class Syllabus
AP Training Certificate

<p>Introductory Art which enhances his work in the courses he is assigned including Web Design block class, 3D Game Simulation mini-course, and Web Animation mini-course. Likewise, Mrs. DeHerrera is credentialed in Business, Home Economics and Economics which allows her to maximize student learning in the courses she instructs including Business Finance block, General Business block and Fashion Marketing mini-course. In addition, many teachers in the Business Department bring expertise from experience in the industry sector into the classroom. Mrs. Hubbard, who instructs the Business Finance, Personal Finance, General Business, and Marketing courses, worked in the private sector as a marketing director and franchise owner prior to entering her second career in education. Mr. Retherford co-owned an internet business and brought that expertise to the students in a new internet mini-course this year.</p>	<p>Resume Examples Credentialing Documentation</p>
<p><u>A4.d Defining and Understanding Practices/Relationships</u> <i>Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</i></p> <p>All new staff members at Franklin High are provided with a student/schoolwide handbook, the same handbook provided since 2007, that clearly outlines administrative responsibilities and contacts; school policies regarding operations, discipline, and evaluation; and contact information for both certificated and classified staff members. In addition, the handbook provides templates for club advisors regarding fund-raising, field trip permission slips, and emergency forms.</p> <p>The staff also receives an administrative duties chart at the beginning of each year. This chart outlines which administrator supervises the different departments, programs, and activities on the school site. The department chairs meet monthly at “Leadership” meetings to discuss relevant topics to communicate back to the various departments.</p> <p>Every “late-start” Wednesday at Franklin High School starts an hour later to provide opportunities for entire faculty meetings, professional development, department meetings, grade level meetings, subject level meetings, and 7-12 articulation. Every Monday the staff receives a principal update page which is entitled “Mike’s Memo” or M&M. The update includes important events for the week that could affect students or classroom activities, and it also highlights important past or future events. Prior to the school year, the staff receives a newsletter outlining the pre-service and early school year events. The student handbook, which all teachers receive, includes the discipline chart, media opt-out forms, dance permission forms, and other policies and procedures at the school site. Furthermore, during the pre-service days, the staff is informed</p>	<p>Student/Schoolwide Handbook</p> <p>Administrative Duty Chart Meeting Schedule Mike’s Memo</p>

<p>on the current direction of the district and school site. The pre-service days include data analysis and professional development on teaching strategies and current educational research.</p>	
<p><u>A4.e Internal Communication and Planning</u></p> <p><i>Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.</i></p> <p>The internal communication at Franklin high School includes a variety of methods to ensure the staff is receiving the most current information. School leadership meetings involve all of the department chairs who meet once a month to discuss topics of concern and information that can be shared at department meetings. The administrative team—the activities director, athletic director, head counselor, principal’s secretary, principal, and all vice principals—meets once a week to discuss the upcoming events on campus and to debrief about new information or past events. Once a month, as a whole staff or in small groups, the staff discusses information and participates in professional development as a school. Franklin has also subscribed to SchoolLoop, which has become the primary source of communication between teachers, students, and parents/guardians. Almost all teachers use the program to post and update homework, quizzes and tests, and grades for every student in the class. Parents and students can log on to their account to monitor grades and assignments, to receive communication from the counseling and administrative staff, and to send a direct email to teachers.</p> <p>Uniform complaint procedures are available to the staff on the district website or on the district data-base system. There are multiple union representatives on the school site who handle site level conflicts as well as district-wide EGEA updates.</p>	<p>Leadership Agendas</p> <p>Administrative Agendas</p>
<p><u>A4.f Staff Actions/Accountability to Support Learning</u></p> <p><i>Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used in implementation.</i></p> <p>With the recent change in leadership, we have also instituted a change of format for our monthly staff meetings. The new meetings are broken into three 20 minute segments or two 30 minutes segments. One segment is informative and at least one other segment is devoted to professional development. The major change, however, is that our large staff of over 150 teachers was divided into three smaller teams that each remain in one room as the presenters rotate. Though just initiated beginning in February of 2012, the new format, according to staff survey results, has been widely supported and will continue to</p>	<p>Old and New Staff Meeting Agendas and Sign-in Sheets</p> <p>Excerpt “Teaching Critical Thinking Skills”</p> <p>LRD and GRR Lesson Materials</p>

<p>be refined throughout the coming years.</p> <p>The Franklin High Leadership team meets monthly to evaluate the effectiveness, processes and procedures of the school. Team members represent their departments and collaborate to ensure ongoing school improvement and student learning. The Leadership team reviews achievement data and determines the necessary action for ongoing improvement. Collegial strategies such as teacher-led professional development, developing a mentor program for foster students and at-risk students, and peer observations are developed and evaluated in the Leadership meetings.</p> <p>The staff also has a new teacher orientation at the beginning of the school year and new teacher meetings once a term, allowing administration to check in with the new teachers, answer questions, and provide quick tutorials on unfamiliar systems and procedures.</p> <p>The Franklin HS administration has conducted several book studies in the last year. The Administration team completed a chapter by chapter analysis of both <u>Teach like a Champion</u> and <u>Instructional Rounds</u>. These book studies included team-calibrated “walk-throughs” with several areas of focus: “what are students doing” and “student engagement-what does that look like.”</p> <p>Several Peer Observation days are scheduled each year, days on which can observe their colleagues in the classroom. New teachers can request coverage from administration to do several observations. All teachers were requested to leave a positive feedback form for the observed teacher. For the 2011-12 school year, peer observations were conducted in November and teachers were strongly encouraged to participate. Substitutes were provided for teachers who wanted to see a particular teacher teach a specific class. For the 2012-13 school year, the process was slightly modified with a new form and a two-week window in which teachers can arrange for substitutes and reciprocal observation.</p>	<p>Leadership Meeting Agendas</p> <p>New Teacher Orientation</p> <p>VP/Principal: Book-Study Agendas</p> <p>Peer Observation Template</p>
<p><u>A4.g Evaluation of Existing Processes</u></p> <p><i>Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.</i></p> <p>Members of the administration staff conduct regular formal evaluations and frequent “walk-through” evaluations to provide teachers with feedback to help ensure student learning. In 2012, the administration team went through a formal norming process in order to ensure that evaluation and feedback was</p>	<p>Formal Evaluation Packet</p> <p>Walk-through Evaluation Feedback Form</p>

<p>Professional Development team will meet regularly to plan professional learning for teachers during staff collaboration time and after-school; all PL addresses the school’s critical areas of need.</p>	
<p>A5. Leadership and Staff To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?</p>	
<p>A5. 2011-2012 Findings</p>	<p>A5. 2011-2012 Evidence</p>
<p><u>A5.a Support of Professional Development</u></p> <p>Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.</p> <p>To support our efforts to improve our Career-Technical Education(CTE) programs (CAN #2), a team of Franklin teachers and administrators attended the 2012 California Career Pathways Consortium and California Partnership Academies “Pathways to Success” conference. The CTE framework is now part of our professional development program, as we continue to implement the framework across the curriculum.</p> <p>The Franklin counseling team and a few teachers are participating in the Educator “Externship” program to address the need for Career Technical Education (CTE) courses and pathways for students who see a career as a viable alternative to a direct college pathway.</p> <p>During the 2012-2013 school year, the Mac lab switched to Adobe software for video production and animation classes. Using STEM Academy/California Partnership Academy funds, staff member Brad Clark attended summer training on the use of the new industry-aligned software.</p> <p>During the 2011-2012 school year, we began a new “learn/apply/share” professional development model. During each staff meeting, staff members are introduced to a new strategy designed to address one or more of the Critical Areas of Need. In subsequent staff meetings, a small group of teachers who applied that strategy share how they used it in their classrooms and how it helped students achieve. This allows teachers to see application of new strategies in a variety of subject areas. For example, after learning about the Listen/Read/Discuss critical reading strategy in the March and April 2012 staff meetings, photography teacher Mike Hayes used the strategy to help students process their reading about the use of holograms and descriptive cameras.</p> <p>The school’s AVID team and counselors attended the AVID Summer Institute in 2012 to continue to strengthen the</p>	<p>2012 California Career Pathways Consortium and California Partnership Academies “Pathways to Success” conference booklet</p> <p>CTE Site Professional Development Materials</p> <p>Agenda and Explanation of 2012 Education Partner Information Packet from Sacramento-Yolo Career Technical Education Partnership</p> <p>Adobe After Effects Software Training Course Description</p> <p>Staff Meeting Agenda and LRD Photography Lesson Handout</p> <p>Summer Institute Flyer</p>

<p>effectiveness of the AVID program as it addresses the needs of underrepresented college bound students, which directly correlates to one of our identified Critical Areas of Need.</p> <p>The instructor for our students with emotional disturbance (ED) meets monthly with a district-wide group that focuses on the academic and behavioral needs, keeping all programs in sync with state, district, and site standards.</p> <p>For the past three years, EGUSD has received money through the “Teaching American History Grant, <i>The American Citizen: A Study of Liberty and Rights.</i>” Several Franklin social science teachers have participated and continue to participate in professional lectures and book-study groups. All of this preparation enhances teacher understanding of state standards and the nuances of American history.</p> <p>General Science, our introductory Science level, was granted a release day to collaborate and align their curriculum throughout the team. As a result, the team developed a binder of resources, common assessments, and collaborative assessments all designed to enhance the students’ achievement of state standards.</p> <p>The late-start Wednesday schedule and additional summer professional development funding allows the Algebra I team to meet regularly throughout the school year and during the summer to share and implement professional learning (including the M3 training) in order to improve student achievement.</p> <p>To improve the professional development on campus, Franklin has designated FTE release for Jennifer Laflam, who has earned her master’s degree in education with an emphasis in writing/reading strategies. Ms. Laflam has helped plan the pre-service days by attending district training on the Gradual Release of Responsibility and then presenting the information with a team of teachers during pre-service days. She has also been instrumental in the follow up of the presentation in the September staff meeting during a break-out session with the staff on the implementation of the strategies they have used. She also works closely with the departments to help transition reading and writing strategies in the non-English departments as the campus prepares for the common core.</p> <p>For the 2012-13 school year the campus has been allocated comprehensive education funds based on the school’s demographics. The money has been allocated toward two areas: helping assist the lower performing sub-groups on the campus and providing professional development for the staff to implement the common core standards for the upcoming school years. The staff has requested release days and workshop trainings at UC Davis and through the District office. The District has scheduled multiple trainings throughout the year to help</p>	<p>Meeting agenda</p> <p>Book Study Description and Workshop Packets</p> <p>Release Day Agenda Resource Binder</p> <p>Algebra I summer meeting agenda</p> <p>Staff Meeting Agendas</p> <p>Delivery Model</p>
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<p>with this implementation, and instructional coaches in the core areas keep the school site current on research and information regarding common core expectations.</p> <p>Two general education, one special education teacher, and a bilingual special education para-professional attended the state conference of the California Association of Bilingual Education in March of 2012. In addition, two special education teachers attended the California State Conference for Agriculture in the Classroom.</p>	<p>CABE Materials</p>
<p><u>A5.b Supervision and Evaluation</u></p> <p><i>Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</i></p> <p>At the beginning of each school year, every temporary, probationary, and tenured teacher to be evaluated that year receives a certificated supervision and evaluation packet. A formal evaluation consists of a preconference, a formal evaluation, and a post conference. The administrator then completes the evaluation write up that address the six areas of the California Standards for the Teaching profession.</p> <p>To more carefully calibrate the supervision process, the principal and vice principals challenge each other to complete ten walk through evaluations each week. The administrators discuss their progress with this challenge and discuss what they are observing in classrooms during their weekly meetings. A carbon-copy of the walk-through feedback is provided to teachers within a week of the walk-through</p>	<p>Certificated Evaluation Packet</p>
<p><u>A5.c Measurable Effect of Professional Development</u></p> <p><i>Indicator: There are effective operating processes that determine the measurable effect of professional development on student performance.</i></p> <p>Franklin High School reviews the effectiveness of professional development in a variety of ways. The SISWEB program allows teachers to view reports by class and subject area. The teachers can view how their class performed the previous year on the CST, CAHSEE, and CELDT, and they can view their current class by strand and cluster to observe strengths and weaknesses.</p> <p>Different departments participate in release days to establish goals and expectations for the upcoming school year. The departments have agendas that establish goals and objectives of the meeting to help address the critical areas of need for each subject area. For the 2012-13 school year, a majority of this release time is dedicated to modifying the pacing guides and assessments to mirror the expectations of the common core standards.</p>	<p>SISWEB Reporting Screen</p> <p>Release Days Agenda</p>

<p><u>A5.d Critical Areas of Need</u> Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</p> <p>During collaboration time, teachers analyze student-achievement data, and all staff members have the opportunity to participate in after-school book studies about current educational research. As described in the Action Plan, staff members will serve on the school's Professional Development team and will plan and implement research-based professional learning opportunities for the faculty.</p>	
<p>A6. Resources To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?</p>	
<p>A6. 2011-2012 Findings</p>	<p>A6. 2011-2012 Evidence</p>
<p><u>A6.a Allocation Decisions</u> Indicator: There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.</p> <p>Staff, Student, Alumni, and Community Surveys were administered to establish strengths and weaknesses of the school site. The surveys helped the school determine the critical areas of need, as well as prioritized strengths and growth areas. The staff and community also prioritized, in focus groups, the direct correlation between the Critical Areas of Need and ESLR's with the district and school mission and vision.</p> <p>Six Franklin staff members also serve as members of district steering committees for their subject areas. Representatives from the English, Social Science, Mathematics, Science, World Language and Health departments attend meetings throughout the year and work with district staff to make curriculum and resource allocations decisions. They also receive professional development and materials to share with their respective departments in order to improve student achievement.</p>	<p>Surveys</p> <p>Steering Committee Agendas and Materials</p>

A6.d Instructional Materials and Equipment

Indicator: The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

In 2009 the STEM program was awarded a three year California Partnership Academy grant from the California Department of Education. The grant, totaling \$179,000, has been used to support the STEM program beyond the available district funds. The grant provides funds for field trips, equipment, books, supplies, professional development, and a release period for the STEM coordinator. All of this would not have been possible with only district allocated funds. STEM has been a mostly self-sustaining entity on campus since its inception.

The GREEN Academy also provides matching California Partnership Academy funds to supplement district allocations. These additional funds supplement the district's funds that, according to the agreements, must be used directly for student support and materials.

The Elk Grove Unified School District and the Sacramento Public Library established a partnership to create a joint use library that would serve students as well as the public at large. As a result of that partnership, the library at Franklin High School is a public library as well as a school library. Students at Franklin High School have access to all printed materials and databases that are a part of the Sacramento Public Library system, from which students are able to request and acquire printed materials from any of the over 30 branches in the system. In addition to printed materials, students also have access to the 40 databases purchased and maintained by the Sacramento Public Library system. Franklin students enjoy extended library hours, until 6pm two nights a week and until 8pm two nights each week. The library is also open on Saturdays.

Procedures for acquiring and maintaining textbooks are effective. Schedules for textbook distribution are prepared by the school librarian and e-mailed to staff so that the distribution process is organized and timely (sample of schedule attached). Prior to each term, the school librarian conducts an analysis to ensure that the site has enough textbooks for students enrolled. If the site is short textbooks, there are effective procedures to acquire the needed instructional materials. The librarian contacts sister high schools and district textbook personnel to ensure that the needed items are delivered to the site as soon as possible. At the end of each nine week term, a schedule is created by the librarian and emailed to staff so textbooks are returned for distribution to students enrolled in the following term. A process is in place for seniors to return all textbooks and

California Partnership Academy
Proposed Budget

District Letter to California
Partnership Academies

Library Hours and Tools Available

Textbook Check Out Schedule
Senior PowerPoint Slides

<p>clear their library textbook accounts before graduating. A presentation is prepared for all seniors to see during an Advisory class (see attached Power Point Presentation). Computers, textbooks and software are available to support student achievement of proficiency of academic standards.</p>	
<p><u>A6.e Well-Qualified Staff</u></p> <p><i>Indicator: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.</i></p> <p>Professional development is provided based on student performance and school needs. The English department collaborated on a Franklin Areas Regional Team (FRAT) to develop and implement writing strategies based on the CST scores. In 2011 departments established SMART goals to target specific learning outcomes for all students. Currently the Social Science, and English departments are receiving district support/training for the Common Core. Teachers are offered paid release days for training and collaboration.</p> <p>The Franklin High School Strategies Department regularly meets during collaboration time and released days to analyze student data, develop common teaching practices, and develop common IEP documentation and practices. At least three times per school year, the Strategies Department meets with Special Education teachers from the feeder middle school, Toby Johnson, to discuss student needs, teaching practices, and para-educator support for students. The professional development and collaboration time provided to the Strategies Department ensures that students are able to attain the ESLR “Franklin students will become independent, reflective learners who achieve academic goals through rigorous, challenging courses” by providing students with special needs the support they need to access general education (CAN #1).</p>	<p>FRAT Agendas SMART Goals</p> <p>Strategies Release Time Agenda</p>
<p><u>A6.f Long-Range Planning</u></p> <p><i>Indicator: The district and school’s processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.</i></p> <p>The secondary division of Elk Grove Unified School district has established the following focus areas for all middle and high schools: accountability for student learning and college/career readiness, culturally responsive schools, and professional learning communities. Franklin’s single-school plan, known within the district as the Plan to Achieve Bold Goals, addresses each one of these focus areas, and the plan allocates funds to</p>	

provide staff members with time and resources to attain the goals established in these areas. The plan includes information about student progress and specific goals for improving the academic achievement of all students, including students represented by the academic achievement gap. Furthermore, Franklin's PTABG is developed by the administrative team and teacher leaders and is presented to the School Site Council. The council approves the plan and is responsible for monitoring its implementation throughout the school year.

WASC Category A
Organization: Vision and Purpose, Governance, Leadership and Staff,
and Resources

Strengths and Prioritized Growth Areas

Strengths	
Strength 1	Franklin uses pre-service days, staff meetings, and articulation with Toby Johnson Middle School to provide consistent professional development that emphasizes improved student learning and academic achievement.
Strength 2	Franklin includes all stakeholders in the decision-making process whenever possible.
Strength 3	The full staff and representatives of all stakeholder groups were included in the discussion and development of both the ESLRs and the mission statement.
Strength 4	Franklin has continued to revise and implement the school's "Plan to Achieve Bold Goals" through the site leadership team, site stakeholder groups (e.g., CAT Advisory and Site Council), and the district's secondary office of education.
Strength 5	Franklin has maintained collaboration within the Franklin Region, especially Toby Johnson Middle School.

Prioritized Growth Areas	
Growth Area 1	Decrease the ratio of students to teachers across all curricular areas.
Growth Area 2	Foster a more equitable environment by continuing to address both the achievement gap and disproportionate discipline rates.
Growth Area 3	Increase availability of computers to students.
Growth Area 4	ESLRs, Common Core, CTE standards, and EDLRs should play a larger role in the delivery of school-wide programs.
Growth Area 5	Improve connections between the FHS mission and daily operations, procedures, and practices.
Growth Area 6	Continue to improve school-wide communication with stakeholders through SchoolLoop, the school website, Advisory, and other avenues.
Growth Area 7	Improve administrative staff communication and about the role of the school's governing board, organizational systems, policies, and practices.



Criteria B

Standards-based Student Learning:
Curriculum



Chapter IV: Category B
Standards-Based Student Learning: Curriculum

Focus Group Leaders

Patrick Forbes	Social Science
Zachary Manzanetti	English

Focus Group Members

Paul Akuna	Business
Alana Almas	World Language
Will Baer	Social Science
Dawniell Black	Social Science
Dawniell Daley	Strategies Para-Professional
Linda Davenport	Strategies Para-Professional
Jo Davie	Office Assistant
Drew Fernandes	Student
Ric Gatejen	Science
Rick Green	Math
Bindy Grewal	Parent
Cherish Hardy	Student
Coleeen Hogge	VAPA
Emily Hudson	Science
Lee Isaac	Math
Harish Jain	Parent
Valerie Jillson	English
Robert Junn	English
Marlin Knock	Math
April Lemieux	Strategies
Joanne Lew	Head Librarian
Krista Lopez	Student
Emily Martin	Student
Amber McDowell	Science
Denise Mow	Strategies Para-Professional
Jessica Mow	Student
Michelle Newell	Math
Dave Nickerson	Vice Principal
Brian Prah	Physical Education
Ranjeet Randhawa	Strategies Para-Professional
Lisa Sandoval	VAPA
Alexis Sakaris	Student
Barbara Schuh	Instructional Coach
Julie Slick	World Language
Deidre Sparrow	Counseling
Wayne To	Social Science
Jason Vandepol	P.E.
William Walker	Industrial Technology
Trace Widler	Science

A Note on the Process

Some indicators are divided into “Spring 2012” and “Fall 2012” sections. We conducted a brief snapshot in the spring and a more thorough analysis in the fall. In addition, from the outset we were committed to involving as many of the stakeholders as possible in the process; therefore, our chapter four results, whether from the spring or fall of 2012, reflect the voices of every department, every certificated staff member, many classified personnel, and our student WASC team. In most cases, the writing is directly transcribed from stakeholders’ explanations with only minor editing and condensing, an authenticity of which we are proud.

Finally, rather than compiling all explanations and evidence under the broader criteria, we decided to leave in place the more specific FOL indicators to demonstrate the breadth of our analysis. Had we provided evidence from every department for every indicator, the quite extensive section you have before you would have perhaps doubled in size. However, within each criterion all departments are represented, with most appearing multiple times.

B1. Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

B1. 2011-12 Findings

B1. 2011-2012 Evidence

B1.a Current Educational Research and Thinking

Indicator: *The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

The district’s Curriculum and Professional Learning department, headed by Director Anne Zeman, determines the focus of district-wide professional development through a variety of delivery methods. The primary focus right now is implementation of the Common Core State Standards, and Franklin teachers have participated in CCSS training throughout this school year. In addition, Franklin members of the district’s Trainer of Trainers (TOT) team have provided professional development on Gradual Release of Responsibility (GRR) in order to promote effective classroom instruction and student engagement.

During the summer of 2012, several mathematics teachers from EGUSD representing elementary through high school attended the Project Making Math Meaningful (M3)program. These included the many members of the Algebra 1 cluster. The professional development program encourages individual and collective responsibility for the student outcomes in order to achieve long-term success. This program also strategically aligns professional development at the district and school level including supporting classroom practice, alignment of school improvement goals and school level collaboration.

The program, developed with and delivered through university mathematicians and others with content expertise, is a link between content-focused professional development for teachers and improved student outcomes. M3 provides effective, high-level curriculum based on research-based mathematics curriculum that focuses on both mathematical content and processes, combines acceleration and enrichment practices, address the range and diversity of students’ mathematical talents through differentiation, and encourages students to process mathematics in ways similar to those of “practicing professionals.” The evidence attached include the rationale for developing the EGUSD Math Plan 2011-2012 which shows the key shifts to focus on for our classroom, Marzano’s teaching strategies that have a positive effect on student learning, and CCSS: Standards for Mathematical Practice. The program is on-going and attached is an email for the third planning meeting for the district which will be attended by those who are participants in the program. Also attached are notes, classwork, warm-

Curriculum/Professional Learning Newsletter
Gradual Release of Responsibility Training Handout

Algebra I M3 Program Strategies
M3 Workshop material and schedule
EGUSD Math Plan Rationale
Marzano’s teaching strategies
CCSS: Standards for Mathematical Practice.
Notes, classwork, warm-ups, and student work using the techniques and strategies (“best practices”) in the teaching of CA state standards for Algebra 1

<p>ups, and student work using the techniques and strategies (“best practices”) in the teaching of CA state standards for Algebra 1.</p> <p>The Franklin High School’s math department regularly articulates/collaborates with its feeder schools to vertically align the M3 program. To accomplish this, the FRAT program (Franklin Regional Articulation Team) articulates and collaborates with the Franklin High School feeder Elementary and Middle school Math programs. The goal and objective of the program is to have the following grades (4-Algebra 1 teachers) come together to articulate the current language, instructional practices, and assessments used in relation to Fractions and Rational Expression’s strand by reviewing common core standards. Using this information, teachers will have the opportunity to develop and share common vertical practices, common language, and common instructional strategies to take back to their peers to improve instruction for all students (CAN #1).</p> <p>Four members of the science department (each teaching a different subject) went to a conference at the Monterey Bay Aquarium, Connecting with Marine Science Teacher Institute (CMSI). The focus of the conference was to explore teaching methods that look at reading and writing in science and inquiry based lab activities. The following California State standards were addressed:</p> <p>LAB: The Power of pH</p> <ul style="list-style-type: none"> • Biology 6b,d • Chemistry 2a; 3a, c; 5b, d, f, g; 6d; 9b, c • Earth Sciences 6a, c; 7a, b • I & E 1a, k, l <p>LAB: Rate Your Plate</p> <ul style="list-style-type: none"> • Biology 6a, b, c, d; 8b • Earth Sciences 5d • I & E 1c, d, g, l, m <p>More importantly, a significant portion of the conference dealt with scientific reading, writing and thinking skills or inquiry-based labs. This applies directly to teaching the new Common Core Standards. The information we received is also useful for teaching all types of learners including special needs and ELL students, and teaching all science subjects (CAN #1 and #3). The information also dealt with teaching inquiry based labs which require students to think critically and analyze data (ESLR).</p> <p>The counseling department caseloads are assigned by advisory classes so we can disseminate the most current academic and career information to our students. In 9th grade the students take a Career-Course Planner assessment. In 10th grade students work with a Career Planning and Educational Choices booklet in which they answer questions and read about career options available to them (EDLR). In 11th grade, students learn about the SAT/ACT tests and how to register for them and complete a Pre-College Calendar and Checklist. In 12th grade, students review final testing dates for college, application procedures, and the current Fall</p>	<p>M3 Program and FRAT Program Agendas and Materials</p> <p>Monterey Bay Aquarium Connecting with Marine Science Institute Training Materials</p> <p>9-12 Grade Advisory Curriculum Sample</p>
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<p>Freshman Admission rates. As FAFSA deadlines arise, students are educated about changing or continuing policies to ensure that they apply for aid in a timely and informed manner.</p> <p>Because California is a national leader in the development of rigorous, comprehensive standards as the foundation for educational programs, the staff of the Business/Technology Department are pleased to provide these curriculum standards for career technical education (CTE). They integrate California’s rigorous academic content standards with industry-specific knowledge and skills to prepare students both for direct entry into California’s vibrant industry sectors and for postsecondary education. The CTE standards are the collaborative effort of secondary and postsecondary educators, representatives from industry and key educational organizations, legislators, students, and families. (CTE Model Curriculum Standards)</p> <p>Students in our Computer Technology Strand have access to hundreds of assignments and projects through our Department website. Students can make choices about the technology operations and concepts that they are most interested in and work at their own pace to complete digital media projects. Students who complete the advanced computer standards are eligible to earn industry certifications from industry experts like Microsoft, Adobe, and A+ Networking. These students are also meeting the Career Technology Education (CTE) standards and receive skills sheets with industry certificates of completion that they may take to prospective employers and prove their expertise in a given technology area. (CAN#2) Students are encouraged to employ creativity and innovation in the products that they create utilizing technology. Several of the projects (INT2, Web Design, Alice Programming) require students to communicate and collaborate with others to publish a variety of digital media. Students employ research techniques using digital tools to gather, evaluate and use information (CT-8, INT-8, CT-3, CT-6, Web Development, Alice Programming). In the process of evaluating information gathered in research on the Internet, students develop an understanding of Digital Citizenship and the issues of legal and ethical behavior in cyber-space (ESLR/EDLR). By utilizing the variety of applications available in our technology labs students will become critical thinking, problem solving and decision-making experts (ESLR).</p> <p>The English 9, English 11 Honors, and English 12 teams all implement Dr. Kate Kinsella’s explicit vocabulary instruction curriculum. Honors 11 places a heavy emphasis on vocabulary instruction, designing daily mini-lessons that target words found in the literature students are currently reading. The curriculum includes focused daily warm-ups that include two words used in context, their definitions, connotations, root words, and associations. The vocabulary is integrated throughout classroom discussion, group work and homework assignments. The vocabulary paragraph assignment allows students to write precisely as they develop a strong voice (EDLR) and become independent learners who achieve their goals through the rigorous, challenging academic coursework in English 11</p>	<p>National Educational Technology Standards and Performance Indicators for Teachers</p> <p>Business/Technology Website</p> <p>Kinsella-Style Vocabulary Instruction Models/English 11 Honors</p>
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<p>teachers of freshmen can discuss what it means to have a “growth mindset,” creating cohesion across all content areas (CAN #3) This cross-curricular and departmental cohesion is mirrored in the researched-based strategies that the entire staff received in the staff meeting last year (see PowerPoint #1).</p> <p>As mentioned before, Strategies English students were not excluded from this current educational research. The Strategies English teachers employed the Gradual Release of Responsibility (GRR) teaching format to deliver the Growth Mindset curriculum (CAN #1). The “Growth Mindset” lesson was taught in the first week of school to all students in Strategies English classes in conjunction with all other English classes in the school. The lesson not only teaches our students how the brain works, but it also helps develop a mindset in our students that allows for personal growth and knowledge expansion. This is a lesson from which all of our students can benefit and learn, especially our lowest performing sub-groups (CAN #1).</p> <p>In addition to recently earning a Masters in Theatre Arts with an emphasis in Production and Design, our Theater instructor incorporates knowledge of growth mindset as it relates to scene work and monologues. With knowledge of a Growth Mindset, students demonstrate autonomous problem-solving skills through the timely completion of creative projects such as the monologue and the duo scene assignments that are based on challenging critical thinking skills (ESLR).</p> <p>Students develop self-confidence through persistence in studio work or the rehearsal process (EDLR), culminating in final performances at the end of the first term such as for Theatre 1 the rehearsed group improvisation, for Advanced Theatre, the one act play-original piece; and the one act competition piece for Honors Advanced Theatre.</p> <p>Franklin Social Science teachers use a variety of current strategies to enable students to effectively analyze primary and secondary sources, and to use them to understand content material as well as to support thesis and arguments in essays. College Board strategies (SOAPS and APPARTS) presented at summer workshops, district training, etc. are used by both AP and CP teachers in the department. The APPARTS strategy helps students analyze two primary source documents and practice making inferences based on either facts or indications. In later lessons students will be instructed in using the analysis to provide arguments and evidence for answering a Document Based Question style prompt. The strategy will be used throughout the year as a tool in handling rigorous content material in a sophisticated and intelligent way (ESLR). All the student work (high/med/low) included the basic information provided by the primary source documents, but distinguished the high level work from the med/low was the more sophisticated response to prompts. The questions and inferences drawn by the students also differed in their levels of historical understanding.</p> <p>Franklin High School Social Science teachers use a wide-range of reading and writing strategies to ensure student learning and access to content</p>	<p>Curriculum for English 9 Growth Mindset Unit as implemented in Strategies English 9 classes</p> <p>Examples of Implementation of Research on Mindset, Rehearsal Strategies, Directing, and Technical Theater</p> <p>Primary Source Analysis Strategy (APPARTS – Colonial Regions Development)</p>
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<p>material. Through district workshops (Teaching American History grant programs, Saturday Seminars, school-wide staff development workshops, college extension programs, College Board summer and weekend workshops) the members of the department have collected and implemented a number of these learning strategies. The strategies include many of Kate Kinsella reading lessons, College Board designed strategies, and many more. The strategy highlighted in the evidence provided are the Listen-Read-Discuss (L-R-D Manzo & Casale) reading strategy. The LRD (Learn Read Discuss) strategy was presented as a Reading Strategy for professional development to our entire teaching staff in February 2012. As a follow up to the professional development in April of 2012, LRD was presented to the entire teaching staff. The staff was provided with a number of examples of how to use the LRD strategy in various subject areas to include Science, Social Science, English & Math (CAN#3). In social science, LRD enables students to access the content material from the reading, but it especially helps reluctant learners, language developing and strategies students (CAN #1). Through a large- group discussion and assessment of the focus questions it was obvious that high, medium and low examples of work all show understanding about the basics of the material detailed in the article and all were able to predict possible consequences of the actions described in the article. The strategy enabled all learners’ deeper content understanding and their genuine interest in the topic as demonstrated by the focus questions answers and the large group discussion that followed. (ESLR,EDLR,CAN #1)</p> <p>The Biology team now uses the LRD strategy to introduce the inquiry based “Protein Synthesis Lab” (EDLR). This lab allows students to demonstrate their learning of Biology curriculum Standard three by learning the process of protein synthesis through a simulation. Students must think critically, analyze the information presented using analogies in the lab to relate to the real processes in the cell (ESLR). Students are presented with a preview of key vocabulary, the key analogies in the lab, the lab overview and focus before reading the text of the lab. Implementing this new strategy allows the students to access the Scientific text of the lab with more confidence and thus be more successful in completing the lab and lab analysis (CAN #1 and #3/EDLR).</p>	<p>LRD (Listen-Read-Discuss) Reading Strategy Current Event Assignment <i>American Foreign Policy</i></p>
<p>The VAPA Department, specifically Photography, implements LRD when reading articles about various photographers and their work. In the <u>Is It Real</u> assignment, students were assigned to read a very topical article about Tupac Shakur’s 3-D appearance and “duet” at a concert (Performing Arts Curriculum Standard CS 7/CAN #3/EDLR).</p>	<p>LRD (Listen-Read-Discuss) Reading Strategy Science Lesson</p>
<p>For the Prescription Drug Article assignment, Health teachers combined both the “Talking to the Text” and “Gradual Release of Responsibility or GRR” research-based teaching and reading strategies (CAN #1 and #3). These strategies both enable students to access the curriculum more efficiently. As students have the opportunity to work in cooperative groups (ESLR), they explore the dangers of prescription drugs, which empowers them to make positive choices to enhance their own health and well-being (EDLR).</p>	<p>LRD (Listen-Read-Discuss) Reading Strategy Photography Lesson</p> <p>“Talking to the Text” Reading Strategy/Health</p>

<p>Members of the World Language Department also use current educational research to guide their instructional program. Their teaching strategies align with those of experts in the field (Stephen Krashen, American Council on the Teaching of Foreign Languages). Creating a classroom environment in which the students are immersed in the target language lowers the students' affective filter, allowing for increased communication. Daily lesson plans demonstrate the communicative approach to second language acquisition. In addition, as all instruction is conducted in the target language, students are required to accomplish tasks in the target language- oral, aural, through writing and reading. Our research-based instructional strategies provide for a world language program that is meaningful and successful for all students (CAN #1).</p>	<p>Krashen Instructional Strategies Examples American Council on the Teaching of Foreign Languages Instructional Strategies Examples</p>
<p><u>B1.b Academic Standards for Each Area</u></p> <p><i>Indicator: The school has defined academic standards for each subject area, course, and/or program.</i></p> <p>While all Franklin core programs have always been standards-based, a major shift is occurring now as we transition into full implementation of the new Common Core State Standards. The district Curriculum and Professional Learning department is providing extensive training and support for teachers, and many Franklin teachers and teams have begun early implementation of the new standards this year.</p> <p>Every subject area on Franklin's campus has defined academic standards, whether self-created or state-defined; however, survey results indicate staff members see a disparity between the rigor and expectations of AP and Honors courses and the more numerous College Preparatory courses. The primary difference they noted was that CP courses seem to emphasize much more recall skills; whereas, AP and Honors courses devote much more time to synthesis and analytical skills. All teachers noted a need for more CTE across disciplines and not just in the STEM program.</p> <p>Examples from many departments demonstrate their adherence to academic standards. The AB Calculus class, for example, plans the entire 9 week term based upon the standards for AB Calculus. Additional examples from mathematics include sample Standards Quizzes. According to the analysis of the teachers who submitted the sample, the standards quizzes are a wonderful teaching and re-teaching tool if the student is industrious enough to follow up and ask for help with particular standards or if the teacher himself analyzes the student weaknesses and follows up with revised instruction.</p> <p>Furthermore, the instructions for writing assignments in English are directly related to the state standards for both writing and reading especially as it relates to the literary analysis. For example, Honors English 9 students analyze the use of figurative and connotative language as they study <i>The Red Badge of Courage</i>.</p> <p>The curriculum of the Industrial Technology department clearly meets the full expectations for this criterion, as it is directly linked to CTE. In</p>	<p>EGUSD Common Core State Standards Blog</p> <p>English 9-12 Standards-at-a-Glance</p> <p>Full English 9-10 Language Arts Standards</p> <p>Honors English 11 and AP Literature and Composition course syllabi</p> <p>AB Calculus term plan</p> <p>Student work sample: Mathematics standards quizzes</p> <p>Literary Response Essay Student work sample: English "<i>Red Badge of Courage</i>"</p>

<p>addition, the classroom curriculum crosses disciplinary lines as students must also employ many skills—math computation, expository reading, basic geometry— to successfully complete each unit.</p> <p>Physical Education, too, follows closely the state standards for their discipline. As an entire group, many separate classes convene at the beginning of most periods for P-90-X, a core strengthening program that is directly tied to the overall fitness and nutrition goals and expectations for physical education. Furthermore, all students are required to improve their times in both Pacers and the Mile. When the larger group breaks into smaller, sport-based units, the P.E. department continues to implement a standards-based curriculum to teach the rules, techniques, and skills necessary for success in the sport.</p> <p>The standards, and assignments that the Business Department staff have created, based primarily on the International Society for Technology in Education (ISTE) exemplify the use of current educational research related to business. Students in Franklin’s Computer Technology Strand have access to hundreds of assignments and projects through our Department website. Students can make choices about the technology operations and concepts that they are most interested in and work at their own pace to complete digital media projects. Students who complete the advanced computer standards are eligible to earn industry certifications from industry experts like Microsoft, Adobe, and A+ Networking. These students are also meeting the Career Technology Education (CTE) standards and receive skills sheets with industry certificates of completion that they may take to prospective employers and prove their expertise in a given technology area. (CAN#2) Students are encouraged to employ creativity and innovation in the products that they create utilizing technology. Several of the projects (INT2, Web Design, Alice Programming) require students to communicate and collaborate with others to publish a variety of digital media. Students will utilize research techniques using digital tools to gather, evaluate and use information (CT-8, INT-8, CT-3, CT-6, Web Development, Alice Programming). In the process of evaluating information gathered in research on the Internet, students develop an understanding Digital Citizenship and the issues of legal and ethical behavior in cyber-space. By utilizing the variety of applications available in our technology labs students will become critical thinking, problem solving and decision making experts.</p> <p>The California Department of Education has defined standards for Engineering, CADD and Architecture that the members of the Industrial Technology Department use to guide their instruction. Moreover, Chris Alburn, the Industrial Technology Department Chair, participated in the writing process for the California Department of Education’s Career Technical Education Model Curriculum Standards for Engineering and Architecture in November of 2011. Mr. Alburn then shared the results (new standards) of this process with the department members, and they have implemented the new standards in their classes.</p>	<p>Industrial Technology Workbook excerpts</p> <p>Physical Education Framework, Standards, and Unit Examples</p> <p>Student Work Samples: PE Pacer/Mile Test</p> <p>Franklin High School Technology Standards (from the Franklin Website)</p> <p>CDE Engineering and Architecture Standards Draft</p>
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<p>Our Health team consistently defines our academic standards for our course of instruction on both course syllabi and individual assignments. The Health team constantly applies these lessons to real life in hopes that our students will learn to make choices to enhance their own health and well-being and understand the many physical, mental/emotional, and social changes that do and will occur throughout their lives (EDLR).</p> <p>The Franklin Physical Education Department has developed rigorous courses that challenge students' physical and social abilities (ESLR). The Physical Education curriculum has been developed through a collaborative effort between department members and aligns itself with state standards for each sub-unit. Within each sub-unit, students are asked to work independently and cooperatively in order to achieve competency in motor skills (EDLR/ESLR). Additionally, within each sub-unit students are asked to learn vocabulary and/or terminology associated with the unit of instruction. Writing assignments are then used to reinforce concepts that are discussed.</p>	<p>Health Syllabus and Sample Assignments</p>
<p>State fitness standards have also been used to develop challenging cardiovascular and strength assessments for the students, which, despite their difficulty, are attainable for motivated, high achieving students. Upon completion of their freshman year in physical education, students are given state mandated fitness tests, which indicate a student's individual fitness level. The goal for all students is to meet or exceed the minimum standards for passing the fitness testing. The goal for all students as they exit the Franklin Physical Education program is that they meet or exceed the expectations of a quality physical education program.</p>	<p>Franklin High School Physical Education Program Binder (standards, warm-ups, writing assignments, standards-based rubrics)</p>
<p>Each VAPA course—Music, Dance, Theater and Art—is driven by the California Content Standards. Students are instructed from the first day of class that the material taught and required to be learned within the class is based on the California Content Standards. Included in the syllabi are detailed expectations for students of the cross-curricular reading and writing assignments included in the course (CAN #3). As detailed in each course syllabus, students will develop self-confidence through persistence in studio work or the rehearsal process, culminating in portfolio assessments or final performances, and students will demonstrate autonomous problem-solving skills through the timely completion of creative projects (EDLR).</p>	<p>VAPA Department Course Syllabi and Rubrics</p>
<p>Franklin High School's theatre program has clearly defined academic standards for each of the classes offered. Students demonstrate autonomous problem-solving skills as they navigate the production values on stage and back stage. Through the timely completion of creative projects such as class productions and main stage productions students are challenged to think critically and to foster study skills and life skills (EDLR/ESLR). Students in Theatre 1 will culminate both terms with performances. Students in Advanced Theatre will culminate term 1 with an original one act written by them through a process called Writing in the Round. Students in Honors Advanced Theatre will challenge themselves to take their best work to an acting festival. Students in Honors Advanced</p>	<p>Honors/Advanced/Theater 1 Student Performance Expectations and Rubrics</p>

<p>Children’s Theatre, team-taught by Mrs. Hogge as musical director and choreographer and Mrs. Sandoval as director and producer— will culminate their study with a one-act musical. This year, <i>Disney’s: The Little Mermaid</i> will be performed live four days a week throughout Term 4.</p>	
<p>Franklin High School’s AVID program has clearly defined standards in the 11 AVID Essentials. Each year, the program is certified by AVID Center. In this process, the program is evaluated by the AVID site team and the director of AVID at the Sacramento County Office of Education. The evaluation is based on the program’s adherence to the 11 AVID Essentials. AVID certification ensures that Franklin’s AVID program is supporting students as they work toward their goal of being college-ready upon graduation from high school. This supports the ESLR that students will achieve academic goals through rigorous, challenging courses.</p>	<p>AVID Certification Self-Study 2011-2012</p>
<p>All members of the Algebra 2 team utilize the 9-week Algebra 2 calendar which is an Algebra 2 standards-based plan. The 9- week plan contains 25 California content standards. Students are assessed weekly on key Algebra 2 standards based on the California Framework. The Standard quiz model assignments require students to think critically, make sense of math problems, persevere in solving them, model with mathematics and use the appropriate math tools strategically and attend to precision (ESLR/EDLR).</p>	<p>9 Week Lesson Plans/Common Standards-Based Assignments and Assessments</p>
<p>Each social science department member provides a clear syllabus to his/her class at the beginning of each term. The Elk Grove Unified School District Curriculum Standards are included and are reflected in the course syllabi. Social Science teachers also use common writing rubrics.</p>	<p>Social Science Curriculum Standards/Course Syllabi</p>
<p>In Science Department, teachers meet in course teams of General Science, Biology, and Chemistry. Within these teams, they work to evaluate CST scores and student performance to direct the methods and sequencing of curriculum. Each team has taken release days to evaluate and develop curricular schedules and tests. Teams first matched state standards to the curriculum to ensure that all state standards are covered, and then teams developed a framework of concept units and a curricular schedule, adhered to by all teachers of that discipline. This alignment both to the standards and between classrooms has lead to curricular consistency, academic rigor, and systematic problem-solving. In addition, several teams have met again to reevaluate and adjust curriculum to meets students’ needs, especially the needs of low-performing students (CAN #1).</p>	<p>Curriculum Maps for General Science, Biology, and Chemistry in the Community General Science and Chemistry Team Tests Based on CST Release Questions</p>
<p>Franklin High School has defined academic standards for each subject area and program it teaches. The Strategies Department encourages our students to take rigorous courses with challenging coursework in order to challenge them and meet their needs. The Strategies U.S. History syllabus, for example, demonstrates alignment with California and Elk Grove Standards for U.S. History, ensuring that all of our students have access to the core curriculum (CAN #1). The strategies decision-making framework (DMF) for continuous improvement demonstrates that the department is planning for the implementation of the Common Core Standards. We are</p>	<p>Strategies Department Course Syllabi</p> <p>Continuous Improvement/Decision Making Framework Results</p>

<p>planning to refine standards for our English program. The English 12 Release Day Agenda from September 20, 2012 explains the skills students will need to achieve mastery on assessment. This will be followed by an all-day Strategies Department meeting to align our curriculum to the Common Core standards.</p>	<p>Agenda from Collaboration with English 12 Team</p> <p>Student Schedule</p>
<p><i>B1.c: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.</i></p> <p>The Algebra 1 cluster has designed a 10-question standards quiz for each 9-week term to align with state standards. The quiz is given each week testing the same concepts with different questions. These standards quizzes change each 9-week term to assess students' mastery of the skills and concepts taught the previous 9-week term. The cluster has also created a 9-week schedule for each of the four terms so the teachers follow the same sequence and insure they cover all algebra standards. With their "standards quiz corrections," students analyze their mistakes, pinpoint why the mistakes were made, and persevere to solve the problems and correct the mistakes (ESLR and EDLR) .</p> <p>The Laboratory Assignment, Particulate Air Pollution is a lab that measures particulate matter locally and evaluates the data by EPA standards. This lab is performed in AP Environmental Science and covers the Environmental Quality Standard, Major Air Pollutants and their effects on human health (ESLR). Students are required to read, write and take notes on air quality, pollution, and particulate matter (CAN #3). Students work cooperatively with their lab groups (ESLR) to place their particulate matter trap in different locations around campus. The students then compare their findings to the EPA national air quality standard. This lab requires students to think critically, analyze (ESLR/EDLR) their results and compare their results to EPA standards (EDLR). It also allows students to look at their school environment and identify any air quality problem areas (ESLR).</p> <p>The STEM (School of Technology, Engineering and Media) Academy curriculum covers a wide range of technology pathways to provide students the knowledge, skills and options to pursue technology-embedded and technology-related careers. Industry-recognized certifications become an added link between actual concepts, academic standards and career technical needs (CAN #2). In offering the Microsoft Office Specialist certification, STEM ensures that students not only connect to real world technology situations and knowledge but they gain industry recognized and accepted expertise that differentiates them in the competitive job market and broadens their employment opportunities (CAN #2). After earning the internationally-accepted Microsoft Specialist certification, students have demonstrated their ability to think, analyze, and read critically (ESLR) technical concepts and utilize industry-standard software while applying best practices that integrates academic knowledge and standards with technical competencies (EDLR).</p> <p>In Theater, as students create and produce their own One-Act plays, they</p>	<p>Algebra I 9 Week Schedule Standards Quiz and Quiz Corrections</p> <p>Particulate Air Pollution Lab</p> <p>MOS Certifications</p>

<p>will learn production values from lighting, sound, set design and build, costume design and prop build. They will incorporate English standards to create stories with a plot and with interesting characters (CAN #3). Performances display work at a high level in voice production, character development and movement, all important performing arts standards. Students display professionalism and commitment to the entire process by demonstrating cooperation with diverse groups and making positive contributions to the school and the community (EDLR/ESLR).</p>	<p>Original One-Act Play Script</p>
<p><u>B1.d Student Work — Engagement in Learning</u></p> <p><i>Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs).</i></p> <p>World Languages, at all levels, expect students to connect their own experiences to their study of the target language. For example, in nearly every class, students must create a family tree or scrapbook upon which they describe various members with the correct target language. As they move up levels in their language experience, students write longer, more complex pieces that analyze and connect to their real lives. The description or analysis of something real to them enhances engagement and the desire for success.</p> <p>Social Science also seeks to engage students by connecting their work to their own lives or other real world examples. In World Geography, for instance, students complete a project on a world religion (not necessarily the student’s own). Students have many options for presentation, tapping into their own specific skills and often crossing over into skills applicable to other disciplines. In U.S. History, most assignments require strong reading, writing, and analytical skills while also encouraging students to see the connection between their lives and history.</p> <p>Further Social Science samples demonstrate a varied use of standards to guide curriculum and emphasis of critical thinking skills. In two examples the connection to standards and the higher level thinking skills involved in viewing, note-taking, reading and responding is evident.</p> <p>When our Strategies Department conducted a one-day snapshot, the student work samples—high, medium, and low—showed a high level of engagement with the topic. Whether commenting on the connection between the self-sacrifice of the first marathon runner and their own lives or writing a letter as if they were Romeo asking for permission to marry Capulet’s daughter, the students demonstrated strong engagement with the task.</p> <p>Included also is video evidence of our P.E. department’s snapshot of the all group core fitness workout at the beginning of each class period. Participation is evaluated with rubric based either on descriptors such as “exemplary” or on a “point” system.</p> <p>English Department work examples demonstrate engagement ranging</p>	<p>“Mia Familia “Project</p> <p>World Religions Project and Student Samples Social Science U.S. History curriculum examples</p> <p>Student work samples: Social Science: “Video Questions for Rescue,” “Blood and Tears: The Arab/Israeli Conflict”</p> <p>Student work samples: Strategies Department: “One Day Snapshot”</p> <p>Student work samples: P.E. Dept. DVD and rubrics</p> <p>Student work samples:</p>

<p>from simple, definition writing through personal engagement with either self-chosen novels in SSR or connecting the students' personal history to the history of the characters in <i>To Kill a Mockingbird</i>.</p> <p>The World Language Department's curriculum engages students in rigorous, challenging courses which prepares and guides students to communicate effectively in the target language (EDLR). Projects, homework, notes on culture and verbs as well as in-class essays are some examples of student work that demonstrate effective communication and thinking, analyzing and reading critically (ESLRs). Homework packets for each chapter demonstrate mastery of the concepts learned. The French Verbs and Culture Notes show how students are developing consistent note-taking strategies throughout the levels of study of the French language and culture. The Spanish 3 Essay on Pablo Picasso's artwork (<i>Guernica</i>) also demonstrates the concepts and culture learned in class. The essay shows a synthesis of ideas and created language after students had read about the artwork, using their critical thinking skills. Finally, the French Family Video Project demonstrates a mastery of the grammar and vocabulary learned throughout the year in French 1. Students effectively communicated in the target language about themselves and their family members, describing them and what they do. These varied pieces of evidence illustrate how students in the world language classroom are engaged in learning, meeting the content-area standards as well as the ESLRs.</p> <p>The curriculum for Computer Technology requires students to complete specific assignments and demonstrate mastery of those assignments, which are all based upon more specific strands of the Computer Technology standards (EDLR). Students must re-submit sub-standard work until mastery is achieved, or 80% or better. The block letter assignment provides written instructions, a sample block letter and an evaluation checklist.</p> <p>At the end the second term in all theatre classes, students will demonstrate the culmination of all learned skills via a live performance before their peers. This video represents culmination of all learned skills via a live performance before their peers. This video represents the three examples of Low, medium and high student work. Students can take a year-long sequential theatre class that begins with Theatre 1 and then moves to Intermediate, Advance and then Honors.</p> <p>Through the assignment, the creative project for Theatre 1 students, the Mini Musical; Intermediate/Advanced student assignment, the one-act play-The Brothers' Grimm Spectaculathon, and Honors Advanced Theatre, petite play festival-student directed one-acts, students practice and perform addressing the areas of critical need in reading, writing and oral language. Students learn to communicate effectively on stage, they think, analyze and read critically to establish believable characters and to understand plot development, and working cooperatively with diverse groups (EDLR/ESLR). Students practice honesty, respect, and responsibility and make positive contributions to the school community (ESLR).</p>	<p>English: "Prefixes and Roots," "Choice Novel Note-taking," "TKAM Journal #1"</p> <p>Spanish 3 Essay Example</p> <p>Computer Technology Syllabus Block Letter Assignment and Student Work</p> <p>Narrative: Observation of Student Work</p> <p>Narrated DVD of Student performances</p>
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Audiences of their peers and from Toby Johnson Middle School are invited to watch these performances.

Clip #1 Low student work (Theater I)

The students challenge themselves to retell a beloved fairytale with a modern twist and create their own dialogue and song lyrics from songs that are familiar to them.

Clip #2 Medium student work (Theater II)

The teacher directs a class one-act about fractured fairytales retold with a comedic and contemporary edge. Students display self-confidence through the persistent rehearsal process culminating in this final performance. Students are progressing towards learned skills in voice projection and characterization.

Clip #3 High student work (Advanced Theater)

Student directors are selected. Directors select their own productions with the approval of their teacher and follow the audition and selection process for choosing actors. They direct their own short one-act plays 10-20 minutes in length.

The yearbook is of representative sample of student work and snapshot of student engagement in their learning. This program and product help students meet the school-wide student goals. This is a project-based program which incorporates many different elements. Students are able to use their creativity to develop a theme for the year. The students then take that theme and apply it to the school and all of the activities and programs to create a snapshot of that year. The students have to take on this task, plan, meet deadlines, take pictures, and interview students, coaches and staff members to make sure that it all relates to the school and the theme (CAN #2 and #3).

The students achieve nearly all of the school-wide ESLRS in order to accomplish the goal of finishing a 340 page, all-color yearbook. The end product reflects the work of many students working together to reach a common goal. Students learn to work with various computer programs such as Adobe Photoshop, Microsoft Word, as well as conducting research and practicing effective communication skills. Throughout this process, they develop a great sense of pride in their school and ultimately in their finished product. Many of the skills they develop and practice in the program will benefit them in the workforce and will play a role in their post-secondary education and career planning.

As part of the annual transition plan within the Individual Education Plan (IEP) that is legally required annually at the age of 14, students receiving special educational services are asked to share their vocational goals. To assist the Junior and Senior students in achieving their goals, the students complete the "My Transition Plan" booklet. The "My Transition Plan" booklet covers training/education, employment and independent living in more details by asking the students simple step by step questions that leads them to other appropriate sections as it relates to their plans for the future. The "My Transition Plan" also covers additional transition areas NOT covered in the IEP that students must consider such as insurance and mobility. The plan also includes a check-list of items that would be

2011 Franklin High School
Yearbook

"My Transition Plan"
Booklet

beneficial to complete. The “My Transition Plan” will be reviewed and revised each year to make the necessary changes as the student’s hopes and dreams for the future may change and will be giving to the students to use once they graduate.

The analytical essay on *The Crucible* is specifically aligned with the state of California’s writing standards related to the teaching of response to literature. Each part of the rubric lays out the standards so that the students clearly know what is expected of them in their writing (EDLR). Students work with the rubric in peer editing to begin to look at each other’s writing in light of these specific goals. Using this rubric, students get individualized feedback from the teacher about their progress towards mastery of the writing skills involved (ESLR/EDLR). This evidence demonstrates the use of the teacher’s use of student work to further implement the standards based curriculum because the teacher uses the accumulated rubrics as an easier means of determining the whole class’s relative areas of weakness and designs future instruction to address those needs. The high end papers showed a much stronger use of evidence as well as organizational elements such as topic sentences. Very few of the papers had consistent organization, but most attempted the methods covered in the curriculum. This is an example of an adjustment that will need to be made in the teaching of the next essay. Low examples tended to resort to simple summary even when citing specific quotes from the play.

In November, the Franklin teachers had the opportunity to observe their colleagues with regards to student engagement. Teachers chose the classes they observed. The English and Social Science department, for instance, deliberately chose to observe people who taught the same grade level to increase collaboration on the common core state standards work currently in progress. Although the peer observation process was not highly structured, a variety of grade levels, rigor, departments, and support classes were observed (CP, AP, Honors, Strategy, AVID and CTE). Peer observations proved to be a positive experience for the staff and their observations were shared at the December staff meeting. The data and comments were collected and emailed to the staff, so they could appreciate the overview of a student’s learning experience at Franklin in a given week. The observations indicated that students engaged with standards-based curriculum connected to ESLR’s, delivered through the CSTP. Critical thinking, analysis, and reading was observed in 76% of the classrooms. Students were observed communication and achieving rigorous goals in 60% and 64% of classes, respectively. Practicing honesty, respect and responsibility was observed in 56% of the classrooms. But, cooperative work in diverse groups was only observed in 36% of the classrooms. Finally, a difficult ESLR to observe in the class, “positive contributions to the school and community” was observed in 24% of the classrooms. Teachers also observed that 76% of the classrooms used engaging strategies, such as, reinforcing effort, using prior knowledge, connecting the subject to real life, and frequently checking for understanding to increase student learning.

The Crucible Literary Analysis

Peer Observation Forms and Results

B1.e Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

All classes are open to all students throughout the Franklin campus. The only impediment to enrolling in any course is the self-selection of the student and his parents. Of course, students who seem, either through test scores or previous grades, unprepared for the rigors of an Honors or AP course might be counseled against getting in “over their heads,” but ultimately any student can take any class. Unfortunately, the school needs to work harder to identify those under-represented students who avoid Honors and AP classes. The social science department sends out a two-page description of the three possible freshman level courses to all 8th grade parents at our feeder middle school. The document clearly describes the expectations and suggested prerequisite skills for each course and leaves the decision in the hands of the parents.

Our strategies department, as they work with students with widely varying degrees of ability and behavioral challenges, provides an experience as close to that of the standard curriculum as possible. Students still work toward subject area standards but in a way appropriate to their ability level. For example, in the strategies Social Science course, students created a small brochure to convey their understanding of the Russian Revolution. They were expected to know the same information as a standard class, but were provided with more time and one-on-one instruction that is hard to come by in a much larger CP Social Science class.

Our daily P.E. routines are based on the Framework for Physical Education and content standards from the Nation Association for Sport and Physical Education (NASPE). The video demonstrates a look at the students in our classes working cooperatively with diverse groups and practicing honesty, respect and responsibility (ESLR). The second piece of evidence comes from our student resource manual and demonstrates a rigorous, relevant and coherent curriculum that is accessible to all students. In the development of the resource manual we examined the demographics of our students and our instructional practices. The attached section comes from our tennis unit with a sample of the objectives, terminology, history, skills to provide students with in-depth insights. The curriculum delivery helps ensure that we meet the range of learning needs for all students (CAN #1). Additionally, the sample provides varying levels of challenge for students.

The rosters for AP Human Geography and AP Psychology reflect the department wide open door policy for AP courses demonstrating the access of rigorous and challenging courses for all students. Students enrolled in AP Human Geography range in grade level from 9th-12th grade and their CST Language Arts scores did not limit their access to the course.

Course Catalogues

Social Science Description of Courses

“Russian Revolution” brochure

Physical Education Program Video
Resource Manual for Tennis Unit

AP Rosters/AP Psychology and AP Human Geography

<p>Distributed to 8th graders at our primary feeder school, “Which Geography Is Right For Me?” is a handout designed by the social science department in order to provide students with the information they need to make an informed decision about which 9th grade social science course they should enroll in. Students whose first language is not English are also not denied access to AP Human Geography, but they are identified by SISWEB so that appropriate support can be provided. Special needs students, those who identified with a 504 or IEP are also not denied access to enrolling in Advanced Placement courses and are provided with support to ensure their success. The included 504 was developed at a meeting with the input of the parents, school administration, the student’s Honors English teacher and the student’s Advanced Placement teacher. Students enrolled in AP Psychology are not required to take a Psychology class prior to enrollment and are not restricted by grade level or CELDT language score, but there are identified in SISWEB so that they can be provided with the support they need for success (CAN #1).</p>	<p>“Which Geography Is Right for Me?” 9th Grade Geography Course Selection Guide</p> <p>504 Plan</p>
<p>The Franklin High School course selection sheets reflect the number and level of course offerings available to all Franklin High School students. Required core courses, English, Math, Social Science, Science are all college prep and above and the school offers a variety of electives that also meet the A-G college requirements. Students are able to take a number of Honors and Advanced Placement courses at Franklin High School, reflecting the demographics of the community allowing students to take challenging courses at all grade levels. Students also have access to a number of electives to meet the needs of all students with various backgrounds and interests.</p>	<p>Franklin HS Course Selection Forms</p>
<p>To address the needs of students who have failed algebra 1 the math department implemented an Algebra Readiness Class (CAN #1). Traditionally, Algebra 1 was the lowest level course taught at the high school level in the Elk Grove Unified school District; if a student failed the first term of Algebra 1, he was stuck in that class for the rest of the school year with no chance of passing or receiving math credits. More critically, students would not receive the remediation needed to allow for success in Algebra 1. As a result, the Algebra readiness class, providing students with remediation in skills needed for success in Algebra 1, is taught terms 2 and 4. Students who fail Algebra one first Term are placed in Algebra readiness upon the recommendation of the teacher. Additional time for instruction, review, and extra practice allows low-performing students a chance to be successful learning, at an appropriate pace, all the fundamental topics taught and built upon in the first Semester of Algebra 1.</p>	<p>Algebra I Readiness Course Syllabus</p>
<p>For students identified upon entry to Franklin as low performing in Algebra I (through CST scores, performance in middle school grades, and by middle school teacher recommendation) our math department has created Yearlong Algebra1. This course spreads the Algebra 1 curriculum over four block class time periods (One block in each of the four terms of one school year). Traditionally, algebra 1 is taught in a two block two mini format. The year-long Algebra 1 course provides students with more time</p>	<p>Year-long Algebra I 9 Week Schedule</p>

<p>to absorb material, time for additional re-teaching and practice. Additional time for instruction, review, extra practice allows traditionally low performing students a chance to be successful learning all topics taught in Algebra 1, preparing them to stay on pace to enter Geometry in their sophomore year.</p> <p>VAPA department educators partner with the strategies department in assessing the needs of our special-needs students and in becoming aware of their IEP plans and implementing appropriate instructional modifications as is necessary. The IEP modifications are met with appropriate study and testing materials to help students achieve academic success (CAN #1, ESLR, EDLR). Whether through prewritten or copied Art History lecture notes, assessments with word banks, or access to journal entries, the needs of students with IEP modifications are accommodated. In addition, students with IEPs indicating that they should be tested in the strategies lab are sent there for various evaluations (quizzes, tests, finals) and the strategies' teachers are given the material and briefed on the assessment ahead of time when needed.</p> <p>Engineering students have access to self-paced kinesthetic activities that computer based. The students must describe the function of a seal-in circuit and create a logic control of multiple circuit elements in an on-off control system that is later applied to use in project design and construction. The learning activity includes the use of a learning station that allows students to create electric circuits that turn on lights, an electric motor, or activate pneumatic cylinders, all of which requires students to solve problems by designing a system or process that meets specific and realistic constraints (EDLR).</p> <p>Franklin High School offers a rigorous and relevant curriculum and makes it accessible to all students by modifying instructional practices to meet the needs of all students, including special needs students. The example of a Grid of Nine Individual Student Adaptation Plan demonstrates how Franklin High School modifies instruction based on each student's individual needs. General education teachers receive these Grids of Nine and then modify their instruction based on the IEP accommodations/modification provided. This way, students with disabilities can be successful in rigorous courses, and attend classes in the least restrictive environment (EDLR/ESLR). The follow-up e-mail to a teacher who is concerned with a special needs student's understanding in her Spanish class demonstrates that Franklin modifies curriculum in order to ensure access to the core curriculum for all students, including the lowest performing (CAN #1).</p>	<p>Modified Art Lesson Samples</p> <p>Electrical Control Systems I Learning Activity 2 Curriculum</p> <p>Grid of Nine Individual Student Adaptation Plan Modification e-mail</p>
<p><u>B1.f Integration Among Disciplines</u></p> <p><i>Indicator: There is integration among disciplines at the school.</i></p> <p>The most natural integration between disciplines has been that of English 11 and U.S. History. Throughout the year in English 11, students study the historical factors that led to literary movements of that time period. In an example from U.S. History, students are asked to engage with the textbook</p>	<p>The "Ode on a Grecian Urn" activity</p>

<p>in which information about the psychological, philosophical, and literary disillusionment that followed World War I. This assignment required students to read fiction, expository text, and primary source documents and analyze the causal relationship between history and these various aspects of post-WWI society.</p> <p>From an AVID support classroom we can see that students are expected to use a note-taking and text-analysis strategy to improve their abilities to interact with expository text. This directly addresses our critical need for cross-curricular strategies for note-taking and reading.</p> <p>Although the AP curriculum is often driven by multiple choice and essay format assessments, the “Historical Periods Poetry Project” which is assigned by all members of the AP English Literature and Composition team, allows students to demonstrate their understanding of the AP English Literature knowledge and skills through alternate forms of assessment. Students demonstrate their understanding of the philosophical, political, religious, ethical, and social influences of the historical period that shaped the poetry of the period using artistic, literary, and critical thinking skills (CAN #3/ESLR). In this assignment, students, using textual evidence to support their claims, must teach a specific time period, poet, and poem to their peers, who then will critically analyze the way in which the theme or meaning of poem represents a view or comment on life; the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific aesthetic purposes; and ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions (ESLR/EDLR).</p> <p>The English 9 Honors team as a whole and a team of 10th grade CP teachers are currently using common assessments and practice assignments that innovate and integrate the use of common core standards. These standards, especially writing standards, will soon be the basis of instruction in Writing and Reading across disciplines (CAN #3/ESLR/EDLR). The English 9 team has developed the Central Idea Assessment that uses the language of the standards that will become common across curriculum areas. Students are taught to read a text and then write accurate, concise one-sentence summaries that capture the author’s central idea. They then look for the author’s support, or key details, that develop over the course of the text and write concise one sentence key details. Finally, students make inferences by citing evidence from the text and explaining what the author implies. This year the entire English 9 team has taught and assessed this standard and a team of 10th grade teachers have also implemented the common core assessment for Central Idea. It is the goal of the English department to use this common core assessment in future trainings to team with other departments that also teach central idea in the common core (CAN #1 and #3). The “Growth Mindset” assessment in particular and its content addresses the academic needs of the lowest performing and most often disciplined sub-groups by giving students who struggle the tools to persevere through difficult academic tasks (CAN #1).</p> <p>Students taking courses within the Business/Technology Department develop skills that are transferrable to other disciplines practiced at our</p>	<p>Student work sample: Social Studies: “Postwar Disillusionment”</p> <p>Student work sample: AVID: “Charting the Text”</p> <p>AP Literature and Composition Historical Periods Poetry Project</p> <p>Early Implementation of Common Core State Standards in Honors English 9 and CP English 10</p>
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<p>school, and in our community (CAN#2). Students learn to work cooperatively with diverse groups by creating projects in small groups (ESLR), where individuals have separate responsibilities that are put together in a single integrated project. The projects that students are measured by are created with industry standard software applications (Microsoft Office, Adobe CS6, Alice, Scratch) (EDLRS).</p> <p>The Business/Technology Department, in fact, incorporates assignments that promote technical reading skills, and independent learning necessary to allow students to achieve higher level results (ESLR/EDLR/CAN #1 and #3). The word processing assignments require students to use the same academic language standards that are utilized both in the English and Social Science departments (CAN #3). Students practice Modern Language Association (MLA) formatting guidelines for document creation and research support devices. Students write persuasive business communication projects, self-interest reports, and descriptive resumes similar to those written in English classes. The Spreadsheet standard incorporates business math and algebraic formula creation in support of the mathematics, science, and engineering standards. The Web Development curriculum requires students to collaborate with the social science students to work jointly to create websites that could be used to teach a historical event utilizing technology. FordPAS online instruction is utilized throughout the Business department by Marketing (sports and entertainment, fashion), Personal Finance, and Business Finance instructors. FordPAS provides opportunities for students to work collaboratively in a variety of small group projects as well as computer simulations that exhibit real world business problems. Students work together to solve problems using a variety of technological solutions.</p> <p>The California Department of Education Engineering and Architecture Academic Alignment Matrix shows natural obvious alignments between the Industrial Technology Standards and the Common Core Standards in English Language Art, Mathematics, Science, and History/Social Science. In every course taught in the Industrial Technology Department there is an integration of core standards among many disciplines at Franklin.</p> <p>Teachers in the Strategy department teach academic vocabulary across the disciplines. Teachers attended the Kate Kinsella ELL Professional development and have adopted her strategies throughout the department. Every student is exposed to the same two academic vocabulary words during their school day as they travel from discipline to discipline. In English class the students complete daily exercises using the academic words for the week. Social Studies and Math teachers reinforce the academic words by making them a part of the daily lesson. All Strategy teachers use the same format and power points in their classes providing consistency and integration among disciplines.</p>	<p>Franklin High School Technology Standards</p> <p>FordPAS curriculum</p> <p>CDE Engineering and Architecture Academic Alignment Matrix</p> <p>Strategies Kinsella Vocabulary Examples</p>
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B1.g Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Evidence of common weighted grades in math can be found in the course syllabi. The teachers in the mathematics department continually review the department's policies to provide equitable grading and homework policies in order to provide a coherent curriculum for students. An example of this is common weighted grades among all teachers for each level of math class. i.e., all algebra 1 teachers use common weighted grades. The use of common weighted grades is a strength because it helps to ensure uniformity of grades between teachers. This can benefit students if they have schedule changes and must switch teachers in order to keep the same math class. Common weighted grades and the resulting uniformity of grades also helps to solidify the mathematics department as a homogeneous unit, instead of individual parts consisting of individual teachers.

World Language teachers continually assess curriculum and evaluation as a group and by language cluster. Best practices are discussed at department meetings and language cluster meetings with the goals of maintaining a rigorous, challenging and relevant curriculum, developing consistent strategies and expectations and enabling students to be successful. Assessments are evaluated and modified as necessary, based on student needs and achievement. Grading and homework policies are periodically evaluated and revised in order to best reflect students' progress toward demonstrating proficient communication in the target languages (EDLR).

After each year's AP exam, teachers have access to information about their students' relative strengths and weaknesses based on their performance on the AP exam. After the 2011 test, we noticed that our students, who usually perform above the national average in all areas, performed slightly below the national average with multiple choice questions asked about poetry. As a result, we adjusted our curriculum to include more opportunities for practice and breaking down the skills needed to do well in this area. The 2012 test results show that we achieved our goal of improving in this area. To improve student proficiency with complex multiple choice questions about poetry, AP literature teachers employ the WordMaster tests.

By adjusting our curricular focus slightly, we improved our students' learning results in the areas of thinking, analyzing, and reading critically, achieving academic goals through rigorous, challenging courses, working cooperatively with diverse groups and making positive contributions to the school and community (ESLR) Every student who achieves well on this nationally acclaimed student examination enhances Franklin's reputation for high achievement in the field of English literature and composition.

Math Syllabi/Common Weighted Grades

World Language Syllabi/Common Grading Scale

Modified AP Literature and Composition Curriculum
Word Master example

<p>The Franklin High School meets twice a year with Toby Johnson and aligns our curriculum. Students can take the Computer Technology Course at Toby Johnson. The thought is the students would then come to Franklin and take an intermediate and advanced computer class. This early exposure and completion, gives the students a greater opportunity of higher level computer applications. As the students are introduced earlier to Computer Technology it gives them the opportunity to complete courses that offer certificates (CAN #2) by utilizing industry standard software while applying best practices (EDLR).</p> <p>The GREEN and STEM Academy provided students with a Scope and Sequence that outlines the courses required to participate in the Academies. The Scope and Sequence offers the students a course by course outline that follows the California Partnership Academy Career Pathways. (EDLR and CAN #2)</p> <p>Special Education Information System (SEIS) is a data base system that Elk Grove Unified School District uses exclusively as a method of data keeping for all Special Education Students. The system, SEIS, allows Educational Specialists, Program Specialists, Transition Specialists, as well as Administrators access to confidential special education records. SEIS is also used in other states, meaning that if students leave EGUSD, and their new school is a member of SEIS, their records can be electronically transferred, ensuring that there is no disruption to the students' services. Graduation requirements, accommodations and/or modifications, class choices, as well as career/college choices can be monitored to ensure that students are correctly enrolled in classes that support their needs as well as their career interests.</p>	<p><i>Agenda: Articulation with Feeder Middle School</i></p> <p>STEM and GREEN Academy Scope and Sequence</p> <p>Special Education Information System (SEIS)</p>
<p><i>B1.h: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, et cetera.</i></p> <p>The World Language Department routinely meets to review grading policies to ensure they use a common scale and to ensure that student achievement is accurately reflected by the grade earned. The syllabi dated 2011 and 2012 show a change in grading policies. Because they determined that daily homework and participation together at 40% of the total grade was slightly inflating student grades, the cluster decided to take 5% from the homework category and add it to the assessment category to make all tests equal 50% of the grade, an adjustment that will be re-assessed at the end of the year.</p> <p>At the 09/05/12 department meeting, the Spanish instructors reviewed the difference between a student who has modified a curriculum vs. one who receives accommodations, which determines if that student is given A-G credit or not. At the 01/11/12 meeting, the cluster specifically looked at questions missed by students on the multiple choice final exam in Spanish 1. After compiling a list of questions missed and the content of each, the department found three common weak areas of content knowledge: 1. Blue Box words (additional vocabulary taught in each chapter that is not generally made into flash cards). 2. Confusion or misuse of Spanish interrogatives. 3. Confusion or misuse of the pronouns "they" and "you all." After identifying these areas of concern, the Spanish</p>	<p>2011-2012 Syllabus Changes</p> <p>Department Meeting Agendas</p> <p>Strategies Department Resource Guide</p> <p>Modified Spanish 2 Assessment</p>

teachers implemented teaching strategies to assist students in learning these concepts.

To comply with the prerequisites of the College Board to be designated as AP course, each of the teachers teaching an AP course are required to submit a course syllabus that met the following expectations:

“The authorization of your course syllabus is an official recognition by the College Board that it meets or exceeds the expectations colleges and universities have for your AP subject. Your syllabus was reviewed by experienced college and university faculty, who have confirmed that it outlines how you provide a college-level learning experience for your students”

Because our AP Vertical Team has been in place since our school’s inception, we have aligned our curriculum to both the California State standards and the curricular requirements of the College Board. Each curriculum strand (Algebra 1-BC Calculus) uses a series of concept quizzes that are administered every Friday. These quizzes are aligned to the concepts and standards of the previous course/semester as well as the fundamental material from the first weeks of the new course. By the time our students get to AP Calculus they have mastered the basic skills and standards that our outlined by the California State Standards, and they have demonstrated that mastery constantly throughout high school. During the second semester of AB Calculus, the quizzes are basically a review of the first semester of Calculus, as well as a few basic problems about integration. The use of these quizzes is one of the reasons that our AB Calculus students demonstrate an 80% passage rate and BC Calculus students nearly a 100% passage rate on the AP test.

Many teachers on the Franklin staff use a Mastery-based grading system to ensure that grades actually measure mastery and not mere completion. The Mastery based rubric spans from “Little or No Understanding” to “Mastery” with three points in between. This grading policy allows students to re-submit assignments until they have gained “Mastery” of the concept, providing a relevant, rigorous and coherent learning experience through the grading policy. In the sample given, the student initially received a “7” or “Basic Understanding” on the assignment. The student was asked to read and analyze his own writing to further develop the examples and anecdotes, revise the sentences for clarity, and resubmit, correcting the grammar and format of the piece (ESLR). The student re-submitted the writing, with improved clarity and corrected format issues, moving his grade to the next step on the scale, an “8” or “Near Mastery.” The student can now further correct the grammar issues still appearing in his writing as well as develop his anecdotes and examples to eventually earn a “10” or “Mastery.” As six other 9th grade teachers use a similar Mastery Based Learning Curriculum and Rubric, most of the 9th grade English team allows students who perform poorly to revise assignments, ensuring that students become more empowered , more invested, and more involved in academics, which, in turn, improves behavior and

AP Calculus Syllabus for
College Board AP
Designation

Sample Mastery-Based
Learning Assignment/
English 9

<p>discipline in the classroom (CAN #1).</p> <p>English department teams meet regularly to assess student work and to use those results to drive changes in the curriculum and in course policies. For example, the Honors English 9 team met in the fall of 2012 to examine student work from the growth mindset writing unit. As a result of the student work findings, the team set goals for subsequent writing instruction to address student needs. The team also revised the standards map for the next two literature units based on the demonstrated student needs.</p> <p>Strategies teachers regularly meet to discuss student growth and performance. Teachers work to provide students with curriculum that meets the core content standards. Ongoing professional development is provided throughout the school year with release days allocated for teachers to develop curriculum, write exams, and review student progress.</p>	<p>Honors English 9 Student Work Examination Notes</p> <p>Revised Standards Maps</p> <p>Professional Development Agenda</p>
<p><i>B1.i: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.</i></p> <p>Franklin High School’s math department regularly articulates with its feeder schools to build stronger partnerships and coordination between schools to aid in a smooth transition for students. By identifying comparable coursework, class requirements can be met at one school prior to entering our school. We accomplish this through our FRAT (Franklin Regional Articulation Team) program and our M3 (Making Math Meaningful) program.</p> <p>The FRAT program’s goal and objective is aligning, from elementary through high school, common core standards, current language, instructional practices, and assessments used in relation to fractions and rational expressions. The M3 program couples the content-focused professional development for teachers and improved student outcomes. The program also strategically aligns professional development, classroom practice, school improvement goals, and school level collaboration. Video Production Classes have articulation agreements with both the feeder middle school and local community college.</p> <p>For instance, Toby Johnson Middle School students who have taken two years of video production, may enroll directly into Franklin’s Video 2 and skip Video 1, freeing up room as juniors and seniors for additional electives. On the other end, Cosumnes River College has an articulation agreement that provides college credit for Franklin High’s Video 2 students. These students, at no cost, can earn three college credits for RTVF 330, Single Camera Video Production in the Video 2 class.</p> <p>Our counseling department articulates with various colleges within and outside of California (Career Development Standard A). Many colleges send representatives to provide information about their respective schools and the opportunities available to our students. Yearly we host over 30 colleges, military branches, trade schools, and other post secondary options. Our Career Center Tech works closely with all the colleges and trade schools to set up specific small group meeting times. This gives our students an opportunity to explore career interests and prepare for their</p>	<p>M3 Program and FRAT Program Articulation Agendas and Materials</p> <p>Articulation Agreement with Toby Johnson Middle School</p> <p>Cosumnes River College Grade Confirmation/Video 2 Articulation</p>

<p>classrooms to explain options and make educational and programmatic choices.</p> <p>In addition, results from the Fall 2012 Alumni Survey demonstrate that most Franklin graduates felt prepared for post-secondary education and careers. 80% agreed or strongly agreed that Franklin “helped prepare me intellectually and socially for what I am doing now.” 77% agreed or strongly agreed that Franklin “prepared me to think critically and solve problems whether at school or work.” While only 66% of students agreed that they “learned appropriate and useful study skills to prepare me for college-level work,” indicating an area for schoolwide improvement, 78% agreed or strongly agreed that “I felt prepared to enter college or the work force.”</p> <p>Several specialized programs offer direct, individualized learning plans. Students in the AVID program, for example, confer with both their AVID specialist and the designated AVID counselor to monitor their progress both during classes and as they schedule for future classes and educational opportunities.</p> <p>The STEM program also specifically focuses and directs students along an educational and career preparation path. Similar to a college-style “major” students are counseled both by their STEM Advisory teacher and the STEM designated counselor when choosing a course of study throughout their four years in the program. In addition, the business and technology department teams with the Apple Helpdesk to provide paid internships for any student.</p> <p>AVID (Advancement Via Individual Determination) is an international program which we implement at Franklin with 8 course sections, 2 at each grade level. Students are supported in completing the CSU/UC a-g requirements which makes them eligible for 4-year college admission and entrance, enabling them to pursue a full range of realistic career and educational options. This support takes various forms: the learning of note-taking and other strategies to enable students to think, analyze and read critically (ESLR); tutorials and grade checks to allow students to achieve academic goals through rigorous, challenging courses (ESLR); and the fostering of collaboration to encourage students to support each other as a family and to become involved and make positive contributions to the school and the community (ESLR).</p> <p>Through the Advancement Via Individual Determination Program (AVID) students are provided multiple opportunities to listen to and discuss with guest speakers career opportunities for post-secondary training and or other post secondary educational programs. The AVID program is a college-readiness curriculum designed to increase school-wide learning and performance. Integral to this curriculum are guest speakers, who are invited over the course of the school year to discuss multiple post-secondary careers (ESLR). Many speakers discuss careers requiring a college degree and/or multiple college degrees as well as careers in technical fields (CAN #2). College representatives are also part of the AVID guest speaker program.</p>	<p>Schools PowerPoint</p> <p>Alumni Survey Results</p> <p>AVID Certification Documentation</p> <p>AVID Informational Flyer</p> <p>STEM and Business Department Brochures and STEM Courses of Study Graphic Organizer</p> <p>Apple Internship Application</p> <p>AVID Application/Roster of Enrolled Students</p> <p>AVID Guest Speaker List</p>
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<p>As part of the cardiovascular unit in all Physiology classes, a Cardiac Surgeon, Dr. Stephen J. Rossiter M.D., of Mercy Hospital speaks with classes regarding his profession. As part of his presentation students are able to discuss with him career opportunities in the medical field with an emphasis on careers in a hospital setting.</p> <p>Though Franklin constantly encourages all students to aspire to attend a four-year university, many will opt to work either part-time or full-time immediately after their high school career. To make sure these students are prepared for the real world, all English 12 students are required to write a professional resume. The primary objective of the resume is convincing the potential employee that they are competent and responsible (WR #1). To accomplish this feat, the students compile the past four years of accomplishments, some of which students might not consider accomplishments. We emphasis the difference between soft skills (good team player, reliable, hard working) and hard skills (75 WPM, proficiency with both operating systems, cashiering experience). Once the skills are established, students work on precisely conveying these skills using active verbs to establish a strong voice (ESLR). The responsibilities expressed through their work experience, volunteer experience, school-related activities, and various leadership roles are clearly conveyed through their writing as well as the layout of the resume (ESLR & WR #4). Strong students understand the importance of a professional voice and layout when they write their resumes. In addition, the extra-curricular activities over the years add to the purpose of a resume: convincing the employee that he/she is going to be a solid employee.</p> <p>The Counseling Department uses several different methods to distribute College and Career information to students. SchoolLoop and the bulletin are used extensively informing students on anything from College applications, test deadlines and Career Opportunities to Tutoring and Summer programs/jobs. A Counseling Calendar is updated with College visits and posted in SchoolLoop and the bulletin so students can see presentations from colleges they are interested in attending. In addition, the Counseling Department prepares Advisory Curriculum for every grade to help them choose their career path. In the 9th and 10th grade students complete Career Planning Materials in the Advisory classes to help them choose a career path and keep the material for future reference. In the 11th grade Counselors visit Advisory classes to provide information about Colleges, test deadlines, and steps needed to attain College/Career goals. In the 12th grade Counselors go out to Advisory classes to again give students information on Colleges, test deadlines and steps toward College/Career goals.</p> <p>As part of the annual transition plan within the Individual Education Plan (IEP) that is legally required annually at the age of 14, students receiving special education services are asked to share their vocational goals. In order to plan and prepare students for vocational placement, they have to work cooperatively with diverse groups and practice honesty, respect and responsibility for themselves and others (ESLRS). We assist all strategy</p>	<p>Physiology Guest Speaker Materials</p> <p>Résumé Writing Unit/English 12</p> <p>College and Career Center Post-Secondary Education Resources</p>
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<p>Our District Parent Survey Indicates that 70% of our parents feel that Franklin is effective or very effective in providing career and academic counseling, a number consistent with the district average.</p> <p>The Advisory curriculum includes a yearly transcript review in which all students are expected to participate. Prior to the beginning of February scheduling sessions, students review transcripts and compare them to both graduation and A-G requirements.</p> <p>Yearly visits from counselors through Advisory classroom provide students an opportunity to ask questions, review transcripts, and make adjustments in future scheduling to meet their academic goals.</p> <p>To monitor students' individual progress towards graduation, correct course placement, and college eligibility, counselors and the counseling technician systematically review and evaluate every student's transcript and term grades utilizing course selection forms, transcript analysis forms, CSU/UC A-G reports, unmet graduation requirements lists, and yearlong schedules. On a term by term basis, counselors print out D/F lists to access whether a student needs an immediate class placement change.</p> <p>Counselors, administrators, teachers, students and parents communicate and collaborate through email, phone calls, and individual meetings regarding appropriate changes in the students' personal learning plans so that students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college (National Standards for School Counseling Programs, Academic Development Standard B, EDLR). Using grade data, counselors will continuously evaluate and update course selection recommendations for the next school year, which helps address the academic and social needs of the lowest performing and most disciplined subgroups (CAN #1) as well as helping students achieve academic goals through rigorous challenging courses (ESLR).</p> <p>Various teachers conduct a term or yearly review in which students reflect on their success and set measurable goals for subsequent terms or grade levels. For example, some English 10 students write formal letters describing their strengths and measurable strategies to improve their English education.</p> <p>Each member of the Franklin High School Special Education Department meets periodically with his/her case load of students with IEP's. During these meetings, transitional planning, career/college planning, course selection and general classroom monitoring takes place. The case manager, student, teachers, and parents make individual decisions based on the student's needs that facilitate a seamless transition through high school and into post-secondary life. Students are re-assessed through their annual IEP's or triennial reviews. Goals are written and progress toward those goals is monitored. SISWEB provides quick access for every teacher to be informed of either a student's IEP status or 504 status. There is regular communication to teachers from Admin, counseling, and the Strategies Department regarding students with active IEPs and 504</p>	<p>EGUSD Parent Survey</p> <p>Advisory Agendas (January)</p> <p>Advisory Agendas (March)</p> <p>Transcript Review Materials</p> <p>English 10 CP learning plan and student samples</p> <p>Individualized Education Plan (IEP)</p>
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<p>plans. Teachers are invited and encouraged to attend IEP and 504 meetings. This year, the Strategies Department developed a comprehensive brochure to guide teachers through all the resources available to support special education students on our campus.</p>	<p>Strategies Department Brochure</p>
<p><u>B2.d Post High School Transitions</u></p> <p><i>Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.</i></p> <p>Through Advisory students are provided with a “high school career and course planner” to prepare them for the pursuit of academic, personal, and school-to-career goals. All students complete the planning process in which they identify occupational interests, narrow down to specific job titles, and then list course and activities they should pursue in preparation for the job group or title they select. Then students apply this information in creating their high school academic and extra-curricular plans.</p> <p>Franklin High School is committed to making all students’ college and career ready for post high school options. Counselors review transcripts and run A-G reports for every student. The A-G report identifies for each student their completion of the eligibility requirements needed for admissions to various university systems. Annually counselors review senior A-G reports and inform the district office of the number of students who met A-G requirements. Franklin High School’s A-G completion rate for the class of 2012 was 72%. Franklin continues to have the highest A-G completion rate in the district. A decrease in the number of counselors beginning in 2009-2010 may have contributed to the slight drop in our A-G completion.</p> <p>Through career assessments, college visitations, counselor contact, and the Career Center all students are exposed to a variety of post-secondary choices.</p> <p>The senior survey is conducted annually by the district office and by the counseling department. The attached bar chart is evidence of the number of students choosing college options within a variety of college systems. The results are generated by the district senior survey. The Franklin High School Counseling Department also conducts its own senior survey for the “Wall of Fame.” Students complete the survey as to their plans after graduation. Every student’s picture and post secondary option is mounted in the Counseling front lobby.</p> <p>The National Student Clearinghouse (NSC) collects attendance information from 94% of the nation’s postsecondary institutions. The district monitors college persistence of its former students. The attached graph shows the percentage of students who re-enrolled at the same campus the following fall term.</p> <p>The STEM Academy (School of Technology Engineering and Media), GREEN Academy (Green Renewable Energy Engineering Network), and ROP (Regional Occupational Program) provide students with both on and off</p>	<p>Advisory Agendas (December)</p> <p>PowerPoint directions for High School Course Planner</p> <p>Career Center Information</p> <p>Transcript Review Overview</p> <p>Post-Secondary Counseling Materials</p> <p>Senior Survey Information</p> <p>National Student Clearinghouse Data</p> <p>CTE Opportunities/STEM/GREEN/ROP</p>

<p>campus programs geared to career technical education. Students can earn industry approved certifications, workplace internships, and/or job skill development.</p> <p>The Health Department is consistently offering strategies and programs that assist students in transitioning from high school to post high school options and opportunities. Life After High School is a course that is offered to junior and senior students with the sole purpose of encouraging those students to become independent, reflective learners who think and analyze during area of study throughout the curriculum (ESLR). Assignments such as writing a persuasive essay or writing an effective resume assist students in representing themselves in written documents that assist them to either find a job or apply to a college/university. Guest speakers also provide students first hand information about education and college/career paths and the skills needed for those paths. The concluding assessment is a survey given to all students to evaluate the effectiveness of the course in preparing or educating them in post-secondary options.</p> <p>Franklin High School’s advisory curriculum includes a focus on preparing students for life beyond high school. The advisory curriculum includes presentations and information that are appropriate to each grade level, so that students over four years develop a deep understanding of academic and career options available to them after high school graduation. Advisory in the ninth grade focuses on introducing students to high school and covers topics such as A-G requirements and the importance of good study skills. Tenth-grade Advisory builds on lessons from the previous year by including information about the PSAT, different careers and colleges, and skills students can learn to be more successful. In grades eleven and twelve, the Advisory curriculum becomes more individualized to students’ goals, and counselors and teachers provide students information on how to apply for college, financial aid, and grants. The Advisory curriculum at Franklin High School provides time for students to attain the ESLR “Franklin students will become independent, reflective thinkers who achieve academic goals through rigorous, challenging courses.” Throughout their four years in Advisory, students receive information about college and career options; additionally, they are provided time to reflect on their progress and develop goals.</p> <p>The Franklin High School STEM encourages students to enter competitions such as the Microsoft Bliink Web Design Competition and the CyberPatriot Cybersecurity Competition, both of which allow students to explore career options and achieve goals through rigorous, challenging courses (ESLR). Throughout the competitions students must communicate effectively in workplace environments, work cooperatively with diverse groups and make positive contributions to the school and the community (ESLR). In addition, students must integrate academic knowledge with technical competencies and utilize industry-standard software while applying best practices of Internet safety, research and evaluation of information (EDLR).</p>	<p>Life After High School Résumé Writing Unit</p> <p>Life after High School Syllabus</p> <p>Advisory Curriculum Plan</p> <p>Industry and Career- Specific Competitions Materials</p>
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B2.e Critical Areas of Need

Prompt: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

As discussed in chapter five of this report, Franklin is addressing its critical areas of need by increasing student access to important educational opportunities. Specifically, the school aims to expand student access to CTE courses and certification programs by embedding CTE standards in core education classes and by creating additional CTE pathways over the next six years. Additionally, the school is focusing on providing supports for students who struggle academically while providing professional learning opportunities for teachers to improve their instructional practices.

B3. Curriculum

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

B3. 2011-2012 Findings

B3. 2011-2012 Evidence

B3.a: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

As part of the nutrition unit, students are given the opportunity to apply the knowledge they have learned about the relationship between major diseases in America and diet (Health Content area Standard). In this assignment, students analyze food menus and nutrients from different meals they would normally order (ESLR). They analyze and compare the nutrients in each meal with those they should be getting each day (ESLR). They are also tasked with applying the information given on a food menu to a “healthy” diet (HCS/EDLR).

In French 1 and 2 classes, students use online French news as a make-up assignment for daily “opener” activities. In French 3 and 4 AP classes, students regularly listen and read online news as class work. This assignment allows students to access information about current events while they practice listening, reading, and analyzing the news content reported in the target language.

Students learning Japanese may apply their language skills to communicating with Japanese high school students who visit our campus in Spring through the Japan Scholars Exchange program. Besides classroom activities, student volunteers organize lunchtime and after-school activities that allow Franklin students to interact with Japanese exchange students. Students may also apply to visit our sister schools in Osaka, Japan as exchange students in the following school year. Students and their parents / family members have been extremely supportive of this cultural exchange by volunteering as “host families.” Such community involvement has not only supported students’ active learning but also contributed to students’ working cooperatively with diverse groups (ESLR). Spanish 4 students have planned, organized, and delivered a series of Spanish language & culture lessons to groups of students at Carroll Elementary School. Using visual aids, props and handouts, students

Fast Food Menu Analysis Curriculum

Sample World Language Curriculum
French 1, 2, 3 and 4
AP: French Online News Assignment

Japanese 1, 2, 3 and 4 AP
California-Japan Scholars Exchange Program
Brochures, News Article, and Student and Parent Feedback

Spanish 4: Elementary School Teaching Activity

<p>taught Spanish greetings, numbers, songs, and cultural information through hands-on activities. Through this project, students actively applied their knowledge and skills to service outside of the classroom.</p> <p>The English 12 curriculum is designed with the intent of creating assignments and instruction that directly apply to real-world needs. Since the majority of our seniors will be attending a college after graduation, creating a “reflective essay” unit to address the college admissions essay was a necessity. To properly write this essay, the students need to understand the importance of voice when they write their narratives, focusing on technique and “well-chosen details and well-structured event sequences” (ESLR & WS #3). Once that section is established, the essay switches to an expository essay which requires students to identify the significance of the moment. They are also required to recognize the significance of the moment beyond themselves, realizing some aspect of life. Regardless of the final product, the students tend to enjoy this essay, not only for its practicality, but as an opportunity to share their own stories.</p> <p>Students are asked to apply their skills of analysis and writing to two “real world” applications. In English 10 Honors, the Honors 10 team has chosen to assign a similar paper to all Honors 10 students. The students are assigned to build a persuasive essay around issues that have been argued before the Supreme Court. In a similar vein, English 11 CP students are assigned to write a persuasive paper in the form of a newspaper editorial, building on a unit that appears at the end of the first chapter of the Holt textbook. They are asked to find a subject in which they have an interest, and then to call for a specific action to be taken by a specific entity of government, ranging from Franklin High to the United Nations. They are asked to read skillfully and critically (EDLR) as they explore background information, and they are asked to write with precision, and with a strong voice (EDLR). These assignments require that students think, analyze, and read critically (ESLR).</p> <p>The business department incorporates real world business problems (CAN#2) into the curriculum and students are required to research authentic business or technology solutions to solve those problems (ESLR). Students are required to think critically and apply their learned knowledge to real business or software applications (ESLR). Students are able to complete Certification tests offered by Microsoft, Nortel Networks, and A+ Networking and Hardware (EDLR). These are certifications that are generally recognized by employers around the country. Students may choose from a variety of specialty areas of study depending on their interests in technology. The business and technology department offers courses in Marketing, Business and Personal Finance, Web Site Animation and Development, Microsoft Office Specialist certifications, Programming for entertainment and business applications, and Help Desk Technical Support.</p> <p>In performing art courses, the real world applications of the educational endeavors of students will culminate in a concert, performance, show or</p>	<p>Reflective Essay/College Admissions Essay</p> <p>English 10 Writing Assessment Materials</p> <p>Business/Technology Department Course and Certification Catalog</p>
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<p>Engineering and Media (STEM) academy (CAN #3). The goal of the lesson is to examine the urban development problems created by the Industrial Revolution in the 18th and 19th Century and to create a contemporary city design that addresses these challenges (EDLR/ESLR/CAN #2). STEM students choose to join the academy because they are interested in modern technology and many hope to become engineers. This assignment gives them the opportunity to practice a “real world application” of engineering and design by creating a modern city that addresses the contemporary challenge of balancing environmentalism, urban sustainability, and high living standards. The “Build-a-Town” activity is a high-interest project that requires that students connect past and present events and identify and solve problems by designing a system or process (EDLR). This interdisciplinary project will, hopefully, inspire future engineering projects by applying both historical and real-life concepts (CAN #2 and #3).</p>	<p>Build-a-Town Curriculum</p>
<p>In general science, the solar cooker, clean water still, and wind power labs, each a real-world application of the standards-based curriculum, are created using one specific model that students create in cooperative groups (ESLR). Both of these labs harness the energy of the sun through the process of absorption and that energy is then transferred into either cooking food or creating clean, usable water (Standards 4b and 6c). Students are then asked to reflect, think critically, and analyze their model to create a new model that is more efficient than the first (ESLR/EDLR). Since students have worked through two previous model examples and reflected upon what makes a model good or bad, they are then asked to create their own model propeller right from the beginning of the wind energy lab. At the end of each lab, we then discuss how they can and would be used in real life applications.</p>	<p>Energy Labs/Water Testing Labs</p>
<p>In the California Forestry challenge, an extra-curricular learning experience, students apply to real life what they have learned in the classroom. For 2 ½ months these students learn basic forestry techniques and current forestry issues. Forestry professionals spend time with the students familiarizing them with common tree species, forestry tools, and the use of identification keys. This training serves as a review of information and equipment already sent to teachers during the summer. During their field test, working as a 2 to 5 person team, students complete a comprehensive field test, which includes identifying and measuring trees, analyzing stand data, and making forest management decisions. The scores from the four testing stations are combined, and become 60% of the team’s final score. The California Forestry Challenge strives to expose students to a variety of issues concerning forest management. Students are presented with a real life problem, then visit the site to ask questions and collect data. Students also do fieldwork such as wildfire mitigation giving them a “hands-on” forest experience. In 2010, teams investigated a stalled prescribed fire project and made suggestions on how to get it back on track. This year the current issue for this event is family tree farms. With support from the American Forest Foundation, we will develop a management plan for a nearby family homestead, whose owners will use</p>	<p>Forestry Challenge Information</p>

<p>our plan to become a certified Family Tree Farm. Top teams have presented their plan to the CA Board of Forestry and the CA Licensed Foresters Association. This year the teams placed 2nd and 3rd. The 2nd place team missed 1st place by one point. They also received 1st place in pacing. For this event, students have to pace out 66 feet, the distance used to measure.</p> <p>The purpose of the Model United Club is to involve students interested in international affairs an opportunity to participate in a United Nations simulation. By participating in Model United Nations conferences students develop research, debating, and writing skills revolving around specific international issues (global warming, child soldiers, Aids, etc.). At Model United Nations conferences students represent a specific country in various UN committees (WHO, IAEA, etc.) Franklin High School has participated in Model United since 2005 and has fielded one of the top teams in northern California. The original intent of the Model United Nations Club was to support Franklin High School’s International Studies Program.</p> <p>The Nuclear Club was started after Franklin High School participated in its first Critical Issues Forum conference sponsored by the James Martin Center for Nonproliferation Studies at the Monterey Institute for International Studies. The purpose of the Critical Issues Forum is to involve high school students in the study of nuclear weapons development and nonproliferation efforts. Students are responsible for researching and writing reports revolving around specific nuclear issues (nuclear energy, Iran, treaties, etc). The student’s research culminates in a 20 minute presentation at a student conference. The conference has brought together students from Russia, China, and the United States. Last spring Franklin High School students were chosen to represent the United States at the United Nations IAEA conference in Vienna, Austria. Franklin High has participated in the Critical Issues Forum since 2005.</p>	<p>Model U.N. Information/Activities</p> <p>Evidence from Vienna Conference Student Description of Experience</p>
<p><u>B3.b Meeting Graduation Requirements</u></p> <p><i>Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.</i></p> <p>The 98.8% graduation rate of our 2011 graduation class far exceeds district, state, and national standards. In addition, 62% (the highest rate in the district by 9%) of our graduates have completed their A-G requirements.</p> <p>Each year students are provided with course selection forms from which they self-select courses. In addition, students review yearly their progress toward graduation. Junior and senior students are provided with additional guidance and information. When students are in danger of not graduating, or if they do not pass the CAHSEE exam, they are counseled personally.</p> <p>The Math Department has implemented many support systems to ensure students meet all requirements. For example, we offer two specific classes</p>	<p>Advisory Agendas (January) and graduation rate documentation</p> <p>Course selection, transcript analysis, and graduation review documents</p>

that help students gain the skills they will need to be successful in Algebra and on the California High School Exit Exam (CAHSEE). The CAHSEE Math class provides students with the skills they will need to be successful on the CAHSEE exam, which is a graduation requirement. The Algebra Readiness class teaches students the skills that they will need to be successful in Algebra and high school math. Both of these classes address CAN #1 by meeting the academic needs of the lowest performing sub-groups. Another source of support for our students is a Math Tutoring Center run after school once a week. Held in a classroom with a math teacher present, all levels of math students are welcome. In addition to these supports, students in Geometry, Algebra 2 or higher courses of mathematics can sign up to take a math lab class. These lab classes are taught by math teachers and provide a quiet environment for students to work on homework, ask questions on math standards, and reflect on the material they have learned in math class. Many lab classes require their students to use a journal to reflect on their work, ask questions they might still have, and decide whether or not to seek tutoring (CAN #1 and #3). All of these classes and tutoring opportunities help to support our math students so that they can meet the math graduation requirements, including the CAHSEE Math exam.

Algebra Readiness
Syllabus/CAHSEE Math
Syllabus

The students of Franklin High School have a variety of strengths and weaknesses that each teacher must address. Some students have an Individualized Education Plan (IEP) to assist teachers in identifying these characteristics. Teachers are made aware of these plans by the student's Strategies teachers at the beginning of each term. Teachers address the student's needs based on the IEP. For instance, when studying the democratic developments in England, the students were required to read and think critically (ESLR) as they extract information from a secondary source. The students were then asked to write a one sentence summary of the main idea for each heading in the text. One student had an IEP that required having an assignment "broken down into smaller parts." Therefore, asking the student to think critically about the main idea for only one heading at a time helped this student to break down the information into smaller chunks. However, this student also learns better with a peer, so this student worked with a peer (ESLR) to write a one sentence summary for each heading and create an image representing the main idea, allowing the student to demonstrate his knowledge in an alternative way. Throughout the school year, at IEP meetings the student, parents, and teachers evaluate the student's academic performance and needs. Attending an IEP meeting allows all the stakeholders to come together and address the needs of the student in each classroom.

Modified Social Science
Curriculum

When students are experiencing challenging times in the learning process, Franklin High School offers several academic support programs to ensure that students successfully complete all graduation requirements, as set forth by the Elk Grove Unified School District. In support of National Counseling Standard 1 (EDLR), counselors offer the following support programs: Students and Teachers Resulting in Victory for Education (STRIVE), English Language Learners (ELL), Strategies (Special Education),

<p>Advancement Via Individual Determination (AVID), Math Assistance Program (MAP), and APEX credit recovery program. In addition to working with the above stated programs, counselors work directly with departments to appropriately place and schedule students into academic intervention courses such as: CAHSEE classes; Algebra Readiness; Year Long Math courses; Year Long English courses; Advanced Math Lab; Geometry Math Lab; Algebra 2 Math Lab; AP Support Courses; Conversational Spanish; and Homework Lab. It is important to acknowledge that some of the students who are enrolled in the academic support programs are in our low performing sub-groups. Therefore, the goal is that with these intervention courses students can transition back into grade-level appropriate courses and achieve their academic goals through rigorous and challenging courses (ESLR).</p> <p>Franklin High School implements many academic support programs and interventions to ensure all students are meeting graduation requirements, including the CAHSEE. For our lowest performing readers, Franklin offers a program of direct instruction in reading entitled Language! by Jane Greene. This research-based program has proven to help low readers improve their reading immensely. These students take Language! in addition to a core curriculum English course so that they have both reading support and access to the core curriculum (CAN #1). Finally, the attached Franklin High School tutoring schedule demonstrates that teachers at Franklin are willing to work after school hours to help students get the extra instruction they need to be successful.</p> <p>Through continued implementation of academic support programs, such as CAHSEE preparation, students in the English 10 Yearlong class are becoming independent, reflective learners in rigorous, challenging courses (ESLR). Though the students in the English 10 Yearlong class have a longer exposure to the English 10 curriculum, their preparation for standardized tests is just as rigorous and challenging as for the college preparatory classes. The attached notes and subsequent activities were given both to the College Prep English 10 students and the Yearlong English 10 students. By doing this, all students are being prepared to reach their academic goals in a way that is academically challenging and rigorous. Specifically, the CAHSEE preparation materials are helping the students who are the lowest performing students (CAN #1). This preparatory curriculum is aimed at the academic needs of the students, helping them to perform at or above grade level.</p>	<p>Academic Support Programs Examples AP Study Night Announcements</p> <p>CAHSEE Intervention course syllabus Language! Intervention course syllabus Franklin High tutoring schedule</p> <p>Yearlong Enrollment Roster CAHSEE/Yearlong English Activities and Notes</p>
<p><u>B3.c Critical Areas of Need</u></p> <p><i>Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</i></p> <p>As described in the action plan, Franklin has developed a plan to address the needs of the lowest-achieving students, including a focus on ensuring students meet graduation and A-G course requirements. Additionally, the school plans to increase student access to CTE content and certifications so that more students graduate prepared for their career field of their choice.</p>	

WASC Category B Standards-based Student Learning: Curriculum

Strengths and Prioritized Growth Areas

Strengths	
Strength 1	Franklin continues to offer open enrollment in higher level courses and multiple opportunities for success.
Strength 2	The master schedule at Franklin High School offers a variety of courses to support students who seek challenge, exploration, and acceleration.
Strength 3	Franklin High School has defined academic standards for each subject area, program, and non-elective course.
Strength 4	Student work demonstrates the implementation of standards-based curriculum and the expected schoolwide learning results (ESLRs).
Strength 5	Students are advised on course selection and credit recovery options. Students are assisted with an individual learning plan to meet graduation requirements in preparation for their post-secondary college and/or career choices.
Strength 6	Franklin High School offers year-long EL, SDAIE, and modified core courses to address the academic needs of English Language Learners and Strategies (Special Education) students.
Strength 7	Students who fail the CAHSEE are offered access to support programs and courses in CAHSEE English and/or Math preparation during the school day.

Prioritized Growth Areas	
Growth Area 1	Find ways to meet the needs of all math students. The lowest math course offered is Algebra 1 for general education students, causing some students to take a course for which they are not adequately prepared.
Growth Area 2	Provide a broader range of Career Technical Education options to meet the needs of all students.
Growth Area 3	Increase training and collaboration across departments to align curriculum, improve instruction, and implement assessments to measure the Common Core State Standards.
Growth Area 4	Implement and regularly evaluate strategies and programs to facilitate the transition to post-secondary options.
Growth Area 5	Implement and regularly evaluate processes for making and monitoring appropriate changes in students' personal learning plans (i.e. course and program selection).
Growth Area 6	Increase interdisciplinary implementation of CTE standards in core classes.
Growth Area 7	Provide additional UC and CSU eligibility support for English Learners.



Criteria C

Standards-based Student Learning:
Instruction



Chapter IV: Category C
Standards-Based Student Learning: Instruction

Focus Group Leaders

Chris Alburn	Industrial Technology
R'lyeh Schanning	Math

Focus Group Members

Roya Ahmadinia	English
Ann Ban Weiss	Counseling
Joseph Candelaria	VAPA
Sueli Caseiro	Strategies Para-Professional
Judy Castro	Strategies Para-Professional
Kristen Coates	World Language
Shari Duncan	Science
Jana Durham	Vice Principal
Christine Fletcher	English
Leonard Hoffman	Strategies
Hiroimi Hurtado	World Language
Viola Johnson-Okoro	Math
Margaret Karl	English
Richard Kreis	Math
Alethea Lewis	Parent
Shannon Meade-Lee	World Language
Rene Mendoza	Social Science
Lorna Miller	VAPA
Stacy Monosso	Social Science
Pam Murphy	Social Science
Emily Ng	Student
Patricia Peak	Strategies
Mark Pickering	Strategies Para-Professional
Taylor Powell	Student
Mike Retherford	Business
Akrita Singh	Student
Sophia Spallas	Student
Greg Spickelmier	Science
Hal Stemmler	English
Teresa Tobey	P.E.
Richard Tucker	Student
Angela Wardlaw	Health
Alice Xia	Student
Ashley Yu	Student

A Note on the Process

Some indicators are divided into “Spring 2012” and “Fall 2012” sections. We conducted a brief snapshot in the spring and a more thorough analysis in the fall. In addition, from the outset we were committed to involving as many of the stakeholders as possible in the process; therefore, our chapter four results, whether from the spring or fall of 2012, reflect the voices of every department, every certificated staff member, many classified personnel, and our student WASC team. In most cases, the writing is directly transcribed from stakeholders’ explanations with only minor editing and condensing, an authenticity of which we are proud. Finally, rather than compiling all explanations and evidence under the broader criteria, we decided to leave in place the more specific FOL indicators to demonstrate the breadth of our analysis. Had we provided evidence from every department for every indicator, the quite extensive section you have before you would have perhaps doubled in size. However, within each criterion all departments are represented, with most appearing multiple times.

C1. Instruction To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?	
C1. 2011-2012 Findings	C1. 2011-2012 Evidence
<p>C1.a. The school’s observation and examination of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.</p> <p>Spring 2012 Many instructional examples demonstrate an appreciation for students’ various backgrounds, a necessary factor in our widely diverse school. In social science, for example, a snapshot of student work in World History shows that students are asked to provide a “Window into Your World” to prepare them for the study of worldwide cultures. All health instructors expect students to write full responses to quotations from a video about daily challenges. In their responses they are to connect their own experiences and future goals to the quotations, helping them see the consequences of making poor choices in life, especially as it pertains to driving. An assignment from AP environmental science challenges students to think, analyze, and read critically as they study environmental factors in the country they have been assigned. Noticeable in this work sample are the careful directions and specific criteria for success. Students not only complete a rigorous project, but they also widen their global perspective through their study of a country foreign to them.</p> <p>Fall 2012 Knowing that the Common Core Curriculum Standards are just beyond the horizon, the Social Science department created a series of grade level achievement goals, assignments, and assessments to measure individual student progress towards those goals. During this department meeting we discussed the results of our department’s common writing assessment administered on the first two days of school for all required, grade-level courses. In addition to identifying students’ strengths as they relate to the ESLR and EDLR, we also listed our areas of weakness so that we can bridge the performance gap for all students.</p> <p>The “Talking to the Text” strategy was also employed as a cross-curricular connection between English and Social Science (CAN #3). The assignment added not only rigor to the task of reading</p>	<p>Your Window to the World</p> <p>Voices Quotations</p> <p>UN Environmental Issues Project part I</p> <p>Social Science Meeting Agenda and Minutes</p> <p>Social Science Writing Program Examples</p> <p>“Talking to the Text”: The Conflict between Sunni and Shia Muslims</p>

expository text, but also support for struggling students who often see reading as a magical process and not one that can be made more meaningful through careful note taking. After selecting the article to address the specific World Geography content standard that students must demonstrate developing awareness of various cultural groups from around the world, the teacher “thinks aloud” as she comments and questions alongside the text for students to see the process in action. While some students picked up the skill fairly quickly and were able to show that they were thinking and reading critically, much of the mid and lower level work demonstrates that many students need more exposure schoolwide to this type of active reading technique to interact more fully with reading materials and to read more critically (ESLR).

The Franklin High School Business and Technology department uses a “mastery-based learning” model of delivery and assessment. Each standard is listed on our “Tracking Sheet,” allowing all students to track and monitor their mastery of standards. The often self-directed learning experience, itself, is structured to allow students multiple ways of interacting with the curriculum. As they master standards, all students are able to eventually achieve and integrate academic knowledge through the use of technology. All instructors in the business and technology team utilize the tracking sheets to monitor each student’s four-year progression, which also enables students to self-maintain and self-monitor their individualized learning plans as they continue to take more technology courses. Each path culminates in projects that help students transfer skills learned in business and technology courses to life, career, and financial independence (ESLR).

In the Visual and Performing Arts department, students are assessed with rubrics designed to measure student achievement effectively, including those with diverse backgrounds and abilities. Elk Grove Unified School District arts educators collaborated on rubrics and self evaluation tools to provide a non-biased, yet adaptable approach to assess student achievement in dance skills and classroom content. The rubric addresses the academic content standards established for dance education: (1) artistic perception, (2) creative expression, and (4) aesthetic value and clearly expected levels of performance in student-friendly language. The students self-evaluate with this rubric as they watch a recording of their performances, which provides Franklin dance students with an opportunity to think, analyze, and read critically (ESLR) as they meet rigorous standards in the area of dance. As a result, dance becomes less recreational and more educational. The rubric and self evaluation process also addresses the students with the lowest performing and/or most often disciplined sub-groups (CAN #1)

Tracking Sheet

VAPA Rubric
Dance DVD

<p>because as an art form, dance is not a typical or threatening academic environment; however, students still practice reading, writing, speaking, and note-taking skills.</p> <p>The Physical Education department employs the FITNESSGRAM Physical Fitness Test, administered at the end of their freshman year, to ensure that students achieve the P.E. content standard 2.3 by passing 5 of the 6 standards (EDLR). During this particular lesson, students reflect on their own past performances and set goals for their future achievement. As students with varied abilities “think, analyze, and read critically,” they are actively engaged and working cooperatively to find their BMI and then read charts to determine what time and score they will need to pass the aerobic portion of the test for the end-of-year assessment (ESLR).</p>	<p>FITNESS GRAM PowerPoint</p>
<p>For students in the primary World Language courses—Spanish, French and Japanese—experience daily instruction that includes a wide variety of learning modalities –listening, speaking, reading and writing. Through various paired and small group settings, students with diverse backgrounds and abilities are able to master World Language Content Standards (Content, Communication, Functions, Culture, Structures, Setting) according to students’ learning Stages (Stage I-IV). For example, students might create a two-person skit in the “Sickness” unit or create group posters for “staying healthy,” all, of course, in the target language. This multi-dimensional approach, based on Second Language Acquisition theory by Krashen, has proven effective in improving student engagement and their achievement of oral and written standards. Students must also learn to “work cooperatively with diverse groups,” and those who struggle have access to after school tutoring.</p>	<p>“Sickness Unit” Rubric and Instructions</p>
<p>As a culminating series of events at the end of Art One A, students practice the skills required to eventually perform a portrait rendering of their choosing. The instructor presents student samples of varying quality and students analyze and evaluate these models to clarify expectations for their own work. Then students preview the self-assessment guide, which addresses CAN #1 and allows students of all levels to be “self-directed learners.” This activity creates autonomous problem-solvers (EDLR) because students preview the prerequisite skills and then self-choose the imagery of their product.</p>	<p>Wildcat Grid / Portrait Rendering Self-Assessment Guide</p>
<p>Through daily interactions, conversations, and informal assessments, the CADD teachers regularly evaluate the degree to which all students are involved in learning. The Narrative of a Typical Day in CADD explains how the CADD teachers are constantly assessing the levels of student engagement and work</p>	<p>Narrative of a Typical Day in CADD</p>

<p>produced, and then modifying instruction based on their findings. All of this assists the students in achieving proficient levels in the academic standards and ESLRs. In addition to the in-class support students receive, the CADD teachers host an open lab every morning at 7:00, allowing students to obtain more individualized instruction (CAN #1 and #3).</p> <p>Many departments employ effective strategies to assist lower performing students so that they can achieve the same school-wide learning results. Strategies students, for example, were evaluated and each received an individual education plan, which teachers use to modify curriculum and assignments to help these targeted students achieve academic success (CAN). In the evidence, students #1 - #4 had different accommodations made for their Unit One Economics Test. In addition, to allow EL students access to the curriculum and movement toward meeting the standards in all academic areas and achievement of their academic goals, Franklin High School offers EL courses and SDAIE courses in English, Science, and Social Science. We are working on developing a solution to a very complex Math component. Each year, we have provided a CAHSEE preparation course or tutoring for our EL students. The system of delivery changes each year based on funding and student needs. Students are placed in these courses based on their CELDT scores, their CST scores in English, and information provided in their transcripts. In addition, teachers school-wide use sheltered instruction strategies to support the success of EL students. For example, the social science writing curriculum is scaffolded to provide support for developing writers and it assists students in mastering standard English grammar and usage.</p>	<p>Email Communication and Strategies Department Guide</p> <p>Chapter 7 and 9 activities</p> <p>EL/SDAIE Course Offerings List</p> <p>Scaffolded Social Science Writing Instruction Sample</p>
<p><u>C1.b Student Understanding of Performance Levels</u></p> <p><i>Indicator: The students know beforehand the standards/expected performance levels for each area of study.</i></p> <p>Spring 2012</p> <p>The P.E. department provides very clear rubrics for the mile and “pacer” performance and charts the results meticulously. Continued practice, improvement-based grading, and reflection upon the results improved times for most students by the end of the term. In addition, the “Establishing the Learning Environment” PowerPoint presentation informs students of the assessment methods and levels of expected achievement at the beginning of the term.</p> <p>A common activity and assessment aligned with technology standards demonstrates that in all computer technology courses students are held to the same standards, clearly outlined in rubrics and scoring guides. No guesswork is involved as students progress through the spreadsheet unit.</p>	<p>Pacer Charts</p> <p>Establishing the Learning Environment Ppt</p> <p>Spreadsheet standards</p>

<p>AP Spanish demonstrates very clear instruction in the elements of poetry and literary analysis, including visual depictions of necessary vocabulary and specific rubrics for literary analysis in Spanish.</p> <p>Fall 2012</p> <p>The EAP (Early Admission Program) writing assessment demonstrates the use of a clear, descriptive, and thorough rubric to guide student writing. The assignment itself is aligned to the rubric and the rubric is directly reflective of our “communicate effectively” ESLRs, our “write precisely” EDLR, the state standards for English Language. This “learning assignment” as opposed to the actual timed “assessment” shows a direct connection between the expectations for the assignment and those of the eventual higher stakes assessment.</p> <p>In addition, the English 9 CP Grade Level Team has devised a curriculum map to follow for each term of English. Prior to beginning a unit, CP and SDAIE students receive a cover sheet or Table of Contents that lists all the assignments and rubrics in this unit. In a mythology unit, for instance, CP and SDAIE students have already learned academic language, so they understand when asked to paraphrase, summarize, and synthesize in MLA format. The annotating, “Talking to the Text,” and academic language throughout the units requires students to think, analyze, and read critically (ESLR) and achieve rigorous goals (ESLR). In addition, the smaller steps, academic language, and clear expectations addresses the needs of under-performing students as the instruction is carefully scaffolded (CAN #1).</p> <p>A further curricular connection between Social Science and English, required U.S. History students to watch the presidential debates and then compose a persuasive essay supporting the candidate opposite to their own opinions. Prior to students’ viewing the debates, they were provided with a rubric for critical listening and note-taking (ESLR). When they returned the next day, the teacher reviewed a persuasive writing rubric developed by the English department for cross-curricular use (CAN #3). Students then employed the rubric as they wrote persuasive essays supporting the candidate whom they do not actually support, a highly complex critical writing expectation (ESLR/EDLR). Taking this position, though uncomfortable for some students, and even some parents, required them to focus on actual statements and positions of a candidate rather than on the student’s own personal opinions.</p> <p>High-end student work samples reflect consistency with the rubric at almost all level. Mid-level student work samples reflected less evidence or fewer examples from the debate, and/or showed minimal use of logical and accurate reasoning connecting evidence to their claim, may have had some errors in conventions that could lead to reader confusion, used more common word choice, but still refrained from personal pronoun</p>	<p>World Language: “Análisis de Poesía”</p> <p>English: “Preparing for the EAP essay exam”</p> <p>EAP Writing Assessment</p> <p>Presidential Debates Assignments and Rubrics</p>
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usage or reference to self. Low-end student work showed weaknesses in various ways: referring to self in the thesis statement, minimal evidence from the debate, and/or few examples, limited reasoning, weak sentence mastery, and limited or incorrect word choice.

To prepare incoming freshmen for the rigors of high school and eventually college, students in the Social Science department are being taught to write complete paragraph responses under time pressure. Students are required to analyze information in primary and secondary source documents and infer beyond the text in order to respond to the prompt (ESLR 2). To provide adequate instruction to support the success of all students, the students are instructed with a variety of methods and given a wide range of reference materials, including rubrics developed in conjunction with the English department (CAN #3) and exemplary models from former student work. Before students wrote paragraphs taking a position on the best nation to live in within the Middle East region and then argued that position citing statistics from the chart to support the position, students were taught paragraph requirements through a descriptive rubric. As they wrote, they continuously referred to the rubric, showing that they knew beforehand the standards and expected performance levels for the paragraph. The rubric in this case was not an assessment for a grade but instead, a support tool to help students construct their paragraph as well as a tool of reflection that they used to evaluate their own writing in keeping with our goal of promoting independent, reflective learning (ESLR).

In the Health department's Chemical Dependency in the Family unit, which aligns with Health Standard One (expecting students to accept responsibility for lifelong health and say no to chemical use), we create the opportunity for students to critically think about and analyze (ESLR) the roles that different family members play when another family member is chemically addicted. Illustration, personal choice, or story guidelines are set and reviewed at the beginning of the assignment. High performance student work shows clear mastery of the pre-set standards.

Students are introduced to the activity by viewing and analyzing student and teacher samples that clearly exhibit performance expectations. Low level performance examples are also to illustrate what all student s should avoid in their own work (CAN #1). Previewing models and expectations also builds confidence through persistence (EDLR) by demonstrating that with persistence the low models could become the high models.

The World Language Department uses language- and level-wide

Timed Writing: Using Demographic Statistics to determine the best Middle East country in which to live.

Chemical Dependency in the Family Unit

Models and Rubrics for "Dot Drawing"

<p>rubrics to explain the expectations of oral and written tasks as set forth in the World Language Framework and World Language EDLRs In the “Mini Proyecto: Lo que hice en el verano” project, for instance, students are provided with a copy of the clear instructions, a checklist, of point values for various aspects. Following the review of the requirements, the teacher presents his or her own version of the assignment, providing students with a clear mastery model. Students are able to see the basic requirements, as different characteristics—the verb and adjective goals—are highlighted in the instructional powerpoint. As students work through the writing process, advanced students generally create more personalized, thorough, creative products, whereas the students who struggle are able to follow the exemplary model very closely, substituting their own choice of adjectives, verbs, etc. into the instructor’s model. Both included rubrics show students the specific expectations for fluency and content, and teachers address questions prior to practice time. With both assignments, students are able to prove basic understanding by following the teacher’s models or demonstrate mastery through their more advanced, creative, and thorough work..</p> <p>The walls of the CADD room are covered in the award-winning work of previous Franklin students. The samples on the walls were selected from the top awards of the California State Fair’s Industrial Technology Drafting Competition. Students can refer at any time during the process (especially at the onset) to the exemplary models. Also, at every computer workstation is a CADD workbook consisting of perfect examples of the assignments the students are required to reproduce.</p>	<p>“Mini Proyecto: Lo que hice en el verano”</p> <p>CADD Workbook and Photos of CADD drawings</p>
<p>Response from Student WASC Group:</p> <p>Students know beforehand the standards/expected outcomes of each area of study. Throughout each department on campus, teachers provide some type of rubric or scoring guide that lets students know beforehand the standards and expected performance levels for each assignment (WASC C1b). For example, the English department creates an essay scoring guide that clearly indicates the requirements for a successful essay (C1b). Also the department clearly outlines the expected performance levels for projects which helps students work cooperatively with diverse groups and create precise written work (ESLR/EDLR). Also in the English department, many teachers, including Ms. Henry, review department and state standards and the level of performance expected to meet these standards. As a result of this standard incorporation in lessons and instruction, teachers ensure that students will read critically and write precisely (EDLR). The art department clearly outlines the expected performance levels for projects, which helps students work cooperatively (ESLR). The department rubrics</p>	<p>AP English Literature and Composition scoring guidelines and sample prompt</p> <p>Symbolism Graphic Instructions</p> <p>Ms. Henry’s agenda and “Meditation XVII” PowerPoint slides</p> <p>Surreal Facial Misplacement</p> <p>Algebra II: Syllabus with Course Standards</p>

<p>emphasize certain key focus areas to help students develop self-confidence as they persist in studio work (EDLR). The math department also provides and explains content standards that create a foundation of basic knowledge and then apply that knowledge to further topics or more advanced levels of mathematics. Many of these standards are assessed in weekly standards quizzes. Finally, in World History, practice tests are administered to familiarize students with the format, expectations, and standards of later actual assessments. All of these explanations and expectations from all departments help students think, analyze, and read critically, enabling students to achieve academic success (ESLR).</p>	<p>World History Syllabus and Practice Tests</p>
<p><u>C1.c Differentiation of Instruction</u></p> <p><i>Indicator: The school’s instructional staff members differentiate instruction and evaluate its impact on student learning.</i></p> <p>Spring 2012</p> <p>In government classes students take a “mental trip” on which they identify all of the items they “see” on their “walk” that belong to or are controlled by either the state or federal government. This activity takes place prior to the study of sovereignty at the state and federal level. World Geography instructors use a variety of modalities during a lesson on Africa. Students read independently then share main ideas with a small group for three separate articles. Then students create a visual depiction of the information with written information and symbolic representations.</p> <p>The Wildcat Studios asks students to engage in many different ways. Some students are technologically oriented, some creative, and some orally sophisticated. Regardless, of area of strength, all students are involved in the production of a daily video bulletin and all are encouraged to participate in many aspects of production.</p> <p>In our Dance program, students learn dance vocabulary and dance movement skills through modeling, verbal cues, visual aids, technology, musical cues, self-reflection (literally in a mirror), and cooperative grouping.</p> <p>In mathematics, students use both written and visual means to understand and analyze graphs. This note-taking strategy requires students to follow along with explanation and to write in key terminology, thus highlighting important information.</p> <p>Franklin High School Special Education Department members attend professional development workshops such as the M3 (Making Math Matter) Program. They are then able to bring back “best practices” to share with other members of the staff. In addition, General Education and Special Education staff</p>	<p>Social Science: “Mental Trip: Quick-write and Analysis”</p> <p>Social Science: Africa Today and Me</p> <p>Media: Morning Bulletin description and DVD</p> <p>Dance: DVD</p> <p>Math: Honors Pre-calculus notes.</p> <p>M3 materials</p> <p>Transition Planning and Student Interviews</p>

<p>members collaborate to implement strategies that help all students achieve academic success. The staff works together to differentiate instruction, whether for an individual student or a class of students.</p> <p>The science department employs various visual depictions and technology to enhance student understanding. For example, in physiology students use visual comparisons of a human and feline body to help them navigate the feline bodies prior to dissection. In addition, some science instructors provide multiple note-taking strategies—powerpoint with handouts, “fill-in” notes, and combined powerpoint and fill-in notes—which accommodates for varied learning styles and abilities. Biology students learn about mitosis through either visual or graphic means, aiding their understanding and retention.</p> <p>Fall 2012</p> <p>The Mathematics department has a strong commitment to differentiating instruction both between levels and within levels. For instance, student work documents the use of three unique methods to demonstrate understanding of Algebra I Standard 4.0. Students then compare the solutions among the methods and determine which modality they prefer (CAN #1). On the assessment of the unit, they are required to demonstrate two methods out of the three. This project has strong connections to all of our Mathematics EDLRs and requires students to think, analyze and read critically (ESLR).</p> <p>Though, anecdotally, the differentiation within classes and the multiple levels of courses seem to be addressing the needs of our lowest performing students (CAN#1), year-end assessments and analysis of the data will provide a more research-based picture.</p> <p>The CADD classes use a variety of instructional strategies to deliver content material; direct instruction, projects, demonstrations, self-guided learning, and group discussions to name a few. The Table assignment, for example, is a self-guided, individual lesson. Normally, lessons in CADD are taught directly on the projector with the instructor modeling commands, having the students follow along mirroring the commands on their own computers. This lesson, however, allows the instructor to walk the room, monitor students’ progress, and help students with individual specific needs, emphasizing proper technique and ensuring each student understands the material.</p> <p>The Physical Education department’s Volleyball unit is just one example among many of differentiated instruction and its impact on student learning. During the unit, instructor teaching and peer teaching are combined to improve performance. Furthermore, skills and game rules can be modified for either class skill level or individual skill level—allowing a ball to bounce before being returned, increasing the number of hits allowed on</p>	<p>Science: “Dissection: Day One”</p> <p>Science: “California’s Water Supply”</p> <p>Science: Cell Cycle and Mitosis Notebook</p> <p><i>Standard 4.0 Assessment</i></p> <p>Lesson Plan for Table Assignment</p> <p>Volleyball Unit</p>
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<p>a side, etc. The modifications allow the department to assess more accurately the coordination and game knowledge skills of students.</p> <p>In the Strategies department, reading, writing, and organizational skills are employed to complete the French Revolution Comic Strip. With questions posed in the exercise, students are challenged to think critically, perform online and library research, and create a product that involves writing, drawing, and coloring to reinforce memory.</p> <p>Several special education staff members are also part of the M-3 Grant (Making Math Matter) along with members of the math department. During the week long institute, pacing guides are developed, assessments are written and lesson plans are developed and aligned to the Common Core Standards. The mapping project was designed as a way for strategies students to demonstrate their knowledge of parallel and perpendicular lines, Isosceles, Scalene and Equilateral triangles, as well as obtuse and acute angles. All students currently on an IEP have a grid of nine, or a document that conveys a student’s individual accommodations and/or modifications for the general education teacher. The general education teacher can now differentiate instruction for that student based on the student’s specific learning style/disability and needs. The grid of nine also provides teachers with other options for evaluating the learning of the special education student (CAN #1).</p> <p>Intermediate EL and SDAIE students are currently using Kate Kinsella’s English 3D Curriculum to improve academic vocabulary, speaking, and formal writing skills. Historically, these students, as a group, struggle to significantly improve their English speaking skills and as well as their standardized test scores (CAN #1). The curriculum requires students to read informational texts and then brainstorm and write about the issues presented in the texts. Students discuss the issues and their views on the issues in pairs and as a whole class, which prepares students to “present information, findings, and supporting evidence, clearly, concisely, and logically (California Common Core Content Standards for English Language Arts Speaking and Listening Standard 4). Students compare and contrast everyday language with precise language and then apply precise language to their writing and speaking (CCCS for ELA Language Standard 6). This curriculum also helps our English learners “achieve academic goals through rigorous challenging courses” (ESLR) by arming them with the vocabulary and speaking skills they will need in a mainstream classroom. Furthermore, by offering daily oral language opportunities and exercises, the 3D program helps our English students “speak confidently and effectively” and move beyond the use of everyday language and into the use of academic language in a classroom setting, which will enable them to meet the speech</p>	<p>Strategies: World History</p> <p>Geometry Mapping Project rubric</p> <p>Transition Planning Student Interviews</p> <p>Example of 3D Curriculum: Introductory Information Teacher Scripts Student Responses</p>
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requirement for graduation. The goal in piloting this program is to address the needs of this particular sub-group of EL students with a curriculum specifically designed for their language acquisition level and to evaluate whether it is an effective approach for these students. Evaluations will include looking at student workbook work, as well as looking at student's future CELDT scores.

These sheltered instructional strategies also help develop and improve our EL students' writing skills. By encouraging our EL students to use their rich and diverse cultural backgrounds, their writing is more meaningful and validated. Using Dr. Kate Kinsella's Sentence Starters and Ten-Minute Paragraphs: Making Writing Accessible (10 minute paragraph scaffold writing strategy) EL students are able to have success by routinely using these strategies and learn to communicate effectively in both academic and workplace(ESLR) and write precisely with a strong voice (EDLR). EL Level 1 and 2 students also have access to SMARTboard technology that enables the students and the teacher to physically manipulate color-coded words corresponding to parts of speech. In short, students physically create sentences using computer graphics, language, and color. EL students also work heavily on idioms to improve their understanding of the figurative use of English (CAN #1).

On the farther end of the English skill spectrum, the AP Literature and Composition classes also differentiates instruction to provide interaction beyond pencil and paper. Because our AP classes are open-door, many unprepared students enroll, which requires some differentiation. In one particular example students perform many of the steps involved in the literary analysis process (theme, figurative language, connection to the human condition, etc.); however, the instruction involves the use of visual depictions, group interactions, and spatial arrangement of analysis.

The English department utilizes the EAP program. In the first term of English 11, students work to identify the content and purpose of articles. Employing the Gradual Release of Responsibility (GRR) model, in which all staff members are trained, teachers require students to interact with the text and identify the content and purpose at specific points in the text. Recognizing the need to support all students in their attempt to achieve mastery, the 11th grade English CP team evaluated student work. The team collaborated to improve the usefulness of the instruction document and to create a generic rubric that each teacher will individualize to meet the needs of their particular students.

The Business/Technology Department utilizes the Internet to

AP Literature and Composition
"Two-Part Thesis Development"
Essay Prompt

EAP Unit

<p>engage students in the learning activities. Students may progress at their own paces and complete a selection of standards to achieve success on their final assessment. Students access the department website which delivers a variety of resources including video instruction, guided instruction with visuals— screen prints and progressive production, models of good student work, checklists and rubrics for self-assessment, and peer evaluation for confirmation of mastery (CAN). Students may select the learning mode they are most comfortable with and access knowledge through the school website, teacher instruction, or peer consultation (ESLR). A specific example of this student engagement, Ford PAS is a curriculum set that was developed by Ford Motor Company. It is delivered online and incorporates real world business applications of problem solving in science, manufacturing, marketing, and entrepreneurship (CAN #2). Computer simulations re-create real world decision making scenarios for students to integrate their academic knowledge with their own experiences.(EDLR)</p> <p>In the Conversational Spanish course, a preparatory course for Spanish I, instruction is differentiated by using many and varied activities, slower pacing, and a more aural/oral approach. Methodology includes kinesthetic problem solving, paired conversations, walking around “communicating” with classmates and academic games related to concepts presented. Although the same academic curriculum is presented as in Spanish I, the pacing is slower and thus the concepts are more accessible (CAN#1). Also, the assessments require more oral/aural capabilities and less writing, allowing students to learn basic Spanish and successfully transition into Spanish I.</p>	<p>Website Screenshot</p> <p>Ford PAS Curriculum</p>
<p><u>C1.d Student Perceptions</u></p> <p><i>Indicator: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students’ perceptions of their learning experiences.</i></p> <p>Franklin High School’s advisory curriculum informs students of the adopted Expected School-Wide Learning Results. Students have the opportunity to reflect on the ESLR’s and contribute examples of how the school provides opportunities for every student to attain all ESLR’s in all courses and school programs. In September of 2012, all Advisory classes focused on four ESLR’s: teachers guided students through a PowerPoint presentation that defined the ESLR’s and assisted their students in completing graphic organizers for which they provided examples of how the school assists them in attaining the ESLR’s. By the conclusion of term three, all Advisory classes will discuss, analyze, and provide examples for each of the six ESLRS. The ESLR lessons in the Advisory curriculum encourage students to become</p>	<p>ESLR Advisory PowerPoint Materials</p>

independent, reflective thinkers who work cooperatively with diverse groups (ESLR). The ESLR lessons in Advisory require students to reflect upon their experiences at Franklin and to interact with their peers.

As part of the 2012 self-study process, we are engaging in ongoing discussion with members of the Student WASC home group in order to learn more about their understanding of the ESLRs, EDLRs, and their learning experiences. Student WASC team members have collected evidence to demonstrate how they have learned the skills emphasized in the ESLRs and EDLRs, and they have participated in monthly discussions about how to improve teaching and learning. In addition, students in Strategies Department English classes and EL/SDAIE English classes have also engaged in ongoing discussion of and reflection on the ESLRs and EDLRs, and their work is included in the Student WASC Team binders, as well.

At the end of the term, AP English Literature and Composition students are asked to complete a reflective letter with the following prompt:

“Please write Ms. Karl or Mrs. Maxon a letter reflecting on what you learned in AP English 12 fall term. Be sure to include what you are proud of, what you could have done better, what you learned, what you wish you would have learned. Due on the day of the final.”

Although this is not a high-stakes assignment, it does provide instructors insight into the students’ perceptions of their learning experiences. Also, as teachers adjust to the feedback they receive, instruction is refined for future students. In the random sampling of students, achieving a range of grades, A, B, and C, it is interesting to note that students do connect their attitude, effort, and engagement in the class with the grade they earned. In these responses, students are communicating effectively using a workplace-type instrument—a diction-appropriate business letter; practicing honesty and respect by reflecting on the relationship between student, teacher, and learning (ESLR); and using a precise and strong voice (for the most part) in their writing (EDLR).

The Math Department at Franklin High School maintains consistent dialogue with all students concerning their academic perceptions and proper class selection and placement. Utilizing a variety of assessment tools, each math cluster (Algebra, Geometry, Algebra 2) regularly assesses student understanding through the students’ own analyses and test corrections. The revision of errors showcases students’ ownership of their own learning and also requires students to think and read critically to make sense of the problem while persevering and attending to precision (ESLR/EDLR). At Franklin High School a large majority of students are enrolled in the “right” class as direct result of dialogue/interview with students and parents based on student’s

Student WASC Team ESLR/EDLR Binders
Strategies and EL Student Responses

Reflective Prompt
Student Grade Printouts
Student Responses

Parent Letter
Course Recommendation
Prerequisite Waiver

<p>performance. Properly placing students, with parental approval, into Year- long/ foundations class addresses the academic/social needs of the lowest performing students, not by lowering the bar, but by meeting students where they are and preparing them for Geometry.</p> <p>The Spanish team uses post-assessment questions in Spanish 1 & 2 for student reflection. Following larger projects students analyze and comment on their own work as well as how it compares to other students'. As students reflect on their own work, they are better able to take responsibility for their performance and therefore "think and analyze" and see their own power and ability to improve for future exams or projects. Students are generally very honest about how well they feel they performed and how they can improve after this self-reflection. Often times the lowest performing groups do not have experience seeing/reading the work of other students or they don't feel they can succeed at that level. When they really have to write and reflect on their and others' work, they don't view mastery as such an unattainable goal (CAN #1).</p> <p>In the spring term of 2012, a student survey was administered through Advisory classes. 92% of our students responded and the results were both heartening and informative. In general, students feel as if their teachers set high standards for student work (84% agree or strongly agree), encourage thinking and problem-solving skills (77% agree or strongly agree), and teach organizational and application skills (75% agree or disagree). In fact, the only instruction-related prompt that elicited more negative than positive responses was "My homework assignments are meaningful and worth the time they take." 37.2% disagreed or strongly disagreed while 36.9% agreed or strongly agreed. Not a huge difference, to be sure, but a result that will be part of ongoing discussions about the value and effectiveness of homework.</p>	<p>Spanish I and 2 Reflection Questions and Responses</p> <p>Student Survey Results</p>
<p><u>C1.e Critical Areas of Need</u></p> <p><i>Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</i></p> <p>Chapter Five of this report details how the school will address the needs of students who struggle academically. The school's action plan will include professional development for teachers so that they can strengthen their practices and provide a variety of educational opportunities students.</p>	

<p>C2. Instruction</p> <p><i>To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels</i></p>	
<p>C2. 2011-2012 Findings</p>	<p>C2. 2011-2012 Evidence</p>
<p><u>C2.a Current Knowledge</u></p> <p>Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.</p> <p>During the summer of 2012 many staff members from Franklin High School, attended a conference based on Dr. Kate Kinsella’s extensive research about the education of EL students. This “Productive Partners” lesson is designed to use the most current research on grouping, participating in groups effectively, teaching academic language, and giving students the confidence to participate in academic discussions. Learning these routines and expectations helps students during future lessons where they see the same academic situations (partnering, sentence frames, academic language, etc.). Although Dr. Kinsella’s research is designed specifically to help EL students, her routines and strategies are good methods for teaching all students, especially the students who comprise our other lowest performing sub-groups, including strategies students (CAN#1). The high-performing students did well on all aspects of the “Productive Partners” lesson: brainstorming, creating academic verbs, writing multiple sentences and sharing the sentences confidently. Both medium and low students had a grammatical error; they left the “s” off of their present tense verb (i.e. “a productive partner <i>listen</i> to others” and “a productive partner <i>pay</i> attention” in the “Think” section of the handout). After sentence frames were introduced, both added the “s” to their verbs on the remainder of the page and shared their sentences confidently (ESLR). The medium student, designated as an L3 and experiencing her first year at Franklin, nevertheless, shared her sentence out loud, albeit with less confidence than the high student, but clearly and correctly. Overall, designing lessons by using Dr. Kinsella’s methods was successful and will continue to guide instructional improvement year after year.</p> <p>The Strategies department also participates in the Kinsella program, with a trained liaison who creates a vocabulary word list of two academic words per week and sends them out to all Strategies staff, including paraprofessionals and the transition specialist. These words are used daily in lessons across the curriculum and in the Job Club. All three Strategies English teachers follow Kinsella’s methods of teaching these words using definition graphic organizers and sentence frames. Quizzes are given on a weekly basis with students required to reflect in writing why they scored as they did (CAN #1).</p>	<p>Kinsella Evidence Student Work Samples</p>

<p>In many of our professional development meetings, instructional leaders have presented the GRR (Gradual Release of Responsibility) lesson-planning method and the Talking to the Text annotating method. Both of these research-based strategies help ALL students become more independent learners (ESLR). In GRR, the teacher demonstrates, allows for students to work with the teacher and then transitions them into working more independently. Talking to the Text is a method for helping students get more out of what they are reading by putting the text into context, asking questions, making predictions, summarizing ideas.</p> <p>Within the Mathematics department, most of the Algebra 1 teachers have been attending a series of workshops called M3 (Making Math Meaningful) that are aligned with the Common Core State Standards. One member of the math department has attended workshops on Common Core State Standards and information will soon be disseminated throughout our department.</p> <p>The video and animation classes upgraded from older software to new software from Adobe. To prepare for this change, the teacher attended software training and advanced video production techniques training.</p> <p>Four teachers from the science department attended the Monterey Bay Aquarium Connecting with Marine Science Teacher Institute in August 2012 and the Ocean Plastic Pollution Summit in September 2012. Each teacher represented a different class in which we could implement this information: General Science (standards 5a, 5b, 5d), Biology (standards 6a, 6b, 6e), Chemistry in the Community and Chemistry (standards 2a, 3a, 3c, 5b, 5d,5g, 6d, 9b,9c) and Investigation and Experimentation (standards 1a 1l). During our eight days we were exposed to many different speakers, scientists, current data, current research, currently active programs, developing programs, video resources, various teaching strategies (GRR), and available technology applications. The team that attended is better prepared to teach students about the long-term effect of plastics on the environment, a theme we are emphasizing across all four classes to explain how plastics never go away. These institutes have provided us the current information about plastics in our environment, marine ecosystems, and ocean resources, so that we can help our students understand the dilemma and propose potential solutions to make a positive contribution to the community and our biological systems (ESLR/EDLR).</p>	<p>GRR Examples</p> <p>M3 Information</p> <p>Evidence of Attendance Training Agenda</p> <p>Agendas and Information from MSTI and OPSS</p>
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<p>In the Visual and Performing Arts department, the teachers attend several conferences within their discipline areas, such as the Annual Dance and Movement conference that our dance instructor attends every year. The conference, aligned with monthly Elk Grove Unified School District Dance meetings, explores various researched-based instructional methodologies and provides participants with up-to-date methods applicable to all ability levels. The professional development addresses artistic perception, creative expression, historical context, aesthetic valuing, connections, relationships and applications (EDLR).</p>	<p>Certificate of Completion</p>
<p>Our AP instructors have all attended and continue to attend workshops and seminars to stay updated in their instruction. Two AP Literature teachers and one AP Economics teacher continue to serve as AP readers each year, and all AP instructors must submit syllabi for a yearly AP audit. One of our AP Economics instructors finds her reading and conferences valuable for staying current with advances in the field of economics and changes in the US economy.</p>	<p>Evidence of Attendance</p>
<p>All of our staff members have had professional development in Listen-Read-Discuss (LRD) that turns traditional “Read- discuss- listen” methodology on its head. This modified version of the Kate Kinsella model of “building” or “scaffolding” information helps students read expository text at the high school level (CAN #1 and #3/ESLR). Rather than assigning reading and then “catching” students not understanding, in this Art History, Art 1A assignment (Georgia O’Keeffe Article and Oil Pastel Flower) students take Cornell Notes while watching a short, informational video about the American artist, Georgia O’Keeffe. Then they listen and take notes from a PowerPoint (see attached) that introduces two articles about the artist and her groundbreaking art. Then they read the assignment and highlight key vocabulary words as they read. Finally, students discuss their reflections about the subject matter. The entire assignment is finished with an oil pastel drawing of a cropped flower in the style of Georgia O’Keeffe.</p>	<p>Georgia O’Keeffe Article and Oil Pastel Flower</p>
<p>At the beginning of the school year, the California Fitness Gram results—a research-based testing method that determines the healthy fitness levels of students—are released to the schools. Department leaders update teachers on an “in-service” day each spring as to the current testing methods. During our pre-service department days in August, the PE department meets to study the results to help design our curriculum based on our need for improvement in certain areas. In 2012, for instance, the area for improvement was improved upper body strength. The department made changes to our daily warm-up routine to increase student work in this area to prepare students for passing the Fitness Gram Testing in the spring.</p>	<p>Fitness Grams</p>

<p>Members of the World Language Department use strategies that align with those of experts in the field, creating a classroom environment where comprehensible input abounds and the students are immersed in the target language (Steven Krashen, American Council on the Teaching of Foreign Languages). They keep abreast of trends, attend conferences and collaborate departmentally about new ideas in order to create a meaningful program for our students. Excellent, well trained teachers are instrumental in molding “independent, reflective learners” (ESLR).</p> <p>To address industry related standards and certifications in technology, teachers must remain current in instructional content and methodology. In the Business Department, teachers indentified the industry need for computer programmers but had a difficult time attracting sufficient students to an introductory programming course. Teachers then introduced a mini-course (3D Game Simulation) based on a new programming software called “Alice” that was developed at Carnegie Mellon University. Alice allows students to create movies and games as a motivation for learning programming. After a successful term of the mini-course, teachers are now working on adding a second level mini-course that will include advanced techniques in Alice and introduce Scratch, a new software from MIT Media Lab (CAN #2).</p> <p>Current instructional content is also important as business teachers prepare students for certifications. In the Business Department, Advanced Computer students can earn certification as a Microsoft Office Specialist (MOS). This is an industry recognized certification that verifies advanced skills and competencies. In preparing students for certifications, teachers must remain current on programs and standards that need to be addressed in the classroom. Professional development, such as the CUE (Computer-Using Educators) conference, helps teachers remain up-to-date with technology. This year, two teachers (Mr. Akuna and Mrs. Williams) will be attending the CUE Fall Conference.</p> <p>In addition to remaining up-to-date with technology, Business teachers also strive to incorporate current instructional methods into the classroom (EDLR). For example, Business Finance teachers have implemented the CREATE instructional approach into the course. This instructional strategy developed by Dr. Kadhira Rajagopal, 2011 California State Teacher of the Year, focuses on 13 specific strategies to help students achieve success in math and close the achievement gap (CAN#1).</p>	<p>Conference Materials</p> <p>Alice Explanation and Related Course Syllabus</p> <p>Scratch Information</p> <p>MOS Certification and Sample Student Score</p> <p>CUE Conference Information</p> <p>CREATE Example from Dr. Rajagopal</p>
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<p>Strategies English teachers are using well-defined, research-based curriculum also used in the general education classes to break down the writing process and instruct special education students. Strategies English teachers started professional development in the EAP (Early Assessment Program) curriculum this past summer and continue to attend follow-up trainings. Two of the three strategies English teachers have been trained in Step Up to Writing and a third is registered for training. Classes have been combined on occasion to ensure that all students receive Step Up to Writing lessons from trained teachers (ESLR/EDLR/CAN #1).</p> <p>After teacher and peer reflection, students present their rough drafts to the class and receive feedback from each peer. Formal assessment is done through the use of pre-published writing rubrics that are handed out to students in advance of the writing.</p>	<p>“C2a/Strategies” Folder</p>
<p><u>C2.b Teachers as Coaches</u></p> <p><i>Indicator: Teachers work as coaches to facilitate learning for all students.</i></p> <p>School Loop, a school-wide, internet-based window of communication for the student, parent/guardian, and the teacher is the primary way teachers can serve as coaches. By using School Loop, teachers can upload their course syllabus, lectures, assignments, news, and updates for students to access. Students, parents/guardians, and teachers can also communicate with one another through email and discussion boards. This is an extra tool to coach students through their academic career, especially assisting students who are absent or who “miss” the daily information or assignments. The Weekly Wrap Up email is another useful SchoolLoop feature. This email is sent from the teacher to the parents/guardians and students that are enrolled in their current courses. Through this communication strategy, the teacher can summarize the week’s topics and what the students should understand, preview the upcoming curriculum topics, and keep the team informed on important dates and testing results.</p> <p>In AP Language and Composition students come in with varying skill levels, some highly advanced and others still struggling with competency. During Prose Style instruction, students complete daily exercises to improve their command of language. The examples are clear and engaging and students immediately practice the demonstrated skill. Those with stronger ability move independently toward more sophisticated use of language, whereas those who struggle are coached personally during this period to mirror as closely as possible the models provided.</p>	<p>SchoolLoop Model/Biology Weekly Wrap-Up Email</p> <p>PowerPoint Slide Outline and High/Medium/Low Examples</p>

<p>In health classes students listen to a set of song lyrics and then listen to the same lyrics as they analyze the literal meaning. Finally, students connect to the lyrics to their own health and analyze the meaning of the song and whether it changes their self perceptions.</p>	<p>Health Music Lyrics Assignment</p>
<p>All World Language courses (Spanish, French and Japanese) have constructed daily lesson plans which include a wide variety of learning modalities which includes listening, speaking, reading and writing. In addition to coaching in the classroom, World Language teachers offer tutoring sessions in all target languages after or before school each week (see the attachment of weekly tutoring schedule). The evidence shows that the teachers at FHS always make sure to assist all students achieving academic standards and the expected school wide learning goals. In fact, the entire Franklin teaching staff wants to ensure that all students have the opportunity to learn and understand the curriculum (CAN #1). Therefore, the tutoring schedule is accessible to the students in the counseling department and in participating classrooms around campus. Further, almost all teachers, not just those included on the tutoring schedule, can be consulted for individual appointment times. This extra one on one time with the instructor can be that extra push for the student's academic achievement (CAN #1).</p>	<p>Tutoring Schedule</p>
<p>The website centered curriculum of the Business department leaves the teacher available to coach and be another leg of support for students during the instructional process. The website can be found at www.egusd.net/franklinhs/techstandards. The examples provided here only serve to show one standard (Spreadsheet) with all of its delivery parts and examples. This thoroughly instructive site, "frees" the instructor to monitor and assist students working individually instead of using primarily whole class instruction (ESLR / EDLR/ CAN#2 and CAN#1).</p>	<p>Spreadsheets and Website</p>
<p>To ensure that students are meeting the predetermined, rigorous requirements for CADD projects, the CADD teachers circle every mistake, showing the students where their drawings need to be revised and then return work to the students. If a student has any questions about how to produce any part of that drawing, the CADD teachers will explain the process in detail to the student, coaching them through their drawing. Students are allowed to revise drawings to reach mastery. The CADD teachers feel that in the real world, engineers, architects, and draftsmen are always revising their work, and this revision policy allows students to replicate that situation and take responsibility for their own learning (CAN#2/ESLR).</p>	<p>Sample CADD Feedback</p>
<p>AVID teachers work as coaches to facilitate their students</p>	

As students create multiple drafts of essays, with guidance, commentary, and conferences with teachers, they discover their strengths and weaknesses on the road to a finished piece of writing. In courses such as Advanced Theater students are encouraged to be self-directed and responsible learners (ESLR) as they write and produce their own Halloween show every year. Throughout the process they are coached and assisted by Mrs. Sandoval, who provides feedback to actors, but primarily “backstage” assistance for student directors as they navigate the “real world” experience (CAN #2) of managing many personalities. In a truly cooperative effort, the Stagecraft class creates the sets and props for all productions including the Halloween show. This course, also taught by Mrs. Sandoval, enlists the help of community volunteers like John Hanrahan and Cheryl Padilla, and paid assistants like Adam Beckner, who coach the students in the fundamentals of construction and problem-solving (EDLR, CAN #2). As students work cooperatively with diverse groups and their adult coaches (ESLR), they learn how to use multiple construction and artistic tools, building usable and realistic props and sets in “real life” work situations (CAN). Because teachers understand that not every student learns in the same way, teachers also incorporate varied teaching methods: PowerPoint, group projects, games, video, and songs. All of these resources and methods confirm that Franklin teachers work as coaches because helping all students, especially those who struggle, meet school, district, and state standards is their primary goal (CAN #1).

Teachers as Coaches: Student Narrative

Many teachers on our campus act as coaches, so to speak, that usher their students to their optimal ability. I have personally witnessed this kind of mentoring with one of my Science teachers who would work with students one-on-one at lunch and for long hours after school to ensure they knew the material. Mr. Siemens holds tutoring sessions in his room purely for the students’ benefit. Some of my friends, one in particular, who had trouble with Chapter 6 of our AP Physics book, stayed after school during finals week to make sure he was prepared for the final. Mr. Siemens explained the chapter effortlessly, helping students understand and achieve to their highest potential. Working as motivators, these kind of teachers facilitate learning for all students, whether in class or after school. They can address the academic needs of certain groups, as teachers can target specific students to help them achieve (CAN#1). This opportunity also allows students to communicate with teachers, be pushed to achieve their highest goals, and have a relationship of trust and respect with a teacher (ESLR 1, 3, and 5). In essence, the teachers who go the extra mile to reach all of their students can make a huge difference in their student’s learning.

Photos of Stagecraft Products

Student Narrative

C2.c Examination of Student Work

To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?

Spring 2012

English students experience a wide variety of critical thinking activities, from the analysis and interpretation of quotations from *The Red Badge of Courage* to creating a film screenplay for a *Lord of the Flies* scene that includes characterization, setting description, shot choices to analyzing Shakespearean sonnets and identifying poetic techniques.

The English 10 Honors persuasive essay demonstrates structured learning, with students organizing, accessing, and applying knowledge cumulatively. This is demonstrated by the final product and a final revision process. Also, students compile a series of “scaffolded” assignments which show their original thoughts and efforts, and which lead, step by step, to the final desired product. Students read critically and write with precision (EDLR), and they communicate, think, and analyze (ESLR). In a unit on the novel *Frankenstein*, students are assigned to groups to design a graphic that captures the meaning of a symbol employed in the novel, and they develop an “elegant theme statement.” The teams present their graphic and all the information they have accumulated to explain and support their observations. Students speak confidently and effectively in their presentations (EDLRS), and they communicate effectively, and work cooperatively with diverse groups as they go through the design process.

The English 9 CP Fall Blocks emphasize expository writing; the first unit of expository writing is “scaffolded” to address the various needs of diverse learners in CP and SDAIE Block classes. Students first review the elements of an essay (i.e. introduction, body, and conclusion). Students then learn the academic language required to respond to a written task: text, audience, purpose, and subject. Students are explicitly instructed to “communicate effectively in both academic and workplace environments (ESLR), “think, analyze, and read critically” (ESLR), and “write precisely with a strong voice” (EDLR). While the student models vary in the level of mastery, nearly all students are able to identify expository features of the text and write for various audiences and purposes through the use of TAPS (Text, Audience, Purpose, and Subject) which they will build upon in

English: *Red Badge of Courage*
Lord of the Flies Screenplay
Sonnet analysis

English 10 Sample Assignments

Business Letter Assignment

<p>future writing assessments (i.e. “Growth Mindset” paragraph, “Community Service” paragraph, and “Problem” paragraph). One of our lowest performing subgroups involves English Language Learners. The scaffolding demonstrated throughout this business letter unit ensures that SDAIE classes are able to successfully read and respond to a written task after learning academic language.</p>	
<p>In an English 9 Mythology assessment, students need to present the most relevant information about the three mythological figures assigned to each diverse cooperative group (ESLR). They were assessed on the quality and relevance of the information they presented on each figure, the quality of the oral presentation that accompanied the PowerPoint (ESLR), the professionalism of the PowerPoint itself and the credibility and accuracy of the sources and citations (ESLR/EDLR). Students must explain how a historical period influences literature, conduct short research projects by synthesizing multiple sources, gather relevant information with advanced searches from multiple sources, use technology to produce shared writing projects, and provide an accurate citation of research used in an investigation (CCCS). Students who scored well on this assignment were able to effectively assess the most relevant information, effectively synthesize the information, present the information in a clear form, provide accurate Works Cited pages, and provide a clear oral presentation (ESLR/EDLR). Students who did not score as well did not prove synthesis, were not able to as effectively use the information for their own purposes, and created more limited Works Cited pages.</p>	<p>Mythology Unit and Work Samples</p>
<p>In Economics, students participate in the International Economic Summit project (IES). During this project apply the knowledge they have learned to improve their assigned country’s standard of living. Students complete research; form strategic improvement plans; write, present, and debate about global issues; create trade alliances; try to improve their countries through international trade.</p>	<p>IES unit and examples</p>
<p>The World Language department requires students of all levels to take organized notes when teaching grammar concepts (EDLR). Students follow a model written on the board by each teacher. Organized notes are essential for optimal learning and allow students to apply what they have learned to higher-level thinking (CAN#4/ESLR). At lower levels (years 1, 2 and 3) students make flash cards for each chapter, enhancing vocabulary and proficient communication (EDLR). At lower levels students are also required to organize their chapter work into specific categories. (Notebook organizer worksheet attached). This helps provide structure to their resources and gives them</p>	<p>Lower Level and Higher Level Examples</p>

access to optimal learning (ESLR).

World Language AP courses read real-world articles, listen to scripts, answer content specific questions and then respond to prompts in spoken or written language. Content standards are met as students “acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines,” and “students acquire and use orthography, phonology and sentence level elements to understand concrete and factual topics.” Reading real-world articles allow students “to become independent, reflective learners who think, analyze, and read critically (ESLR). Articles also allow students to “achieve academic goals through rigorous, challenging courses” (ESLR). By reading and responding to articles, World Language students “demonstrate proficient communication in the target language to prepare them to function in a multicultural setting, both in California and beyond” (EDLR).

To what extent do the representative samples of student work demonstrate students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?

In AP English Literature and Composition, the team integrates the study of American and British Literary periods from Renaissance to Contemporary, with the social and philosophical underpinnings of the historical periods to the close reading of poetry from those literary periods. At the beginning of the unit, which is essentially the beginning of the class, we use the gradual release of responsibility (GRR) strategy where the class watches the teacher go through the 10 step process of analyzing a poem. Next, students work in groups to critically analyze assigned poems, and finally, they start analyzing poems as individuals, exploring both how poets use various literary devices and how the historical literary period influences the work of the “big names” from that period. As a culminating activity, groups are randomly assigned literary periods and big names whose poetry students are to read. Then students choose one poem to present to the class along with its connections to the literary period during which it was written. This culminating project demonstrates several ESLRs and EDLRs as they research historical information about literary movements, choose a particular poet as representative of the literary movement, choose a poem to teach to the class, and present their information gathered in an engaging lesson that uses visual aides and involves class participation. Through doing this project, students work in groups and before the class using effective communication tools, they demonstrate high level thinking and critical reading, the work cooperatively with small and large

Sample French Reading Selection

AP Group Poetry Project

groups, and they prepare for the rigors of the AP English literature exam and the level of independent learning expected at college and the workplace.

Typical of many “real world” application lessons in Social Sciences, the lesson “War in the Trenches” fulfills content standard 10.5.4 in World History: “Students will analyze the causes and course of the First World War, including how the colonized peoples contributed to the war effort.” This lesson requires students to go beyond the textbook and classroom instruction and use outside research to create a “primary source” document based on what they have learned about WWI and trench warfare. The lesson requires students to watch the film “Trenches of Hell” which shows the reality of trench warfare during WWI. While watching the film, they are to take notes on the technology used, the sights, smells, noises, and emotions that they see manifest. The film makes the textual information come alive and seem more real. After watching the film, students place themselves in the shoes of one of someone out on the front during WWI. Before beginning to create their historical figure, as a class we read a letter from a real soldier during WWI. Students then create a “Facebook” page for a character and then write a “Letter Home” from the historical figure’s perspective. The face book page makes the history more relevant and “real world” for the students. Students must synthesize all information from the reading, the viewing, and the discussion in this creative product (EDLR). This lesson creates much more of a real world experience for the student and more of an emotional connection to the content and the history than simply reading the text or listening to a lecture might.

The A/B speaking activities in the World Language textbook allow for partner dialogue. Students are able to discuss their thoughts and share them with each other. In addition, audio activities test the ability of students to interpret the main idea and to apply important details to provided questions. In both cases, they are expected to apply prior knowledge of vocabulary or verb conjugations, and create a dialogue/conversation with their partner. In support of the World Language Framework, A/B partner activities and audio activities require students to use Spanish to exchange, interpret, and present a variety of information in culturally appropriate ways. In addition, it requires them to use Spanish with grammatical accuracy. Students are expected to communicate effectively in the academic environments, think, analyze, and read critically, and work cooperatively with diverse groups (ESLR). Through the A/B partner activities and audio activities, students also demonstrate proficient communication in the target language to prepare them to function in a multicultural setting, both in California and beyond (EDLR).

“Letter Home from the Front”

A/B speaking activities
Group chart
Audio examples

<p>Engineering 1 and 2 students are required to create a design portfolio that contains all of their work as a group as they complete creation of a working prototype for their master project. This portfolio exemplifies successfully mastering skills to reason, think critically, and problem solve in a group environment (ESLR). Each student’s contribution is detailed in the report, and this serves as individual student assessment. Students are also required to reflect on their individual contribution, describing what they accomplished, what fell short of the intended goal, and how they might improve on their efforts to improve the functionality and craftsmanship of the finished product (ESLR).</p> <p><i>To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results?</i></p> <p>The Strategies department students review the literature they study during the year, take a theme or general idea from the literature and relate to today’s world and cultural issues.</p> <p>In World Language, students research an ancient culture of pre-Hispanic world and present to the class. They are asked to present on the specific building of an archaeological site: what was the site’s purpose (actual or speculative)? During what period was the site built. And what remains of the site today. Students draw a picture of the site and a map of where it is located in the world by using satellite imagery from the internet.</p> <p>Many math students use graphing calculators (TI-83/84 & TI-30) to complete regression curves/equations in Honors Pre-Calculus and data entry and finding fundamental statistics in Statistics and Probability.</p> <p>The Advanced Computer standards are taken directly from the industry standards for certification as a Microsoft Specialist and provide authentic assessment with simulations, labs, and product-based outcomes. In addition Business students must master spreadsheet formatting which directly addresses the identified critical need for CTE for all students (CAN #2).</p> <p><i>To what extent do the representative samples of student work demonstrate that students use materials and resources beyond the textbook, such as library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?</i></p> <p>The VAPA department “corporate identity package:” assignment</p>	<p>Student Engineering 2 master project portfolio.</p> <p>Strategies: Senior Multimedia Project.</p> <p>World Language: “Los Mayas”</p> <p>Math: Honors Pre-Calculus packet</p> <p>Business: Microsoft Standards Business: Spreadsheet examples</p>
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<p>asks students to use technology and experiences beyond the textbook. Students in Digital Art are required to present their “Identity Package” to a local designer in a professional setting (CAN #2) which encourages them to enhance the quality of their product.</p> <p>In a science lab on genetic technology, students learn about and have the opportunity to use specialized scientific equipment— Electrophoresis Gel Box. In addition, they apply this knowledge and technology to a real life situation by analyzing and interpreting the implications of the data provided by the technology (ESLR/EDLR).</p> <p>Infectious Diseases is a course which constantly uses resources far beyond the scope of the text book to help link the content to the real world. The Sexually Transmitted Infections Unit is a perfect example of the variety of resources used. In addition to several lab/simulations that demonstrate the spread of STI’s and HIV in various situations, the class reads current research and journal articles related to such diseases to keep them up to date on the most recent statistics. Through all of these resources, students are able to make informed decisions regarding scientific issues surrounding sexual health (ESLR).</p> <p>The Health department has created an assignment for the course Life After High School that specifically demonstrates that students are able to think, reason, and communicate (ESLR). The Staying Safe/Prevention Project aligns with the Health Standards in that students will accept personal responsibility for lifelong health (EDLR). Students form a group (maximum of three) and choose a topic—depression, suicide, etc.— and use a variety of sources (interviews, internet, literature for example) to research and investigate information such as statistics and data, sample stories and consequences. The project concludes with helpful resources and prevention strategies on how to stay safe with regards to their topic.</p> <p>In Industrial Technology students created a can crusher and through their experience used and learned engineering concepts such as circuit design, pneumatic controls, and structural integrity. Not only is this a direct CTE experience, the project also requires many learning modalities—kinesthetic, verbal/linguistic, logical/mathematical, and visual. Throughout the project students reflect in journals, write reports, employ physics, and present orally (ESLR/EDLR/CAN #2).</p> <p>Despite the limitations of technology access, students in Statistics examine loan approval rates among groups such as whites and high income minorities. This explicitly connects to both Statistic standards 6 and 8 (Students organize and describe distributions of data by using box-and-whisker plots). While the</p>	<p>VAPA: “Corporate Identity Package” (Spring 2012)</p> <p>Science: Animal Form and Function teaching assignment</p> <p>Science: Gel Electrophoresis Lab (Spring 2012)</p> <p>The STI Unit</p> <p>Staying Safe Prevention Project</p> <p>Industrial Tech: Can Crusher Unit (Spring 2012)</p> <p>Statistics Project on Loan Rates</p>
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data the students used was not a primary source, it was the same data and method used by ACORN when the organization presented box-and-whisker plots before Congress. Students were also given the introduction paragraph ACORN used to present their case before Congress. Students used this paragraph as a framework to analyze their findings and explain what their box-and-whisker plots were saying about the loan approval ratings. Some students used data bases and computer information networks to build stronger arguments, while others found internet tools to help them design their box-and-whisker plots. This project requires students to think, analyze and read critically and showed a way to use mathematical modeling to communicate effectively in a real world workplace environment (ESLR/EDLR).

The Morning Bulletin is representative sample of student work which demonstrates the way students are able to think, reason and problem solve in an authentic, real world, group setting (CAN #2). Working as part of the live news show—directing a live television broadcast, monitoring and dubbing audio, anchoring and reporting—allows students to practice and apply their problem solving skills (ESLR). Students apply their acquired knowledge from video production courses, English courses, Math course, Social Science courses, Science courses and/or Health courses to pull together a daily news show. In addition to academic courses students draw upon their experience doing research on the internet and other technologies to help in the pre and post production of the news show. The Morning Bulletin provides a real-world experience producing a live television broadcast on a daily basis. The 10-minute show allows students to write a script, film/edit story “packages” for the show, direct the show, design graphics and report on the various activities and programs here at Franklin High School, all while using the latest technology: Final Cut Pro, Microsoft Word, Tele-Prompter, Tricaster, and a studio-quality camera.

World Language students have a variety of “beyond the textbook” experiences. In French, for instance, students research French language online shopping sites for clothing items for different occasions: outings, school, weddings, and outdoor activities. They share the information such as prices and kinds of fabric / materials along with the sources of information (web addresses). This assignment directly connects student use of language to real life purposes (EDLR).

In Japanese, students access the “Edmodo” class webpage. Students select and read an article about a Japanese cultural topic and share the information they learned by posting a summary of the article and their comments on “Edmodo.” As a follow-up assignment, students read each other’s reports on

Sample Bulletin Broadcast

French 3: Online Shopping for Clothing

Japanese 1: Emodo Webpage

<p>Edmodo and post comments or questions. “Edmodo” assignments are assigned regularly; it allows students to become familiar with using resources beyond textbooks while applying “digital citizenship,” which are the skills they need in the real world. Finally, in Spanish, students design and share their self-portraits by describing themselves in the target language (Spanish). This assignment gives an opportunity for students to express themselves in Spanish by using a form of art they learned through resources beyond textbooks, e.g. museum websites, library books relating to art (EDLR).</p> <p>Business and Technology at Franklin High School attempts to integrate all core content into assignments in technology. The examples here demonstrate integration of research techniques that cross over into all core courses. The “Emerging Tech.” assignment demonstrates a focus on researching a difficult concept and condensing those findings into both MLA format (English dept.) and a PowerPoint presentation (ESLR / EDLR). The presentation (CT-6) assignment does likewise. The Integrated Project example included here demonstrates the culmination of technology support for all core areas. The website and full projects can be found at www.egusd.net/franklinhs/techstandards.</p> <p>The assignment entitled “Identification of Macromolecules,” is the first lab report that the students are required to complete in biology to address the California state Cell Biology and Investigation/ Experimentation standards. The assignment is structured so that every student can be successful (CAN #1) as the teacher models what is expected in each section and progress is closely monitored during the instructional time. In future lab reports the students are expected to become more independent (ESLR) but replicate the process. Students are required to hypothesize, perform the laboratory procedures, obtain data, analyze the results, and determine whether the results support the hypothesis. Clearly these skills are an application of reasoning and analytical thinking(ESLR).</p> <p>The CADD classes use materials and resources beyond the textbook to link their knowledge to real world experiences (EDLR). In particular, the students in CADD have a complete set of the Sweet’s Catalogue File for Architects, Engineers, and Contractors, which is an industry reference manual for all types of construction (home, commercial, civil...) (CAN #2). Also, while designing their houses for the architectural unit, the students use many industry related websites to gather, examine, and analyze possible design features for their own houses (ESLR).</p> <p>In a sample Digital Art assignment (Color Variations Project In Adobe Illustrator) students use a picture of an interior room and</p>	<p>Spanish 3: Self-portrait</p> <p>See website for full projects and standards</p> <p>Investigation of Macromolecules</p> <p>Sweet’s Catalogue</p> <p>Color Variations: Adobe Illustrator</p>
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<p>draw it in Adobe Illustrator. They then render it in two different color schemes. Adobe Illustrator is a sophisticated drawing program and the assignment is incredibly rigorous. The assignment requires knowledge, not only of the software program, but also color theory. It is a project where students need to plan accordingly, so students must think and analyze the drawing very decisively (EDLR/ESLR).</p> <p>The collision project exposes Driver Education students to real life driving dilemmas, which demonstrates their understanding of how to use their eyes effectively while driving to reduce crash risk (Driver Ed Content Area Standard). They are required to find, read and analyze the causes and preventions of 10 car crashes from the Sacramento area that occurred in the last 6 months by applying the IPDE (Identify, Predict, Decide, Execute) Process, SMITH System, and Zone Control System (ESLR).</p> <p>Video Production 1 and 2 students use the internet to research information for projects such as the Public Service Announcement. Students select a topic and then must research that topic and create an original video that highlights information they learned. The best examples of these are shown on the Morning Bulletin. Students are motivated by this opportunity at public recognition and the entire campus is provided with valuable information as the students are self-directed, communicate clearly, and implement technology (ESLR).</p>	<p>Collision project</p> <p>Online Instructions</p>
<p><u>C2.d Real World Experiences</u></p> <p><i>Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.</i></p> <p>All Franklin High School students are required to complete community service. Students report their community service and turn in evidence of their work to their Advisory teachers. Throughout their years at Franklin High School, students are expected to complete a minimum number of service hours each year—twenty hours in grades nine and ten, and twenty-five hours in grades eleven and twelve. Advisory teachers approve the student service learning projects in advance and provide examples of the types of service students can provide to the community. The community service requirement provides time for students to attain the ESLR “Franklin students will become independent, reflective thinkers who make positive contributions to the school and the community.” In order to receive credit for their service learning, students must complete work or projects that truly benefit our community.</p>	<p>Service Learning Booklet</p> <p>Advisory Service Learning Introduction</p>

<p>In the Video Productions 2 class (available to all students) students create a documentary based on a list of topics for the KVIE Interstitial Documentary competition. STEM Academy students can also gain real world, career experience as Apple Helpdesk Technical Customer Service Support Representatives. The paid internships give students an opportunity to gain technical and employment experience. Each year in the spring term, STEM students, who have completed the Advance Computers, Intern preparatory standards and are juniors in good academic standing, apply through STEM for the one year internship. Through personal interviews, Apple selects no more than 10 students to become Interns with their company. The students selected complete an intensive, in-depth, paid training summer program that includes required-to-pass testing, live Call Center experience with coaching and mentoring from supervising Apple staff. In this program, students demonstrate a range of ESLRs, including communicating effectively in both academic and workplace environments, working cooperatively with diverse groups while practicing honesty, respect, and responsibility. Business department EDLRs addressed include integrating academic knowledge with technical competencies to learn, work and live in a technological world and transfer skills learned in business and technology courses to personal decision-making, life management, and financial independence.</p> <p>Once the school year starts the students are guaranteed a part time schedule so that they may work and go to school at the same time. This component of work and school is tied to the Sacramento County/EGUSD ROP program.</p> <p>The culminating project in Engineering I is designed to simulate a real-world engineering team. They are given a design brief, a document that outlines the requirements for a working prototype. Students are assigned roles within their 'company' including corporate president and vice president, mechanical engineering, electrical engineering, programmers, Computer Assisted Drafting (CAD) drafters, and documentation experts. The first task is to work out these assignments based on the learning activities each student has completed in the class. Then individual tasks are included in a master timeline which is used to monitor work toward complete construction of a working prototype (EDLR/ESLR/CAN#2).</p> <p>Business and Technology at Franklin High School provide multiple and diverse opportunities for industry certification, including A+ (Computer Repair), MOS (Microsoft Office Specialist), Web Master, and paid internship through Apple's Help Desk program. Each of these programs offer students the opportunity for job-shadowing, apprenticeships, and real-world experience. Each certificate is the actual Industry approved and accepted certification and the internship is a community project</p>	<p>Video 1: KVIE Project Description and Scoring Rubrics</p> <p>Apple Internship Materials</p> <p>Engineering I project and timeline</p> <p>Business Technology Standards for Certification and Internship</p>
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with Apple Computer being the sponsor. All instructors in the business and technology team promote these certifications as a capstone to our challenging and rigorous coursework (CAN #2).

In English 12 college prep classes, all students are required to create a resume, an essential element to being successful in the real world. Writing a resume especially readies our “lowest-performing and most-often disciplined sub-groups” (CAN #1). In this assignment, students learn how to write to “communicate effectively in a workplace environment” (ESLR). Students are also required to “write precisely” (EDLR), since every word is important in a resume, and grammar, spelling and punctuation must be perfect.

The English 12 team also collaborates by administering common, “college style,” timed-writing assessments that focus on not only the 20th century British literature but also the real-life connections to militarism and sexism (EDLR/ESLR).

Students at Franklin High School have the opportunity to join the Moot Court Academic Competition team. Franklin High School has competed in the Gordon D. Schaber Moot Court Competition every year since the school’s second year of existence. The moot court competition simulates presenting a constitutional argument before a court of appeals; this year’s example has the students arguing before the California Supreme Court. Being part of this extra-curricular team is open to all students. Real appellate judges score the final rounds and Franklin students have been told over and over that their level of preparedness to argue constitutional issues with authority rivals actual attorneys arguing before the District Court of Appeals.

Reading the case, the bench brief, the actual legal case precedents provided by the competition; preparing arguments; and arguing before our attorney coaches in preparation for competition all require students be self-directed learners who think critically, work with diverse groups, and communicate effectively (ESLR). Also, they learn to communicate in a workplace environment, the US court of appeals or Supreme Court (depending on the year). Their involvement also combines standards and EDLRs from English and Social Science involving reading, writing, speaking, synthesizing primary and secondary source documents to use in oral argument and connecting the past with the present. The video of one round from February 2012 shows one of our teams competing against another high school.

Each year the entire VAPA Department as a collaborative event, involving each of our arts disciplines, presents a week-long festival of the Arts, which showcases the Arts on the school campus. Every teacher and student on campus has access to the student gallery during this time, and the event is well attended.

Resume Assignment

Round One Video Clip

Online Student Gallery

<p>We have included this as evidence as it demonstrates the real world experience and application component of WASC indicator C.2.d in a meaningful way. All of the students in VAPA participate in this event, either through live student performances throughout the week, or through participation in the student art gallery. For many students, it is also a way to earn Service Learning hours.</p> <p>In addition to the annual transition plan as a part of the Individual Education Plan that is legally required, the Strategies Department will be assisting the juniors and seniors on an IEP to complete their own “My Transition Plan”. The “My Transition Plan” packet covers training/education, employment and independent living by asking the students simple step-by-step questions that lead them to other appropriate sections as it relates to their plans for the future. The “My Transition Plan” also covers additional transition areas NOT covered in the IEP that students should be thinking about such as insurance and mobility and includes a check list of items that would be beneficial for them to have or be able to complete. The “My Transition Plan” will be reviewed and revised each year to make the necessary changes as the student’s hopes and dreams for the future may change and will be giving to the students to use once they graduate (EDLR). The Strategies department also provides in-class basic vocational training, on-campus vocational training, volunteering off-campus training and paid off-campus training. Within the Independent Living Skills (ILS) the highlighted areas on the job chart shows a rubric for “daily” classroom jobs, on-campus non-paid job opportunities, and off-campus non-paid job opportunities.</p>	<p>My Transition Plans I’m Determined! Student led IEP agenda’s Youth Volunteer Directory Sample Script</p> <p>ILS Job Chart Work Based Learning Skills and Activities Scope and Sequence</p>
<p><u>C2.e Critical Areas of Need</u></p> <p><i>Prompt: Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.</i></p> <p>As described by the action plan, Franklin’s staff plans to embed CTE concepts, skills, and curriculum into core subjects so that students have increased access to relevant workplace experiences. Additionally, the staff will evaluate current CTE offerings and explore opportunities to strengthen current pathways and add additional courses and certifications. This focus on CTE will ensure students have access to a variety of educational opportunities and technologies.</p>	

WASC Category C
Standards-Based Student Learning: Instruction
Strengths and Prioritized Growth Areas

Strengths	
Strength 1	Franklin High School has a highly trained and motivated staff committed to student learning.
Strength 2	Franklin High offers a broad range of course offerings that challenge and engage all students.
Strength 3	Franklin's staff collaborates in evaluating, improving, and sharing instructional strategies that are highly engaging and that use resources beyond the textbook.
Strength 4	Teachers are aware of current content area knowledge and research-based instructional methodology and they work as coaches to facilitate learning for all students.
Strength 5	Student work demonstrates structured learning in which students organize, access, and apply knowledge, in addition to researching, discovering, and inventing knowledge on their own.
Strength 6	The school's instructional staff members differentiate instruction and evaluate its impact on student learning. These instructional decisions are based on the standards, ESLRs, and a variety of assessment results.
Strength 7	Franklin High School staff makes use of various technological resources such as computer labs, software, PowerPoint presentations, and the community library in order to make learning more engaging, rigorous, and relevant.

Prioritized Growth Areas	
Growth Area 1	Increase interdisciplinary collaboration. Articulate and implement curriculum, instruction, and assessments that foster mastery of Common Core State Standards and the Career Technical Education standards.
Growth Area 2	Provide more opportunities for student work that goes beyond the textbook, including greater access to data-based original-source documents and computer information networks.
Growth Area 3	Increase opportunities for shadowing, apprenticeships, community projects, and other real- world experiences for all students.
Growth Area 4	Continue to evaluate the efficacy and design of support and intervention, special education, and English Language Development courses.
Growth Area 5	Increase student access to technology.
Growth Area 6	Ensure that students understand the expected level of performance based on standards and ESLRs. Seek input from students in order to understand their perceptions of their learning experiences.
Growth Area 7	Departments should continue to address and make improvements in the multicultural content and cultural relevance of the curriculum.

Criteria D

Standards-based Student Learning:
Assessment & Accountability



**Chapter IV: Category D
Standards-Based Student Learning:
Assessment and Accountability**

Focus Group Leaders

Jamie Davi	Health
Gretchen Henry	English

Focus Group Members

Sandi Allen	Counseling
Michael Arbegast	Science
Sarah Ballard	English
Christina Buechler	Science
Sabrina Cabanas	English
Jan Collins	Social Science
Allan Curtis	Science
Mary Deutsch	Strategies Para-Professional
Douglas Gibson	VAPA
Stephanie Hartmann	Strategies
Jessica Hauck	Social Science
Ann Hennessey	Strategies
Jennifer Hsiao	Math
Caitlin Keskeys	English
Yukiko Kozuma	World Language
Jennifer Laflam	English
Kellie Larson	Career Center
Eliseo Lopez	Strategies Para-Professional
Moriah Macklin	Student
Fred Marks	Math
Allen Maxwell	English
Tom McQueen	English
Alicia Nakamura	Math
Emily Nazimko	Social Science
Kristie Nguyen	Student
Kay Parsons	P.E.
Gwen Rubio	Science
Shonit Nair Sharma	Student
Synthia Smith	Parent
Chris Shuping	Business
Shannon Silva	Math

A Note on the Process

Some indicators are divided into “Spring 2012” and “Fall 2012” sections. We conducted a brief snapshot in the spring and a more thorough analysis in the fall. In addition, from the outset we were committed to involving as many of the stakeholders as possible in the process; therefore, our chapter four results, whether from the spring or fall of 2012, reflect the voices of every department, every certificated staff member, many classified personnel, and our student WASC team. In most cases, the writing is directly transcribed from stakeholders’ explanations with only minor editing and condensing, an authenticity of which we are proud.

Finally, rather than compiling all explanations and evidence under the broader criteria, we decided to leave in place the more specific FOL indicators to demonstrate the breadth of our analysis. Had we provided evidence from every department for every indicator, the quite extensive section you have before you would have perhaps doubled in size. However, within each criterion all departments are represented, with most appearing multiple times.

D1 & D2 Assessment and Accountability

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

D1 & D2. 2011-2012 Findings

D1 & D2. 2011-2012 Evidence

D1 & D2.a Professionally Acceptable Assessment Process Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Spring 2012

World language teachers regularly access SISWEB to identify possible ELA difficulties that might impede target language acquisition. In addition, the vast majority of teachers (in addition to World Language) post grades regularly through SchoolLoop or Making the Grade. Some teachers also follow up with a printed progress report that parents must sign in the week or two prior to grade reports.

World Language: Grade and SISWEB Printouts

In many courses, especially in AVID, teachers print out CST scores from SISWEB to help students make goals for the current year's exam. In addition, near scheduling time, AVID teachers discuss CST scores to ensure informed AP and Honors placement for the coming year.

CST Printout

Fall 2012

The Physical Education (PE) department uses multiple effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community, all of which apply to all indicators in D1&2. Assessments come in the form of four daily evaluations entered into our excel grade program in the categories of participation, warm-up, cardiovascular exercise and activity participation. Those entries are uploaded to SchoolLoop, giving students and parents immediate access to student progress. Ninth grade students are also evaluated via the Fitnessgram during the spring term. Data is collected for upper body strength (push-ups), abdominal strength (curl-ups), flexibility (shoulder stretch and trunk lift), and cardiovascular endurance (mile run). The results of the Fitnessgram are sent to parents and published by the State department of Education to indicate to fitness levels of our students. The PE department analyzes the data collected throughout each term to evaluate the effectiveness of our program and to develop curriculum to meet the needs of our students. The "Establishing the Learning Environment" PowerPoint presentation informs students of the assessment methods and levels of expected achievement at the

Daily and Weekly Physical Education assessments spreadsheet

Weekly SchoolLoop entries

Weekly and Long-Term Physical Education Assessments

Fitnessgram Data

Establishing the Learning Environment Physical Education PowerPoint

<p>beginning of the term.</p> <p>Students' scores are posted on SchoolLoop, an online grade book, where parents and students can see what assignments are completed, need revision, or have not been turned in yet. The CADD teachers use SchoolLoop to look at the average scores or individual assignments and analyze them to see which drawings and their associated skills/concepts need to be revisited.</p> <p>The Business/Technology department provides students with Tracking Sheets designed to remain with a student for their 4 year high school career. The tracking sheet includes a listing of all of the standards available for student consumption. The Business Department staff has created a series of Checklists/Rubrics that students must use to self-assess their performance prior to assessment by an instructor. After student self assessment is completed and mastery is determined by the instructor, grade reports are created and disseminated through hard copy progress reports or through SchoolLoop, informing students and parents weekly about student progress. Strategies case managers have access to students' assessments through SchoolLoop to provide students with additional support where required. The Business department staff regularly consults with Toby Johnson Middle School staff to calibrate assessment for standards mastery. If students master the concepts in middle school, then they are able to extend their knowledge at the high school level by choosing more complicated digital media to experiment with. Examples of low, medium, and high performing student work are regularly evaluated at department and articulation meetings with our feeder school. Scaffolded instruction is also accessible through the department website and students are welcome to access the curriculum from home where they can receive additional support from family members who have technical experience.</p> <p>Strategies students are assessed in alternative ways such as student projects and portfolios. These are used to demonstrate student achievement of the academic standards and the expected school wide learning results. Teachers meet with students individually to discuss testing data and set goals. Individual Education Plan meetings are held with all stakeholders—parents, student, teachers, administrators, and district personnel—to create a plan for the student. Teachers send home progress reports, call parents, and collaborate with other stakeholders.</p>	<p>CADD Class SchoolLoop Grade Printout</p> <p>Business/Technology Department Checklists for Word, Excel, database, and Publisher</p> <p>Business/Technology Department Student Assessment and Reporting Tools</p> <p>Strategies Department Assessments and Parent Communication Samples</p>
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D1 & D2.b Basis for Determination of Performance Levels Indicator: The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Spring 2012

The basis for determining students' grades varies as does the definition of "Mastery" or "exemplary." In many English classes, for example, performance is evaluated on very specific, standards-based rubrics; however, few rubrics are used collaboratively with other teachers.

The Math department most consistently uses common assessments in the form of Standards Quizzes. Because of this collaboration within subject areas, the expectations for mastery are more clearly defined and predictable. Solving the problem of "what to do with the results" will move us much closer to our critical need of addressing the needs of our lowest performing sub-groups.

In the Social Science department each individual teacher sets out clear expectations, most of which are based upon state standards or AP standards. Some teachers use very detailed rubrics delineating each aspect of the assessment and others use narrative paragraphs explaining the basic requirements.

In the Art department the Art I students complete a common assessment in "Dot Drawing." All Art I teachers use the same assessment and rubric to evaluate their students' attention to detail and use of the technique when creating their original artwork. In fact, all Visual and Performing Arts (VAPA) instructors employ rubrics; however, for some subject areas only one individual teaches the subject (ceramics, dance, theater, chorus). The Business department teachers all use a Computer Technology Skill tracking sheet on which the standards for passing computer technology are clearly outlined, while on the reverse side the daily suggested tasks are outlined.

Fall 2012

On a release day, the Honors 9 English team collaborated to determine the levels toward achieving mastery of expository reading and writing standards. The assessment in the evidence was evaluated using a district-wide rubric for expository writing that addresses Common Core State Standard for Writing #2. This assignment called for students to synthesize 3-4 different sources into a summary paragraph that cites evidence and concisely conveys the central idea of the Mindset Unit. During the meeting, each teacher selected four highs, mediums, and lows from their student work, reading and noting the strengths

English Department Writing Rubrics and Assignments

Math Department Standards Quizzes

Social Science Assessments

Stippling Drawing

Photo and Dance Rubrics

Computer Technology Standards

Norming of Grading Expectations/
Honors English 9 Team

and weaknesses of papers from all teachers at each level. Teachers defined the strengths of high, medium, and low work and also defined possible weaknesses for each level. This meeting helped teachers on the Honors 9 team define consistent strategies and expectations for teaching the Common Core W1 standard for writing that can be used in cross-curricular training (CAN 3). Teachers discussed at length the different qualities of Mastery, Near Mastery, and Basic Understanding examples (High, Medium, and Low) as seen in the final observation document. Teachers identified together the problems of practice and theories of action to continue to improve precise writing with a strong voice (EDLR) across all levels, ensuring high achievement and rigorous courses for all students (ESLR).

In the fall of 2012, the English 12 team began work on a project to revise the spring English 12 curriculum so that it will be based on the National Common Core Standards and meet student's academic needs. The team began designing a writing unit to address Writing Standard 1 for argumentative writing and to prepare students for college English placement exams. The team developed this writing rubric, based on EGUSD's Common Core grade 11-12 rubric for argumentative writing, and teachers will use it to assess students' writing performance and improvement on a series of timed essays. The team will be able to use the results of these writing assessments to determine students' writing strengths and areas for improvement and build or revise our curriculum accordingly. The resulting rubric will be used as a learning tool to help students assess and build their writing skills so they can communicate effectively in academic and workplace environments and think, analyze and read critically, and write precisely with a strong voice (ESLR/EDLR). This rubric is based on Common Core Standards and is a first step toward developing cross-curricular writing expectations (CAN #3) as the whole school begins to build curriculum around the Common Core Standards.

The standards quizzes developed by the math department consist of sample problems from the California State Math Standards. They are basic questions designed to assess students' knowledge of the California Standards. As outlined in our syllabi, these quizzes make up 20% of the students' grades. Each term, students will take the quiz eight to nine times. Students must attend to precision as the problems are corrected as either right or wrong, no partial credit (EDLR). All teachers within their clusters give the same assessments and adjust the lessons to enhance student mastery of the standards quizzes. The attached chart is evidence of students' improvement on the Term 1 set of standards quizzes.

English 12 Team Common Core State Standards Writing Standard 1 Rubric

Math Standards Quiz Student Performance Analysis/Algebra I Team

<p>Although the VAPA department benefits from standardized test score data in many ways, this department is not assessed directly in these tests. The exceptions to this are the two branches of AP courses that the VAPA department offers: AP Art History and AP Studio Art. Evidence from the College Board results, reviewed annually, show global and group indicators that are used by the VAPA AP instructors at Franklin High School to help determine which areas of instruction need modification and what curricular areas need to be developed/implemented (ESLR).</p> <p>The AP Art History class, the only non-lab, purely academic course in the VAPA department, involves intensive reading, writing, and note taking. Therefore, global and group indicators are an essential part of curriculum development and modification in this course (ESLR, EDLR, CAN #1).</p> <p>Strategies teachers continually develop skills through professional development, review of assessments, and analysis of results in department meetings. Teachers set goals with students and within their departments to increase student achievement, meet regularly with feeder schools for placement of incoming students, and help all Strategies students work toward mastery in a 7-12 program.</p>	<p>Advanced Placement Instructional Planning Report</p> <p>AP Art History Course of Study</p> <p>Articulation Materials Assessment Analysis</p>
<p>D1 & D2.c Appropriate Assessment Strategies Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, et cetera.</p> <p>Spring 2012 The yearbook class most fully typifies a project-based and real world assessment, the real world being the students who buy the completed “assessment.” The students select the theme for the year at the beginning of the year. As they compile photos, conduct interviews, and write descriptions, the theme is the constant focus. Through this experience students must learn Adobe Photoshop, conduct research and use communication skills. Students review the “Evaluation Tools” to monitor their progress.</p> <p>English Department teachers use a variety of assessment strategies—multiple choice response for factual recall and literary analysis skills, fill-in the blank vocabulary assessments, and short answer/paragraph responses—to measure both knowledge and writing skills.</p> <p>In Social Science some students in U.S. History complete the “Immigrant Experience” assessment. The project demonstrates a student’s ability to convey knowledge about the subject matter in a more creative and interactive way. In addition, the student demonstrates that he has not just memorized multiple facts, but</p>	<p>Yearbook: Rubrics</p> <p>English Department Assessment Examples</p> <p>An Immigrant’s Experience</p>

<p>that he can synthesize information from many sources and present a coherent and multi-dimensional understanding of the topic. This assessment has been revised multiple times and is administered widely throughout the U.S. History classes. In another U.S. History class, student knowledge and understanding are assessed with dialectical journal responses to quotations. The strongest responses demonstrate the student’s ability to understand not only the meaning of the quotation but its historical significance as well.</p>	<p>Dialectical/Dialogue Journal</p>
<p>Science students are assessed in a variety of formats that require both factual recall and higher-level critical thinking. For example, biology students complete a multi-layered assessment of mitosis and meiosis. The assessment involves illustrations of the mitosis process, written answers to an “onion tip” lab, and a multiple choice quiz.</p>	<p>Genetics Unit Test AP Chemistry Quiz Mitosis/Meiosis/Genetics assessment</p>
<p>Mathematics students at all levels (Algebra through Calculus) are assessed through Standards Mastery quizzes that require students to demonstrate complex mathematical thinking and show all work on the assessment.</p>	<p>Standards Quizzes</p>
<p>In Industrial Technology students complete the “Can Crusher Project” (also mentioned in Criteria C: Instruction). The project requires understanding of or appreciation for pneumatics, electronics, robotics, ecology, recycling, economics, and industry pioneers. In addition, students must take the project from design through automated operation and justify all along the way the rationale for each of their design choices. The instructor, upon reflection, sees that smaller groups would improve the widespread involvement and understanding of all group members; however, as it stands the project requires real world teamwork and collaboration.</p>	<p>Can Crusher Project</p>
<p>The Health department assesses student knowledge and understanding of nutrition with “short answer” responses that require students to recall and explain. In addition, health students in the “addiction unit” can choose one of two assessment methods, either a visual representation or a “skit” format in which students role play and addiction situation. The assessment demonstrates that they understand both the causes, stages, and the impacts of addiction in the family.</p>	<p>Health Course Assessment Chemical Dependency in the Family</p>
<p>Fall 2012 The collision project allows driver education students to demonstrate their understanding of how to use their eyes effectively while driving, reducing crash risk (Driver Ed Content Area Standard). They are required to find, read and analyze the causes and preventions of 10 car crashes from the Sacramento area that occurred in the last 6 months by applying the IPDE</p>	<p>Collision Project Overview Student Work Samples</p>

(Identify, Predict, Decide, Execute) Process, SMITH System, and Zone Control System (ESLR). Upon completion of project, students use a rubric to grade their projects individually and then answer feedback questions regarding their grade (Was this their best work? What would have helped students complete a better project? Etc.).

The Franklin English department employs a variety of appropriate assessments to measure student learning. The English 9 CP Fall Blocks, for instance, emphasize expository writing. For the first weeks of the term, teachers scaffold the first unit of expository writing to address the various needs of diverse learners in CP and SDAIE Block classes (CAN #1). Students first review the elements of an essay (i.e. introduction, body, and conclusion) and then learn the academic language required to respond to a written task such as text, audience, purpose, and subject. Students are explicitly instructed to communicate effectively, think, analyze, and read critically, and write precisely with a strong voice (ESLR/EDLR). While the student models vary in the level of mastery, it is apparent that students are able to identify the text which they are writing and write for various audiences and purposes through the use of TAPS (Text, Audience, Purpose, and Subject) which they will build upon in future writing assessments (i.e. "Growth Mindset" paragraph, "Community Service" paragraph, and "Problem" paragraph). One of our lowest performing subgroups involves English Language Learners. The scaffolding demonstrated throughout this business letter unit ensures that the SDAIE class is able to successfully read and respond to a written task now that they are versed in the academic language (CAN #1).

In the English 10 CP course and the Strategies English 10 *Lord of the Flies* unit, students analyze William Golding's allegorical tale focusing on the following themes:

- There is evil in all people.
- A society consumed by fear has the potential for violence.
- Civilization can only flourish when reason and morality are in control

As students read this story, they discussed and analyzed how the various actions of the characters in the novel supported, in a symbolic way, Golding's beliefs. Also, students identified and analyzed the basic symbols of the novel that helped Golding illustrate his points. In order to successfully navigate through this unit, students must read with both skill and critical thinking (EDLR). Eventually, the final multiple-choice test assesses their knowledge of the curriculum and its complexities. Students must identify and make sense of the novel's symbolism and recognize how the novel functions as a complex allegory. In addition, the focus vocabulary of the novel is included in this test. The test

Business Letter Assessment

Lord of the Flies Final Assessment

determines if the students have been critical readers who have mastered the reading standards at the heart of this unit (EDLR/ESLR).

The teaching of persuasive writing is a prominent focus of the curriculum at Franklin High School in the English department. While the exact inspiration and specific focus of writing prompts may vary from teacher to teacher, the English 10 team has collaborated on the rubric for assessment of the persuasive essays taught at this grade level in the English department. The rubric reflects all of the components of a formal, mature persuasive essay: an introduction, thesis statement, topic sentences, cited evidence and explanation, varied appeals, counterarguments, and an effective conclusion. As students completed this assessment, they read and analyze many sources of evidence, strove for a strong voice in their compositions and effectively used the persuasive logical, emotional, and ethical appeals (EDLR/ESLR). The rubric guides the multi-draft process of this assessment. The added “technology” angle was a cross-curricular aspect added for this particular STEM English course (CAN #2 and CAN #3).

The Document Based Question (DBQ) Essay: Citizenship in Athens and Rome is a culminating assessment that measures both the students’ knowledge of the material covered in Unit 1 of World History, Foundations of Democracy, and their progress in being able to write document based essays. It addresses content standard 10.1 which asks that “students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.” Students across the social studies department are given a document based writing pre-assessment at the beginning of the year, giving social studies teachers a clearer picture of where the students are in their ability to write document-based essays. After determining the starting point, teachers conduct students through a series of lessons in which they analyze multiple primary source documents to answer a given question (ESLR). From that they must create a thesis statement that answers the main question and then write an essay, using the primary sources as support for their argument. Combined with the pre-assessment this essay shows student’s progress towards writing document based essays, which are a central part of the social science department at both the AP and CP levels (EDLR). Various topics following this format of DBQ Essay writing are used department-wide and throughout all the grade levels in the Social Science department. Though students do have a choice of how they will answer the question, by being limited to the documents provided, they have to show minimal bias and provide specific, factual support for their argument primarily from the documents. One of Franklin’s

Persuasive Essay Unit Instructions and Rubric

DBQ Essay/World History

<p>Critical Areas of Need is to “develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking,” which directly related to this composition-based assessment.</p> <p>The Standards Quizzes developed by the Math Department consist of sample problems from the California State Math Standards. They are specific questions designed to assess student’s knowledge of the CST’s. Each term, students will take the quiz eight to nine times. Students must attend to precision (EDLR) as the problems are corrected as either right or wrong, no partial credit. All teachers within their clusters give the same assessments and adjust lessons to enhance student mastery of the standards quizzes (CAN #1). We also use a tracking system to record each time students pass a standard. This system helps us identify mastery and weaknesses of standards. As a Math Department, we also give common assessments for each unit. Each test consists of problems outlined by the California State Math Standards taught by unit. Our chapter tests consist of a variety of testing strategies. There are some multiple choice, short answer, multi-step and vocabulary questions. Using common assessments enhances congruency between different teachers within each math level. In addition, the Algebra 2 cluster administers open-note homework quizzes, a formative assessment, to gauge student understanding of the homework and providing teachers and students immediate feedback on student progress. Students also must use appropriate formulas and critical thinking to solve complex math problems on our various math assessments (ESLR/EDLR). We use all of the above assessment strategies to help students make sense of problems and persevere in solving them (EDLR).</p> <p>Science Notebooks, specifically Biology and Infectious Disease Notebooks, provide students with an overview of the entire course, term-by-term. Acting as a portfolio of sorts, the notebook provides a visual representation of all activities, assessments, and assignments completed throughout the term. These activities, assessments, and assignments demonstrate the wide variety of instruction provided for each standard. This type of assessment provides students with a large variety of teaching modalities including inquiry based labs, current articles for analysis, and written quizzes so that they are best able to understand and be evaluated on their understanding of the material.</p> <p>The CADD curriculum and assessment tool are designed to introduce new skills in each drawing. The drawings’ production process uses skills and techniques that scaffold from one drawing to the next reiterating key skills and concepts taught. These skills and concepts are aligned with the AutoCAD Certified</p>	<p>Math Department Standards Quizzes, Chapter Tests, and Homework Quizzes</p> <p>Infectious Disease Notebook Checklist</p> <p>CADD Class Drawing Skills Alignment Matrix</p>
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<p>User Skills for Autodesk Certification. By analyzing the scores for each drawing, the CADD teachers can see what skills and concepts may need to be revisited.</p> <p>The Business/Technology department provides students with Tracking Sheets designed to remain with a student for their 4 year high school career. The tracking sheet includes a listing of all of the standards students can attain. Each standard includes an assessment rubric that lists all of the skills required for mastery. Students have access to multiple assessment tools to help them assess their own work prior to receiving instructor input. Students maintain a personal directory on our district network and collect portfolios of all of the work they have completed through the course.</p> <p>Evidence shows that all of the VAPA (Visual and Performing Arts) branches use a variety of strategies to assess and monitor student achievement/progress. Instructors draw from multiple assessments such as portfolios (EDLR), individual and group projects, formal quizzes and examinations, and rubric based self-assessments. These assessments range from our entry level Art 1 students (with basic reading and vocabulary expectations and an emphasis on lab assignments) through our AP Art History Students (whose reading, writing and note taking expectations and assessments reflect college-level curriculum with only supplementary [extra-credit] lab activities) (ESLR, EDLR, CAN). Rubrics are given at the inception of a project to establish expectations and are then referred to for guided instruction as well as for final self-evaluation and formal evaluation. Formal tests and quizzes determine curriculum mastery. Portfolio assessments (group or individual) demonstrate technical proficiency.</p> <p>Students in World Language courses are developing skills in writing coherent paragraphs by using the target language in culturally appropriate ways (EDLR/CAN #3). As students complete these written assessments, they must communicate effectively and proficiently (in writing), which they can use to function in multi-lingual/cultural settings in the real world (EDLR).</p> <p>The World Language department also strives to incorporate projects allowing students to collaborate and discuss issues dealing with service learning in the community and abroad (ESLR/EDLR). Peer evaluation and instructor evaluation is required to allow proper feedback and self reflections. For example, the students in Spanish 4 AP were required to create, develop, and present (to the class) a non-profit organization. We connect this concept to specific World Language Standards that have been adopted by EDUSD.</p>	<p>Business/Technology Student Assessment and Reporting Samples</p> <p>VAPA Department Assessment Samples</p> <p>World Language Writing Assessment Samples (French, Japanese, and Spanish)</p> <p>“Create a Non-Profit Organization” Project</p>
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<p>World Language Standards EGUSD - Level 4</p> <ul style="list-style-type: none"> • The students will participate in multilingual communities at home (in the classroom) and around the world (discuss the concept and create an action plan) • The students (using the target language) organize non-profit organizations <p>Each student has a specific task and will present the information in front of the class. The instructor will use a rubric to assess the overall speaking ability of each student and the rest of the students will take organized notes about each presentation, and then rank the presentation from 1 to 10 (ESLR). Throughout the process, the students work cooperatively with diverse groups and demonstrate proficient communication in the target language and cultural understanding, sensitivity and respect as in relates to other Spanish speaking countries (ESLR/EDLR).</p> <p>Because strategies students often struggle with traditional, standardized tests, strategies teachers emphasize test-taking skills with their students through CAHSEE and CST-released questions, direct instruction of test-taking skills, and remediation of academic skills. In addition to providing training and exposure to the standardized format, our strategies teachers also evaluate student progress with a variety of formative and summative assessments—portfolios, essays, written projects, and group projects— often more appropriate to the students’ abilities or skills.</p>	<p>Strategies Department Assessment Samples</p>
<p><i>D1 & D2.d Demonstration of Student Achievement Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.</i></p> <p>Spring 2012</p> <p>The student work was collected as a “high-medium-low” snapshot on one day from one period. In the student samples a wide range of ability is clear. In the science assessments, the instructors were satisfied with the overall results; whereas, the math and French instructors could see clear gaps in student understanding. Once again, the consensus is that those who lack fundamental skills struggle to perform more intellectually complex tasks.</p> <p>The Theater department provided a semi-longitudinal study of beginning students through advanced students. Thus, the “low” examples are from the Theater I course and the “high” examples are from the “Advanced Theater” class. The Theater I students start with the “mini-musical,” with the assessment modified for special needs students (CAN #1). The intermediate students recreate a “fractured” fairytale with an ironic twist and more</p>	<p>“Gas Law Quiz” and “Acid/Base” Exam Standards Quiz Algebra II Persuasive Essay Practice</p> <p>Snapshot DVD</p>

complex scripting in the Brothers Grimm Spectaculathon. Finally, the Advanced Theater students choose student directors and their own (self written or published) 10-20 minute one-act plays in the "Petit Play Festival." As the students progress through the program and the size of their audiences increase, their organizational, analytical, and presentational skills improve immensely (EDLR).

Fall 2012

A key ESLR at Franklin High School is the expectation that students will achieve academic goals through rigorous, challenging courses. Therefore all students, including those with special needs, have access to high- level mathematics courses, such as Algebra 2 and Pre-Calculus. These courses are offered as year-long classes. They provide all students the same rigorous expectations of the general education classes, but allow more time for students to process the concepts.

In these classes, students, through standards review and assessments strengthen their basic skills from previous courses. They are able to re-take the quizzes more times, allowing them the chance to understand the concepts thoroughly by mastering them. Both Strategies students and ELL students are successful in these classes because of the time spent on the fundamental skills needed for the course (CAN #1).

The Franklin Health team uses many assessment methods to demonstrate achievement of the standards throughout our health units: Mental/Emotional Health, Nutrition, Drug/Alcohol Abuse/Education, and Family Life. Assessments consist of weekly quizzes, unit finals, presentations, journals, current events, and individual and group projects. During the Mental/Emotional unit, for instance, the Health team assigns an individual project called "Depression and Suicide Prevention Brochure or Newsletter." The students gain understanding on the process of growth and development (health standard) as it relates to their mental and emotional health/stability and demonstrate effective communication and the ability to cope with mental and emotional changes (EDLR). By completing such tasks as defining anxiety and depression, researching warning signs/symptoms of depression, and exploring resources for help, students are challenged to become independent, reflective learners who not only achieve goals through this rigorous unit assignment but also think, analyze, and read resources critically (ESLR). In addition, they must listen to or critically analyze information presented to them through lecture material, textbooks, and other varied resources in the library and technology. The students also learned about the current health-related information, products, and services that were available for prevention or help with depression and suicide (EDLR).

Strategies Student Work
Pre-Calculus

Health Unit Final Assessment Rubric

Franklin is field-testing the Kate Kinsella 3D program in our SDAIE and EL courses. Designed to support the needs of students who lack an academic vocabulary that would allow them to be successful in reading and writing, the English SDAIE 10 course is made up of 14 L3 and L4 EL students, five of whom are strategies students. This program provides a highly structured scaffold to reach the following standards: Vocabulary 1.1a and 1.1b, Writing Strategies 1.4 and 1.9, Writing Applications 2.3, and Written and Oral Language Conventions 1.1, 1.2, and 1.3. Additionally, it allows for daily oral language opportunities which allows the students a greater opportunity for success in fulfilling their speech requirement for graduation (ESLR). As a result of this program, students are demonstrating a greater awareness of word choice in both their written and oral responses in class discussions and in their writing (EDLR/ESLR).

Kinsella 3D Assessment
Materials/SDAIE and EL Courses

The Social Science department's pre-assessment is a standards-based, document-based question that requires students to answer a prompt in at least five paragraphs using the documents they were provided as evidence in their argument-based essay. The pre-assessment represents the first stage in the writing program developed by the social science department using the language of the forth-coming Common Core Standards in order to create consistent cross-curricular strategies and expectations for reading and writing (CAN #3/ESLR). After the pre-assessment the students are given instruction in how to write thesis statements (handouts for this instruction are included). During the first formal writing exam students are instructed to write a "thesis-driven" essay. Students practice their writing through a series of quick writes throughout the term allowing the teacher to measure their formative performance and provide feedback as the term progresses. For their final formal assessment in the course students are required to write an 8-10 page position paper, which eventually represents the culmination of the social science writing program. The papers presented are the final formal assessment for the students in the government course and demonstrate that student writing improved over the course of the nine week term and that students were able to effectively extract information from a variety of primary and secondary sources by critically analyzing information, evaluating and applying this information, and communicating their findings with minimal bias (EDLR). With the implementation of a consistent, comprehensive writing program in social science, all students will meet this expectation.

Social Science Writing Prompt and
Student Work Samples

The U.S. History PowerPoint project assesses the student's ability to work with a partner to use technology, to analyze and extract relevant information from the textbook and other sources, to put together a presentation that is a concise, visually pleasing representation of an aspect of the US history curriculum

U.S. History PowerPoint Project

standards (EDLR/ESLR) To fulfill the content aspect of the project, they may do additional research to provide enough information about the content to meet the requirement of using one graphic per slide and further explain the “bulleted” content of each slide (ESLR).

In preparation for the Rectangle ink Drawing activity, students are presented with a range of examples of 16 rectangle drawings to help them understand the achievement expectations. This activity addresses CAN #1 by aiding all students with extra support imagery to ensure success. This assessment encourages autonomous problem-solving (EDLR/ESLR) by providing a variety of support materials so all student have the tools required to work independently and to creatively address challenges (ESLR).

Working in collaborative teams, Animation II students select a topic then research, write, storyboard, and animate a 30 second public service announcement (PSA) (ESLR). This PSA may air on our Morning Bulletin and be entered in contests. All students are included in the process and expected to participate. The evidence features projects from wide range of students, including a special needs student with an IEP (CAN #1).

The World Language department looks at the special needs of each and every student. We often have students with some type of learning disability (those who work directly with our strategies department). Our department receives a summary of specific accommodations for such students. The assessments are looked at in two ways. We want the student to feel comfortable and receive the assistance needed and we want to adjust certain tests to be able to evaluate carefully yet lower the affective filter that often “clogs up” as students face key assessments. The traditional final exam is a total of 168 question (of a variety of methods). This lengthy test is very difficult and adds stress to the students who typically struggle with cumulative assessments. As a result the Spanish cluster of the World Language department created a smaller version of the same assessment and allows their special needs students to choose the environment in which to be tested. Our strategies department then helps to students during that assessment process by clarifying or resolving concerns. We have reviewed the results of traditional tests verses and modified test , both covering the same material, and we have seen our special needs students perform much more successfully with the modified test.

The Computer Technology Curriculum is driven by project-based assessments, assigned by all the members of the Business Team, that allow students to demonstrate their understanding of Word, Excel, Database, Publisher programs through alternate forms of assessment, demonstrating artistic, literary, and critical thinking

Art Assessment Models
(Low/Medium/High Student Work)

Animation 2 Public Service
Announcements

Spanish 1B Modified Final

D1 & D2.e Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

The math department, as a group, uses a variety of assessments in determining student’s mastery of state standards during current lessons. In addition to assessments that measure the student’s level of understanding of current lessons, the math department also uses weekly/bi-weekly standards quizzes to assess the student’s mastery level of current and past standards. The standards quizzes allow the math department to identify areas of needs or weakness in the student’s comprehension of state standards from previous and current courses. This is also true for EL students who may come from a different school system (other countries or other regions) and lack skills they are expected to have mastered. If an area of weakness is recognized, additional practice and instruction can be implemented to improve student’s mastery of the state standards. The standards quizzes require all students to make sense of math problems from several math disciplines and persevere in solving them until they are mastered (EDLR). The state standards that each question assesses are listed on the standards quiz so the teacher can quickly determine which standards are mastered and which are not. Incorporating standards quizzes in each math class requires students to work hard in each class to recall information from previous classes and helps to provide a rigorous, challenging course (ESLR) for all students.

Science offers both EL and SDAIE science classes. These courses are taught to address the needs of our English Learners who traditionally struggle in general education science courses (CAN 1). The EL science class focuses on science terminology along with content, while the SDAIE course teaches the academic standards and terminology, with Kate Kinsella’s academic vocabulary methods, to help meet the needs of our English learners. The science teachers works closely with the EL and SDAIE English teachers to create curriculum more effective in meeting student needs (CAN #3 and #1).

The Strategies Department routinely examines curriculum and assessment results to plan how teachers can help students improve their scores, grades, and performance. Strategies teachers give the MYPAS (mid-year assessment) in math and English three times a year: at the beginning of school, in December, and in spring to monitor progress toward state standards. We have three pre-release days a year that align with the administration of those tests. Strategies teachers evaluate

Geometry Standards Quiz

EL and SDAIE Science Syllabus and Course Descriptions

Strategies Department Examination of Student Performance and Modification of Teaching and Instruction

<p>the progress on MYPAS and CST to develop goals and instructional plans to address deficits in learning. At the start of each school year we create a Continuous Improvement/Decision Making Framework (DMF) to outline our overall school-year plan. That plan, created with our instructional coach, is shared with school site administration. In addition, strategies teachers rely heavily on assessments documented in the district database, SISWEB, to develop annual Individualized Education Programs (IEPs) for strategies students. That data includes results of the California English Language Development Test (CELDT), MYPAS, California Standards Tests (CST), California Modified Assessment (CMA), physical education testing, and alternative testing when applicable. Those assessments, classroom teacher input, and the students' transition plans drive the IEP process at this school. Strategies teachers also make themselves available to general education teachers who need assistance modifying their curriculum for those students who need it. At the start of every term strategies teachers e-mail copies of their caseload's accommodations plans ("Grid of Nine") to classroom teachers.</p>	
<p>D1 & D2.f Student Feedback Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.</p> <p>Spring 2012 General Science students revisit their missed assessment questions and receive half credit for corrected answers. Students write out the question missed, consult the Earth Science textbook to find and write the correct answer, highlight the corrected answer and cite the page number where they discovered the answer. The department implemented this strategy to improve student responsibility for their own learning. In mathematics some geometry students complete a similar process in which they reflect upon their most recent assessment and respond to the following prompts: "List all the mistakes you made on the last quiz." "Do these errors have anything in common?" "Can you categorize them?" "How do you think you could learn from them?" "What do your particular errors tell you about the way you approach a problem?"</p> <p>Fall 2012 Each member of the Franklin High School Special Education Department meets periodically with his/her case load of students with IEP's. During these meetings, transitional planning, career/college planning, and course selection takes place. In addition to meeting with their caseload teacher, students often meet with the district Workability Specialist.</p>	<p>Quiz with Corrections</p> <p>E-mail from teacher to student</p> <p>Transition Planning and Student Interviews</p>

Together the team supports the individual student and helps guide them through their transitional period, moving from high school into post-secondary education and into a career of their choice. Through their IEP transition piece, students are given individual goals to work toward/obtain with regards to their transitional process.

In American Government classes, students are asked to write an anonymous and honest evaluation of the class and the teaching methodology used (included as evidence). The instructor read the evaluations to determine modifications and improvements that could be made to better meet the needs of students. For example, when a student discussed the speed of the lectures and the difficulty in following along, the instructor adapted his lesson by creating a PowerPoint presentation for his lectures. Because students also regularly request activities and simulations, the instructor adjusted his unit on the legislative branch to focus on a student portfolio and a mock senate simulation for students. Eliciting student feedback asks that students reflect on their learning and communicate effectively (ESLRs). The mock senate activity requires the students to work cooperatively with diverse groups as members of a political party and members of various standing committees (ESLR). In addition, students must extract information from various sources, and critically analyze one another's bills (EDLR).

In our AP Calculus AB cluster, we recognize that the pace and rigor of the course lend to its challenging nature (ESLR). We also understand that all of our so-called summative assessments are really just formative assessments leading up to the Calculus AB AP Test. Thus, we make sure student learning is not finished with a unit exam; rather, we ask students to reflectively revisit their tests, verbalize their confusion, and correct their mistakes (ESLR). But the reflection process is not limited to simply the Calculus standards and problems: we also ask them to reflect on their preparation and understanding. On each problem they missed even a minor part of, they narrate through their point of confusion or mistakes to help them identify and overcome them (EDLR), while their overall narrative allows them to consider whether or not their preparation for the test might have played a role in their results. Both of these elements provide us student feedback about their levels of understanding and preparation levels so that we can contextualize the results of the exams alongside the data. In addition, based on this information, we can plan some re-teaching or extra "front-loading" of future concepts dependent on those past points of confusion, or we can simply use the information to influence future planning to better attack those key issues. Best put, using this process gives our students a second opportunity to practice the challenging concepts of Calculus (EDLR) and both analyze and investigate

Student Evaluations and Resulting Curriculum Changes

AP Calculus AB Test Corrections

their respective weaknesses (ESLR), helping them appreciate the value of remediation and reflection and extending our instruction beyond the confines of Calculus.

The “informal” quiz evidence demonstrates that student feedback plays a major role in our planning and assessment. Although our Year-Long (YL) Algebra 2 cluster uses formal assessment strategies for both formative and summative assessment, we also use less formal techniques to help students receive feedback on crucial skill development and help instructors gather feedback about current levels of mastery. The attached informal quizzes demonstrate two instances of progress monitoring out of the several during the first quarter with an unannounced, informal assessment. In the SOLVING 3X3 SYSTEMS “QUIZ,” students had to solve a system of three equations, a task that demands a high burden of organization and execution (ESLR/EDLR). Students received a score out of 6 points, just as they would for the same problem on the upcoming summative unit exam, and thus were able to see how they were doing and, for weaker answers, receive instructor feedback. In the WARM-UP QUIZ, students had to identify the type of situation described in the word problem, model that situation with mathematical relationships (EDLR), and then choose an appropriate technique to solve what they modeled (EDLR). Students self-checked their work and then submitted it to the instructor, who could determine where the class stood as a whole as they approached the end of the unit. There was no formalized feedback, but the self-checking provided individualized feedback, while the collective tests, sorted them by levels of mastery and precision, indicated where to focus attention for the remainder of the unit—and with whom to focus it, in particular.

The Rocket lab and quiz series are an accumulation of Physics Motion and Forces (PH1a-d), Physics Energy and Momentum (PH2a-f) and Investigation and Experimentation standards where students apply critical thinking and discovery skills rigorously addressing each standard (ESLR). In Physics CP courses students are assessed often for understanding of each standard. Each standard has an assessment and these assessments accumulate for multiple standards. This scaffolded assessment requires mastery of each standard. Therefore, quizzes are graded, returned and revised by each student. If a student needs to refine or improve his or her knowledge, the revisions are reviewed again by the teacher and a new assessment is given and graded until mastery is achieved. Most students take advantage of this approach and the results for each student show continued progress for each standard. In the laboratory phases of Physics, students use inquiry approaches to solve problems, discussion improves problem

Yearlong Algebra 2 Assessments

Lab Rubric with Self-Evaluation and Peer Review

<p>solving and results are communicated. In the Rocket Lab, for instance, students provide feedback to each other in a collaborative manner with peer evaluation and discussion (ESLR). Teacher provides further feedback and corrections for revisions of the final lab report. During this time the data is constantly being evaluated using a spreadsheet by the teacher to provide real time evaluation of the data. If the data is questionable, it is highlighted and returned for further student evaluation. The final lab report is graded and returned as soon as possible. The culminating project reflects Continuous Process Improvement (CPI) as is utilized by the science and other industries. Real life examples including the space shuttle, Mars Curiosity Lander, and other NASA missions are discussed.</p> <p>The Honors English 11 curriculum is driven by rigorous instruction designed to challenge the students' ability to analyze literature and to share this analysis in a variety of formats, as outlined by the California State Teaching Standards for Language Arts. The team has developed a Mid-Year Learning Reflection Letter allowing students to reflect on their understanding of the curriculum thus far (ESLR). In this assignment, students complete a learning survey, which offers them a visual graphic organizer from which they can reflect upon and write about their progress. Through this "letter" to the teacher, students demonstrate control of grammar and diction, paragraph and sentence structure (EDLR).</p> <p>The collision project allows Driver Education students to demonstrate their understanding of how to use their eyes effectively while driving to reduce crash risk (Driver Ed Content Area Standard). They are required to find, read and analyze the causes and preventions of 10 car crashes from the Sacramento area that occurred in the last 6 months by applying the IPDE (Identify, Predict, Decide, Execute) Process, SMITH System, and Zone Control System (ESLR's think, analyze and read critically). Upon completion of project, students use rubric to grade their projects individually and then answer feedback questions regarding their grade (Was this their best work? What would have helped students complete a better project?, etc.). This process has helped the instructor improve her explanation of the project and her monitoring of student work.</p> <p>As part of an assignment in photography each student in a group discusses and provided feedback to each of the other members of the group. The evidence demonstrates that the students are reflective learners who think analyze, and read critically and work cooperatively in diverse groups(ESLR). Students are also engaged in creating original artworks based on personal experiences or responses (CS 4). Throughout the VAPA department rubrics, peer critiques, and student self-assessment</p>	<p>Assessments with Corrections, Revisions, and Retakes</p> <p>Honors English 11 Mid-Year Reflection Letter</p> <p>Collision Project Student Work with Self-Assessment and Student Feedback (see evidence in D1-D2.c)</p> <p>VAPA Department Self-Assessment and Peer Critique Examples</p>
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<p>instruments are used to evaluate student performance and to enable student self-reflection on their performance.</p> <p>Through informal discussions, obtaining feedback, with students in the CADD class, the CADD teachers assess learning results and modify instruction by adjusting the pace of the class, or re-teaching missed concepts. Throughout any given lesson/assignment, if there are three questions pertaining to a single topic, the CADD teachers will direct everyone's attention to the whiteboard and discuss the topic with the entire class.</p> <p>Some World Language instructors employ common assessment and provide feedback to the students. In some classes students complete self assessments after taking formative assessments and prior to a summative assessment. Some Spanish 1 students take a cumulative assessment every 8-9 days. Prior to the assessment, the students fill out a small questionnaire and reflect on whether (or how much) they are prepared for the assessment at hand. Each question on the questionnaire focuses on preparation inside and outside of class. The students also predetermine what grade they think they will get and justify this grade's accuracy (ESLR). Then, after the assessment the student writes his or her actual grade is written on the post-test self-assessment. The students take this self-assessment home, ask their parent/guardian to review and sign it, and return the form to the instructor. Through this self-assessment, the students have to opportunity to be self-directed as they analyze their own abilities (ESLR).</p>	<p>Explanation of Student Feedback Process</p> <p>Self-Assessment and Post-Test Reflection</p>
<p><i>D1 & D2.g Modification of the Teaching/Learning Process Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.</i></p> <p>Spring 2012</p> <p>The English department as a whole and individual teachers use data, both formal and informal, to assess student progress and modify curriculum and instruction. At the classroom level, many teachers analyze their own data which may include participation, class work, homework, projects, assessments, etc. Teachers also have access to FAST. As a department, English periodically analyzes data horizontally at grade level and vertically throughout the grade levels either on Late-Start Wednesdays or release days. The department uses this assessment data to make instructional decisions regarding the breadth, depth, and pacing of the curriculum. Individual teachers use the data to make adjustments to instruction or to scaffold for struggling students.</p> <p>English teachers regularly revise curriculum, instructions, and</p>	<p>District Data and Assessments</p> <p>Late-Start Wednesday Meeting Agenda Examples</p>

<p>assessments after analyzing data. Some instructors modify specific directions and/or modes of response to broaden student access to success. Some use the essay revision process to expose weaknesses and areas for re-instruction or personalized curriculum, such as more careful revision on subsequent drafts. Others utilize timed writing not only as an assessment tool but as a way to direct writing instruction after the assessment. For instance, 10th and 11th grade students spend significant time preparing for the EAP from the CSU system. An early timed assessment on a racial profiling article drew attention to the teacher's need to spend more time addressing explanation of evidence and the treatment of counter claims.</p>	<p><i>To Kill a Mockingbird</i> Vocabulary Quiz 1, 2, and 3</p> <p><i>A Separate Peace</i>: Chapter 4 Analysis</p> <p>Racial Profiling Timed Essay</p>
<p>As a group, the English 10 Honors team discovered that their students did not perform as well as they would have liked on questions for Reading Standard 2.8 (author's credibility). The team realized that despite devoting a great deal of time to this concept, students were unfamiliar with the assessment of this skill in multiple choice format. As a result, the team restructured the graphic organizer and developed a multiple choice assessment that matched CST style questions.</p>	<p>"Hounding the Innocent" Practice CST Exam</p>
<p>The English 9 team was granted a release day to analyze MYPAS and CST results for indicators that would drive instruction in the second half of the year. They spent the morning defining weaknesses and the afternoon designing lessons to supplement writing instruction.</p>	<p>English 9 CP Meeting Agenda</p>
<p>The entire Math department gives weekly standards-based assessments and monitors student progress by recording the number of correct questions. Once a student has reached a level of mastery (same type of question answer correctly three times), he or she is deemed proficient. Not all math classes use the data to re-teach, but many do. When students as a group perform poorly on a particular standard, the yearlong geometry class, for example, uses the information to re-teach or review concepts.</p>	<p>Math Standards Assessments</p>
<p>The science department also analyzes assessment data to determine where students stand in their achievement of standards. Some use "check-in" assessments to find areas of weakness or the need to re-teach concepts prior to a unit assessment.</p>	<p>Mitosis and Cancer Quiz</p>
<p>The World Language department meets regularly to discuss assessment data and propose solutions to common problems.</p>	<p>Meeting agenda</p>
<p>Fall 2012 Franklin High School's Social Science Department in the spring of 2012 decided that because of the coming of Common Core Standards and the significance of writing/thinking to the success</p>	

of students that we would make a department wide effort to improve writing and critical thinking instruction. As a starting point department members attended a summer workshop at UC Davis on the Common Core Standards and a group of team members worked to create department-wide writing rubrics and writing requirements for each grade level which would support the school goals of communicating effectively and to think/analyze/read critically (ESLR). This also supports the department goals as described in the EDLR's. A pre-assessment writing activity was created by department members as an initial assessment to determine student strengths and weaknesses. The pre-assessments were collected and the department used two department meetings to evaluate strengths/weaknesses of student work. The results of the evaluation have guided teachers in the initial process of sharing and developing strategies, writing prompts, assignments related to developing student writing/thinking skills (Common Core Standards).

The Social Science data collected from the 2007-2008 CST Strand and Cluster Analysis showed that our students dramatically struggled in two topics (Causes and Effects of the First World War and Causes and Effects of the Second World War) that we initially believed were being addressed in our World History classes. The World History cluster team decided that it was necessary to spend more time on both topics and make a clear distinction between the two World Wars. As a result, the analysis of assessment data led to changes in pacing guides to create a more "rigorous" and "challenging" standards-aligned course (ESLR). In addition, students were provided more opportunities to work cooperatively (ESLR). An additional unit (The Interwar Period) was added in the new pacing guide to clearly show changes made in our instructional approach in our World History courses. This additional unit focuses on the consequences of World War I, how these events helped to bring about the Second World War, and includes stronger lessons on China and India to create a stronger "global context"(EDLR).

The AP Calculus AB cluster has, in the last two years, kept and shared information about which problems our students were struggling with so that we could talk about our approaches. This year, we formalized our data collection and analysis to help improve instruction and planning for term 2, the second half of AB calculus. For instance, the ANALYSIS OF DATA BY PROBLEM for Chapter 3 demonstrated that students struggled with question #3, which asked them to find the minimum value of a radical function. Seeing their struggles, we plan to emphasize the vocabulary of "minimum" versus "minimum value" and create an independent practice assignment asking students to use their knowledge of parent graphs to graph and visually identify both the location of the minimum and the minimum

Social Science Department Pre-Assessment Document-Based Timed Essay

World History Pacing Guide

AP Calculus AB Term 1 Calendar, Assessments, and Student Work Samples

value of the function. Assessment data is not only formally used and disaggregated, but it is also used informally to make adjustments to curriculum and planning in the moment. AB Calculus teachers regularly adjust the pacing and delivery of curriculum to enhance student understanding. After realizing that students were struggling with multi-part AP style questions, instructors added an additional day of heterogeneous group practice (ESLR), administered a MINI-AP test, and finally administered the targeted RELATED RATES MINI test on Friday rather than Thursday. This demonstrates the AB Calculus cluster's commitment to making decisions and changes in the curriculum to enhance and support student learning in both the long-term and the short-term.

The Science department has participated in professional development release days for both the Biology and Chemistry clusters, and through these meetings has strategized on how to improve curricular and instructional approaches for all students, especially those who struggle (CAN #1). In addition to curricular and instructional modifications (EDLR), they incorporated the CST release questions into exams and also provided the students with in-class review activities to prepare them for the CST (CAN #1/ESLR).

The World Language team has collected assessment data, analyzed it, and used it as the basis to make decisions and changes in the curricular and instructional approaches. The department completely altered, for example, the Spanish 2, chapter 2 test based upon student test results and comprehension problems. In addition, the test was postponed a few days, to allow for more review. The department collaborated to discuss weaknesses and areas of need for students. In support of the World Language Framework, the changes made on the test require students to use Spanish to exchange, interpret, and present a variety of information in culturally appropriate ways (EDLR). In addition, it requires them to use Spanish with grammatical accuracy (EDLR). Students are expected to communicate effectively in the academic environments, and think, analyze, and read critically (ESLR). The new test requires students to demonstrate proficient communication in the target language to prepare them to function in a multicultural setting, both in California and beyond (EDLR). By assessing the Spanish 2, Chapter 2 test data, the World Language team was able to address the academic needs of the lowest performing and /or most often disciplined sub-groups (CAN #1).

Through SISWEB reports, teachers can access a variety of assessment data focusing on an individual student or an entire class. Assessment scores from all major forms of testing

Science Department Modification of Curriculum Based on CST Results

Modified World Language Assessment

including MYPAS, CAHSEE, and CST results are available through the district reporting system. In addition, data gathered from the district is shared with the leadership team in a variety of formats including “Research Briefs.” Department leaders are then asked to work with department members in analyzing and incorporating data in changes to curricular and instructional approaches. For example, the Business Department allocated time during a department meeting last fall to review API/AYP results and also district suspensions and expulsion rates. This information was then used throughout the year as the department discussed changes to instructional methods in relationship to the needs of the lowest performing and/or most often disciplined sub-groups. (CAN #1) Overall, the data available assists teachers in developing rigorous, challenging courses that will help students achieve their academic goals. (ESLR).

Data is collected and analyzed by all strategy teachers in an effort to make decisions and changes in the curriculum and to provide a variety of instructional strategies (CAN #1). Teachers work with students to set and achieve goals based on data and performance. In the strategies department teachers must scaffold and modified the curriculum. For example, teachers meet with students to discuss their performance profile results. They go over the data, pointing out students’ success and students’ areas of need. Together they set goals to improve the students’ test scores. The Strategies Math department, for instance, is given release days with Barbara Schuh, our instructional coach, to perform data analysis and goal-setting based on the results of CST/Davis Math Diagnostic test/ CAHSEE/MYPAS from the previous year. Testing results are broken down to allow shareholders (teachers, departments, staff, and students) to compare and contrast teaching/curriculum methods and modify the teaching and learning processes based on student results. The department sets goals based on the data analysis as a team for the strategies math department. These test results are analyzed throughout the year to address strengths and weaknesses and adjust or modify through teaching strategies and curriculum based on student needs

Business/Technology Department
Assessment Data
Department Agenda/Data Review

Strategies Department Data Analysis
Examples

Math/Strategies Department

Decision-Making Framework

Data Analysis and Goal-Setting
Examples

UC Davis Math Diagnostic Testing
Project Results

D1 & D2.h Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

Spring 2012

The Strategies department carefully monitors each student's progress throughout the term. By using a variety of measures—CST scores, academic and functional performance summaries, transition planning guides and checklists—to determine how well their students are progressing toward meeting academic or social standards.

The Physical Education department, also, monitors the progress of their students toward state P.E. Standards for pacers, the mile run, and strength training. As they track this progress, the P.E. department notifies parents whether or not their students are making progress toward basic standards. If students are not in the passing range for 5 of 6 standards by the end of their sophomore year, they must re-enroll in P.E. until the standards are passed.

Fall 2012

With the mathematics course flowchart, counselors, teachers, administrators, and parents can plan and select appropriate mathematics course placement. Its use helps counselors and support staff in decision making for individual students. By placing students in the appropriate class level, they are encouraged to make a positive contribution to their education and consequently to their school. The critical need this addresses is the academic needs of the lowest performing students as they are placed in classes where they can be successful (CAN #1). The student tracker portion of the SchoolLoop web page enables teachers and counselors to monitor their students' progress in each of their classes, and identify any students whose grades need improving. This can be used to counsel students about their study habits and academic goals. Students can be encouraged to make a positive contribution to their education and consequently to their school. By using the weekly report card section of the SchoolLoop web page, students and parents can monitor their progress in each of their classes, as well as track any trends in their grades.

The students in the English 10 Yearlong class have shown, through various modes of testing, teacher observation, and past academic performance, that they need longer exposure to the standards-based curriculum. Each student is monitored closely, through SchoolLoop reporting and district and state tests, for their progress towards meeting the expected department learning results and the school wide learning results of Franklin HS. Through SchoolLoop progress monitoring, students are

Assessment Monitoring Packet

Monitoring Documents

Math Placement Flow Chart

SchoolLoop Student and Instructor Portals

Yearlong English 10 Intervention Course Gradebook and CST Score Printout

becoming independent, reflective learners (ESLR) because they have been given the responsibility to check and monitor their own grades. On a weekly basis, students reflect on their grades, explain why they received the grades they did, and determine how they can improve their grades in the future. Students are also given graphic organizers in class to help them think, analyze, and read critically (EDLRs). The Yearlong English class, with its slower pace and scaffolded approach, was established and maintained to help students improve their skills to grade-level, at which point they will return to the regular college preparation English course.

AVID has a system to monitor AVID students' progress toward achieving their goals of being eligible to enter a four-year university upon graduation from high school and having college-ready skills. As a result, this system monitors' AVID students' progress toward meeting the ESLR that students will achieve academic goals through rigorous, challenging courses. The system includes collecting and submitting data about students "on track" to meet four-year college entrance requirements, students who concurrently take college courses, and students who taken on-campus AP courses. The system also includes an initial self-study and, later in the year, a certification self-study. Both self-studies require the program to assess whether or not all AVID students are on track to meet the requirements for four-year college enrollment, whether they are enrolled in rigorous courses, and whether students are learning reading and writing skills in the AVID classes.

The first piece of evidence is a printout of the Computer Technology Standards Webpage. This page details the standards for each assignment and is the portal to the assignment selection page. The next piece of evidence is the Computer Technology Tracking Sheet; each student uses a Computer Technology Tracking Sheet that displays a comprehensive list of standards offered by the Business/Technology Department which correspond to the standards. The tracking sheet shows progressive levels of computer technology which may lead to industry certifications.

The tracking sheet is a visual medium that shows student progress as well as future opportunities. The business department incorporates real world business problems (CAN#2) into the curriculum and students are required to research authentic business or technology solutions to solve those problems (ESLR). The STEM Program Review Sheet is evidence showing how the academy coordinator and students keep track of their completed courses. This is a guide that offers a check and balance that makes sure the students are on track to complete the program.

AVID Data 2011-2012
AVID Initial Self-Study 2011-2012
AVID Certification Study 2011-2012

Computer Technology Standards Webpage

Computer Technology Tracking Sheet

<p>Strategies students' progress is monitored on an annual basis through the Individualized Education Program (IEP), but progress is constantly monitored through a multitude of other methods. Strategies teachers use SchoolLoop on an almost daily basis to monitor strategies' students' grades and to teach students to monitor their own grades. Though Franklin teachers are not required to use SchoolLoop, almost all do, making the monitoring process much easier. The Strategies Department also hosts a "strats lab," in which students can get tutoring or take tests using their accommodations. The department maintains logs on who uses the lab and for what reason. After the first year of operation, one strategies teacher conducted a formal evaluation of the strats lab, including a survey of all campus teachers, to determine the program's effectiveness. Most teachers reported seeing students' grades improve when they used the strats lab. It has become such a popular program on campus that general teachers pushed for its full return this school year when hours were cut. To ensure that the strats lab could operate all periods, strategies teachers agreed to move their classes (which had already started) out of the M Building and into available classrooms across campus. This means transporting all classroom materials back and forth in a cart each period on a daily basis, but both strategies students and teachers affected by the moves agreed the strats lab was worth the disruption if no other alternative could be found. In addition to SchoolLoop, IEPs, and strats lab logs, the Strategies Department uses progress reports (both academic and IEP-goal-driven), report cards, and routine parent-teacher communication to monitor progress and keep families and staff informed.</p>	<p>Strategies Lab Evaluation Report</p>
<p><i>D1-D2.i Critical Areas of Need</i> <i>Prompt: Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.</i></p> <p>Franklin High School has identified supporting students who struggle academically as a critical area of need. In order to measure the efficacy of intervention and supports for these students, staff members will need to regularly conduct formative and summative assessments and analyze the results with their colleagues. Currently, Franklin teachers have a practice of administering common assessments; resources will be allocated to ensure that teachers have time to discuss student achievement data and plan curriculum.</p>	

D3 & D4. Assessment and Accountability

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

D3 & 4. 2011-2012 Findings

D3 & 4. 2011-2012 Evidence

D3 & 4.a Assessment and Monitoring Process

Indicator: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

To facilitate communication between the site and the district regarding student assessment and monitoring, five Franklin staff members serve as members of district steering committees for their subject areas. Representatives from the English, Social Science, Mathematics, Science, and Health departments attend meetings throughout the year and work with district staff to review assessment practices and collaborate on assessment development, including the impending assessment of the Common Core State Standards. In addition, Franklin teachers in English, Math, Science, and Social Science are participating in professional development to support implementation and assessment of the Common Core State Standards.

The school regularly reviews its assessment data (CST, API, AP, CELDT, Physical fitness test) and includes this information on SISWEB. Achievement data is also an agenda item at faculty meetings, CAT parent, leadership and site council meetings. The annual School Accountability Report Card is published on the school and district website to provide information, test scores and matriculation rate data to the community. Developed by the administration and leadership team, the Plan to Achieve Bold Goal, the single-site plan outlining the performance data of the school and how the school plans to improve academic performance, is also made available to the community. It is reviewed and approved by the school site council (consists of parents, students and staff), office of secondary education and the school board. Franklin also participates in the Regional Board presentation where schools in our region present their evidence of achievement data and trends. The schools (elementary, middle and high school) articulate and develop a plan to address areas for improvement, such as disproportional performance or discipline data between different subgroups of students.

Steering Committee Information

Common Core State Standards Training Flyer

School Accountability Report Card

Plan to Achieve Bold Goals

FRAT Meeting Agenda

<p><u>D3 & 4.b Reporting Student Progress</u></p> <p><i>Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.</i></p> <p>The yearly “School Report” from the Department of Education and our School Accountability Report Card clearly show our progress toward school goals. These documents are shared with parents and staff members.</p> <p>At Franklin during 10th grade English, students can fulfill the district’s speech proficiency graduation requirement. When students fulfill the requirement, teachers fill out a form located on SISWEB. The results appear on the student’s transcript which they review every year in Advisory. The speech proficiency form describes clearly the criteria for passing. If students do not master the requirement they must enroll in a public speaking class until they fulfill the requirement.</p> <p>With the support of the district information technology department, our school provides many assessment and monitoring systems to communicate student progress. SchoolLoop is the main student-centered technology which the majority of our teachers utilize to communicate progress to parents. SISWEB reports provide CST and CELDT data; however, students and parent have no access to these technologies. In particular academies (STEM and GREEN) students and parents are provided with checkpoints measuring achievement and progress toward CTE standards.</p> <p>Teachers regularly meet with parents, district personnel, and members of the board to inform them about the progress of strategy students. District personnel regularly attend IEP meetings, and are an active part of the Strategy department. Student progress is continuously assessed and discussed.</p>	<p>API School Report and SARC</p> <p>English: SISWEB online speech form</p> <p>SISWEB, SchoolLoop, CST print-outs GREEN and STEM academy brochures Technology checkpoints and Challenge Test guidelines</p> <p>SchoolLoop Grade Report Examples MYPAS Results CST Strand-Cluster Reports Football Program Progress Reports</p> <p>Strategies Department Parent Information</p>
<p><u>D3 & 4.c Modifications Based on Assessment Results</u></p> <p><i>Indicator: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.</i></p> <p>Special Education analyzes all testing data—CST, CAPA, CELDT, CAHSEE, P.E., Hearing and Vision screenings, classroom observations, and classroom assessments—to determine classroom and program placement and to set individual goals for students. Allocation of special education funding is directly tied to student needs determined by assessment data and defined by “educational benefit.”</p>	<p>EGUSD: Present Levels of Academic Achievement and Functional Performance</p>

Every year, the Franklin AVID program undergoes a certification process that includes self-assessment of AVID's fulfillment of the Eleven Essentials. As part of the process, the county AVID director gives both commendations and recommendations. Franklin's AVID program use the self-assessment and director's recommendations to drive program improvements. The assessment process is supported by the school, district, and state, who all contribute resources to make assessment possible.

The mathematics department uses student assessment results to analyze curriculum. Changes are made in the course program as decided by the teachers of the course. In this on-going, collaborative process, teachers meet together in subject clusters and analyze the most recent assessments, making changes in the curriculum as needed. Then the Clusters come together in Department meetings, where assessments are discussed vertically: Algebra 1, Geometry, Algebra 2, Pre-Calculus. In addition, professional development resources allow teachers to meet in the summer to review results and make changes as necessary. This continual reviewing process provides curriculum that directly impacts all students (CAN #1).

Franklin High School's 2012-13 professional development plan was developed in response to the results of our WASC self-study. Using the plan as a guide, professional development opportunities are designed to address our Critical Areas of Need, ESLRs, and EDLRs as well as the California Standards for the Teaching Profession and Content Area Standards. The professional development calendar is used to organize and schedule professional development opportunities. In addition, there is an established assessment routine in which the staff evaluates professional development opportunities using surveys, with the results used to plan subsequent professional development. The purposes of the professional development plan, calendar, and evaluation routine are to facilitate professional learning that will help staff address our Critical Areas of Need.

Teachers work as a team within the strategies department, within, the general education departments, and across disciplines. Student assessments are reviewed and discussed in order to direct and make changes in the school program. Teachers attend professional development activities, experiencing professional growth within their disciplines and sharpen their teaching skills.

AVID Certification Report

Mathematics Department Meeting Schedule

2012-13 Professional Development Plan and Calendar
September 2012 Staff Meeting Evaluation Survey Results

Strategies Department Professional Development and Student Assessment Review Examples

D3 & 4.d Critical Areas of Need

Prompt: Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.

Franklin High School's Action Plan details how the school plans to meet the academic needs of students who struggle to achieve. In order to measure the efficacy of school-improvement plans, staff will analyze student-achievement data, including class room assessments, district and state assessments, and course-completion data. The school's PTABG will allocate resources to address this CAN, and staff members will present information to the School Site Council about the effectiveness of school-wide improvement efforts.

WASC Category D

Standards-Based Student Learning: Assessment and Accountability

Strengths and Prioritized Growth Areas

Strengths	
Strength 1	To address the learning needs of all students, teachers use appropriate accommodation and assessments—essays, portfolios, individual group projects, multiple choice tests—to measure student progress toward acquiring a specific body of knowledge or skills.
Strength 2	Instructional decisions are based on the standards, expected school-wide learning results, and a variety of assessments, including teacher/department-created assessments.
Strength 3	Franklin High School has developed standards-based programs that provide assessments to improve students' abilities as Academic Achievers and to be Motivated, Self-directed Learners (two key ESLRS).
Strength 4	Assessment data is collected, analyzed, and used as the basis to make decisions and changes in curricular and instructional approaches.
Strength 5	Franklin High School uses grades, CST, CAHSEE, and CELDT assessment data via SISWEB as a monitoring system to offer special courses designed to target the needs of our under-performing students.
Strength 6	A range of examples of work and other assessments from all students, including those with special needs, demonstrates student achievement of the academic standards and the expected school-wide learning results.
Strength 7	Demonstrating a results-driven continuous process, the school uses assessment results to make changes in the school program, professional development activities, and resource allocations.

Prioritized Growth Areas	
Growth Area 1	Continue training and collaboration across departments to articulate and implement curriculum, instruction, and assessments that combine the CTE and common core standards.
Growth Area 2	Emphasize literacy skills in all disciplines.
Growth Area 3	Continue to improve the use of student achievement data in SISWEB to target the needs of under-performing students.
Growth Area 4	The school needs to regularly examine standards-based, curriculum-embedded assessments in English and math, and use that information to modify the teaching/learning process especially for students whose primary language is not English.
Growth Area 5	Continue to support the use of Progress Monitoring Assessment (PMA) as an effective tool for supporting student learning and improving performance on state standards tests, the CAHSEE, and the CELDT examination.
Growth Area 6	Ensure that all stakeholders – district, board, staff, students, and parents – are involved in the assessment and monitoring of student progress toward the academic standards and the expected school-wide learning results.



Criteria E

School Culture and Support for Student Personal and Academic Growth



A Note on the Process

Some indicators are divided into “Spring 2012” and “Fall 2012” sections. We conducted a brief snapshot in the spring and a more thorough analysis in the fall. In addition, from the outset we were committed to involving as many of the stakeholders as possible in the process; therefore, our chapter four results, whether from the spring or fall of 2012, reflect the voices of every department, every certificated staff member, many classified personnel, and our student WASC team. In most cases, the writing is directly transcribed from stakeholders’ explanations with only minor editing and condensing, an authenticity of which we are proud.

Finally, rather than compiling all explanations and evidence under the broader criteria, we decided to leave in place the more specific FOL indicators to demonstrate the breadth of our analysis. Had we provided evidence from every department for every indicator, the quite extensive section you have before you would have perhaps doubled in size. However, within each criterion all departments are represented, with most appearing multiple times.

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?	
E1. 2011-2012 Findings	E1. 2011-2012 Evidence
<p><u>E1.a Regular Parent Involvement</u></p> <p><i>Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.</i></p> <p>Spring 2012</p> <p>The Franklin High School website is an effective communication tool to inform students, parents, and community members about important campus events and details. For example, a majority of teachers use SchoolLoop to share curriculum and assessment information with students and parents. Almost all teachers also use the SchoolLoop grade book or the Making the Grade program to electronically post current grades on a regular basis. SchoolLoop also allows parents and students to email teachers for additional information. As of April 2012, the Franklin SchoolLoop website had 4,420,612 page views, 78,655 posts, 2621 registered students and 1915 registered households.</p> <p>In addition, our athletic website allows students and parents an opportunity to contact all of the coaches on our campus so they can obtain information about tryouts, team expectations, and competition schedules. The Food Services website provides access to menus, as well as advice about healthy eating habits. The Wildcat Media Communications team posts the morning broadcast each day on the website, as well.</p> <p>http://www.useducationtv.com/Default.aspx?sid=14052</p> <p>At the beginning of each term, each teacher is required to send home a syllabus outlining the course expectations, grading system, class policies, and teacher contact information. Prior to the Family Life unit, a permission slip notifies parents, in multiple languages, of the content of the Family Life unit in Health classes. Parents receive the letter at least two weeks prior to the unit.</p> <p>On the first day of school, all first period teachers review key elements of the Student Handbook, to be sure that students understand important policies and resources available to them (enrollment/graduation requirements, Honors and AP courses, specialized programs, service learning, academic support, grading, college and career-planning, co-curricular activities, attendance, dress code, and discipline). After reviewing the information in class, students are required to share the information with their parents/guardians, and then return a signed form indicating that parents also understand those</p>	<p>SchoolLoop News printout</p> <p>SchoolLoop school statistics data</p> <p>Sample teacher SchoolLoop message</p> <p>Athletics website page</p> <p>Food Services website page</p> <p>WMC website link:</p> <p>Sample course syllabus</p> <p>Family Life Letter</p> <p>Student Handbook</p>

<p>policies.</p> <p>Each year, Franklin hosts two “Take Your Parents/Guardians to School” days, during which parents are encouraged to attend school with their students. On these days, we also offer workshops for parents on topics ranging from leadership, clubs, and performing arts opportunities, to college readiness and scholarship applications.</p> <p>Parent and community volunteers are an important part of what makes our campus work, and each year, the school thanks our volunteers at the Parent Volunteer/Community Recognition Dinner.</p> <p>Our comprehensive parent newsletter is mailed home twice each year, and it provides valuable information about upcoming school events and opportunities for parents to get involved on campus.</p> <p>Parents of students in the AVID program are encouraged, and sometimes required, to participate in the AVID curriculum. Through regular partnership with parents, AVID teachers are able to share valuable information, especially as juniors and seniors complete the college application and scholarship application process.</p> <p>Fall 2012</p> <p>Franklin uses technology to provide updates on sports, clubs, and activities throughout the school year. The newest version of our school’s website is directly accessed through SchoolLoop. In addition to schoolwide information and links to various programs, the new website has an athletics tab with links to contact coaches and updates from the athletic director. In addition, it provides access to all the forms necessary for athletic participation, links to the separate sports’ websites and schedules, and a location for coaches to post any important information for the community, students, and parents.</p> <p>Franklin’s AVID students are continuously challenged to achieve academic goals through rigorous, challenging courses (ESLR). Although AVID, by definition, focuses on individual determination, it is difficult for the students to succeed on their own. Therefore, the AVID team frequently seeks the support of parents and guardians. Among other events, each fall we have a parent meeting (separate from the schoolwide Back to School Night) which is well-attended by AVID parents of students at all grade levels. An initial meeting of all parents flows directly into break-out sessions for each grade level. The PowerPoint presentation for the event spells out explicitly what the AVID program is asking of and providing for our students, and then clearly delineates the role of parents, explaining how they can support their students on the journey toward college eligibility and admissions. This allows parents to become active partners</p>	<p>Take Your Parents/Guardians to School Day agenda</p> <p>Community Recognition Dinner program and invitation</p> <p>Parent Newsletter</p> <p>AVID Junior Parent Night PowerPoint presentation</p> <p>SchoolLoop Website</p> <p>AVID Parent Night PowerPoint slides</p>
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<p>in the teaching/learning process.</p> <p>Before the start of the school year, Franklin’s Link Crew program hosts a Freshmen orientation to introduce the incoming freshmen class to the Franklin high School campus. They are given a tour, introduced to staff members on the campus, and participate in multiple ice-breaking activities to get to know the link crew leaders and their peers on campus. At the conclusion of the event, Franklin hosts a Wildcat Welcome as parents visit the campus, take a tour, purchase spirit wear, yearbooks, activities stickers, spirit wear, parking permits, and sign up for volunteer activities, including Booster Club membership.</p> <p>The school has incorporated non-English speaking parents in a variety of ways. The school has included an EL parent on the school site council, and the parent attends the Community Advisory Team (CAT) on a regular basis to give feedback to the school and the administration. The CAT was created to ensure that parents had an opportunity to meet with the principal and discuss issues in the community, ask questions, and share information on upcoming events. The course catalog provided by the district for course registration is offered in multiple languages, including Spanish and Hmong. The continuing need to address our students who have English as a second language has been incorporated in our Critical Areas of Need (CAN #1).</p> <p>At the beginning of the school year, the school hosts a back to school night, at which the parents are given an opportunity to get more involved in the campus through activities and the booster club. In addition, they visit each one of their child’s classes, experiencing a mini-version of their student’s day. The teachers prepare a 10 minute presentation outlining the class and how parents can stay involved in their child’s education.</p> <p>Twice during the school year, the school hosts a Senior parent meeting to inform parents/guardians of important information about their student’s final year of high school. The meeting during the fall relays information about academic and behavioral expectations, as well as major events for seniors: senior ball, senior trip, the graduation ceremony.</p> <p>Held on the night of Graduation, Sober Grad Night offers a safe, fun, and entertaining atmosphere for the recent graduates to engage in activities with their peers. Perhaps, most importantly, Sober Grad Night is run completely by a committee of parents from the local community. The committee meets once a month to plan the event, organize the activities, secure donations from the community, and raise enough money to put on the event. This shows the active involvement of our parents (which help us put on the event) as well as our community (which understand</p>	<p>Link Crew Orientation</p> <p>Email from District on Course Catalog</p> <p>Back to School Night Flyer</p> <p>Senior Parent Meeting Flyer</p> <p>Meeting Agenda</p> <p>Sober Grad Night Shirt</p>
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<p>the importance of such an activity and therefore donates annually). The attached agenda from our first meeting this school year highlights the importance of the parental involvement and the need for various chairpersons for this event. The donation letter is delivered by the parent group to a number of different businesses throughout the local community. In 2012, approximately 75% of our graduates (448 out of 596) attended Sober Grad Night. A parent group of more than 50 parents, helped put on the event, and a number of businesses (see the back of the shirt) from the local community donated items and/or money to help ensure the night was memorable for our graduates.</p> <p>Each spring, the Strategies department hosts a welcome meeting for incoming ninth graders with IEPs and their families. All strategies teachers attend the orientation, which is organized by our transition specialist.</p>	<p>Orientation Invitation</p>
<p><u>E1.b Use of Community Resources</u></p> <p><i>Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.</i></p> <p>Spring 2012</p> <p>The Franklin High School science department has several highly effective partnerships with community resources. For example, each year Franklin students host one of the most successful blood drives in the Northern California region through their partnership with BloodSource. Franklin High School will have its 9th annual blood drive on March 19, 2013. For the last 4 years FHS has donated more blood in a single blood drive, than any other high school in Northern California. Our yearly goal was to donate at least 300 pints and last year we reached our goal by donating 317 pints. In 2011 we donated 273 pints and in 2010 we donated 296 pints. In the California Forestry Challenge, Franklin students compete and learn more about technical forestry and current forestry issues. And in partnership with SMUD, Solar Schoolhouse, and American River College, Franklin students participated in the Solar Derby, designing, building, and racing their own solar cars. Finally, Franklin students have also participated in the Youth Energy Summit, in partnership with SMUD and California State University, Sacramento.</p> <p>Fall 2012</p> <p>With the California Partnership Academy requirement of a 100% business/industry match for grant funds, the STEM Academy (School of Technology, Engineering and Media) and the GREEN Academy (Green Renewable Energy Engineering Network) both have developed strong connections with the community. The academy business partners serve on academy advisory</p>	<p>FHS Blood Drive Flyer California Forestry Challenge flyer California Forestry Challenge award Science Olympiad competition invitation Solar Derby Day of Event Instructions Youth Energy Summit Program</p> <p>List of Business and Community Partners for STEM and GREEN</p>

committees, assist with providing field trips, visit the classrooms as speakers, and provide curriculum assistance to the instructors. In addition, a strong partnership with Apple over the past 9 years has provided a paid internship experience for academy students. This paid internship includes interviewing at Apple, training with a certified Apple instructor for 4 weeks on site, shadowing Tier II agents for a week and then working 20 hours weekly during the school year. This program promotes effective communication in a workplace environment (ESLR) and allows students to transfer skills learned in the technology courses (EDLR). Franklin High School is fortunate to be the only high school in California with such a program at Apple.

In the CTE/ROP Course Television Occupations level I, the instructor hosted a series of speakers from the Media and Television industry and local community. Tapping into community resources and connections, the series' speakers shared their personal career paths, current industry practices and standards, and answered questions on meeting post-secondary education and career goals. These guest speakers helped Franklin High School students become independent learners who can effectively communicate in workplace environments (ESLR).

Stephanie Locher: local award-winning television producer. She spoke to the Television Occupations class about television profession and current industry standards for pre and post-production. She instructed the students on the importance of telling a good story with good video and using a well developed script.

Brain Hamm: director of photography and local film maker who has worked around the world and on major cable networks. His presentation focused on film, lighting and editing techniques. He brought in sample scripts and story boards, showed students how to take a project through all the steps of the production process.

Bryan May: New10 Sports Anchor and Director of Sports. He spoke about the television broadcast industry and career opportunities. In addition, he discussed how WMC directly relates to the real-world experiences and helped students with their speaking ability and physical demeanor during live news broadcasts.

These presentations were all part of meeting the CTE Standards for Career Planning and Management. Students reviewed their own personal qualifications, aptitudes, knowledge and skills necessary to manage their personal career paths; understood the scope of career opportunities in the media industry; learned to plan a successful post-secondary education and career path; learned how the past, present and future trends affect careers (EDLR/CTE Standards for Arts/Media/Entertainment).

List of Apple Helpdesk interns for last nine years

Guest Speaker List

<p>The Link Crew Lock-in helps incoming 9th grade students enter high school with a greater sense of connection to the campus. Each year, freshmen have the opportunity to participate in a Lock-In during the spring. This event helps 9th grade students make new friends and learn the importance of a drug-free lifestyle. The attendance at this event has remained high as over 400 of the 800 freshmen attend.</p>	<p>Link Crew Lock down Flyer</p>
<p>The Franklin High School Theatre Company (FTC) regularly receives support from local experts who assist with productions throughout the school year. The fall 2012 show, William Shakespeare’s <u>The Taming of the Shrew</u> was directed by local artist, Bradley Moates. Through ongoing partnerships with local artists and theater organizations, FTC provides enrichment for Franklin students.</p>	<p>Taming of the Shrew Program</p>
<p>The Band program at Franklin High School continues to grow. In the fall of 2012 they hosted the first Band Review in which over 30 schools from across California came to compete in a Marching and Field competition.</p>	<p>Band Review Program</p>
<p>Involving the local community can play a large role in the success of a high school, especially high school athletics. The Franklin Baseball Program has been able to see the value of incorporating community involvement with the entire program for years. Last season, fifteen local businesses partner sponsored the program and purchased sponsorship signs for the outfield fence. In return, each business donated money back to the program, which was used for equipment, uniforms, and improvements to the field. Each year, the program also has a fundraising dinner that relies on donations from the local community as well as members of the community and parents to attend the event and raise funds for the program. Last year (2012), the baseball program was able to secure its first ever City Championship. The parental and community involvement were instrumental in this achievement. The baseball donation letter outlines the importance of parental involvement as it relates to the dinner, and also encourages community involvement. The outfield fence sponsorship form gives businesses the opportunity to partner with the Franklin Baseball program and advertise for a low rate.</p>	<p>Baseball Donation Letter Outfield Sponsorship Form</p>
<p>Franklin High School uses community resources to support foster care students. Sacramento County, along with EGUSD, provides a Life Skills Course. Students, 16 and older are invited to attend. The course teaches students how to live independently as they “age-out” of foster care. It also provides access to the many resources that will support them with their emancipation, such as hearing speakers from the community and colleges. Students benefit by learning strategies for success as an adult.</p>	<p>Life Skills Class Flyer</p>

<p>Franklin High School has a part-time transition specialist who assists special education students who need to connect with community services, including job training and health resources.</p>	<p>Transition Specialist Job Description</p>
<p><u>E1.c Parent/Community and Student Achievement</u></p> <p><i>Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program.</i></p> <p>Communication to parents and the school community regarding academic standards and the importance of student achievement is a strength at Franklin High School. Clear evidence of this strength is the boy’s basketball program’s communication with parents and the resulting success of students in the program. A 6 year statistical study of participants in the boy’s basketball program (included as evidence) demonstrates that graduation rates and attendance at 2 or 4 year colleges is higher for student athletes in the basketball program than both school-wide and state-wide averages. Students who graduate after 3 or more years in the program have even higher success rates. These expectations and standards are communicated to parents at a mandatory parent meeting held at the start of each season (agenda included as evidence). At this meeting academic expectations and goals are the first item addressed following the introduction of staff members (see agenda item II). In addition, rules and expectations for player behavior and academic success are communicated. These outline the expectations for students in terms of completing school work and maintaining appropriate behavioral standards. This evidence supports Franklin’s goal of students achieving academic standards (ESLR).</p> <p>Many school programs recognize student achievement, either through showcases or awards events. For instance, each spring, AVID acknowledges the achievement of our seniors at our annual awards banquet. Students are recognized for their college acceptances, scholarships, academic achievement, and community service. Students are encouraged to invite their families, as well as a faculty member who has supported them throughout their academic career at Franklin High School. It is an emotional and heart-warming event, in which students, many of them the first in their families to be accepted to college, are able to celebrate achieving their academic goals through rigorous, challenging courses (ESLR) and making positive contributions to the school and community (ESLR). In fact, nearly all academies and programs—STEM, GREEN Academy, VAPA, MESA, Band, etc— offer Senior Award nights that recognize student achievement or contribution.</p>	<p>Basketball Camp Brochure</p> <p>Pre-season e-mail about Basketball Team Members</p> <p>Longitudinal Study</p> <p>Parent Meeting Agenda</p> <p>AVID Senior Night Program</p>

<p>Special education students who maintain grades and meet behavior expectations can attend Job Club and receive job training.</p> <p>The administration and student leadership host a special end-of-the-year event called Parent/Community Appreciation Dinner. The local community has been very supportive of Franklin and this event demonstrates an appropriate way to show gratitude for their contributions. The dinner program begins with remarks from the current ASB president and the ASB president-elect. The guests are honored with a dinner, dessert, and certificates for all honorees. The night is concluded with one or two parents/community members who are recognized as the Volunteer-of-the-year. This special award is given to a member or members who have volunteered countless hours volunteering their services at Franklin High School. Each winner is introduced with a brief speech by an administrator, the activities director, or the athletic director, who describe the volunteer's dedication to Franklin High School.</p> <p>Participation in the week-long Festival of the Arts and evening performance provides parents and community members a clear demonstration of the level of achievement possible in the Visual And Performing Arts department (VAPA). This activities addresses VAPA EDLR #2 (confidence through persistence) by presenting the entire department to parents as well as the community. This event clearly provides an opportunity for students to gain confidence and a sense of pride in their work.</p> <p>The most widely-attended recognitions of student achievement are the twice-yearly academic awards nights. For instance, on November 29th, 2012, over 1200 students were recognized for being on the Honor Roll, on the Principal's Honor Roll, or for AP excellence.</p>	<p>Job Club Description</p> <p>Parent Appreciation Program and Invitation</p> <p>Festival of the Arts Participation / Award Winners</p> <p>Academic Awards Night Program and List of Honorees</p>
<p><u>E1.d Critical Areas of Need</u></p> <p><i>Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</i></p> <p>As described in Chapter Five, the Franklin staff is focusing on increasing the achievement of the lowest-performing students, including the school's English Learners. The Action Plan details how the school will reach out to the parents of EL students to strengthen the school-home connection and increase student achievement.</p>	

E2. School Culture and Student Support To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?	
E2. 2011-2012 Findings	E2. 2011-2012 Evidence
<p><u>E2.a Safe, Clean, and Orderly Environment</u></p> <p><i>Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.</i></p> <p>To maintain a safe environment, the school provides campus security personnel who work closely and respectfully with students, often pro-actively heading off discipline issues before they become problems. In addition, our school resource officer is an approachable yet “no nonsense” persona whose own children have attended the school. Franklin also works hard to maintain and update fire safety procedures. Our fire drills are efficient, orderly, and calm despite the 2800 students who must be herded off of the central campus through three openings. Finally, there is an overall sense that Franklin is not a place where people cause conflict. Students and teachers, overall, feel respected and protected. To that end, Franklin runs an On Campus Suspension and Detention room throughout the day and for one hour after school as a preliminary consequence for minor distractions, tardiness, or disrespect. Despite our enormous size, rarely are more than 8 students in OCS/OCD at any one time, and mostly for tardiness.</p> <p>Campus cleanliness, a major factor in our students’ overall strong respect for the campus property, is maintained by our tireless custodial staff that encourages recycling, energy savings, and respect for the physical plant. One specific addition in the 2011-12 school year was the trash compactor, which greatly reduces the wasted space for our school’s refuse. As a cleaning team, the custodial staff members all have very specific duties that rotate throughout the year to prevent burn-out. The head custodian and nighttime lead custodian continually seek the most effective method for keeping rooms maintained and the campus clean while also keeping morale high as the classified budget is cut deeper and deeper.</p>	<p>Suspension Expulsion Statistics</p> <p>Campus Supervisor Training Information</p> <p>OCS form and log</p> <p>Fire Drill Life Survey</p> <p>Fire Drill procedures</p> <p>Recycling Email</p> <p>Staffing Email</p> <p>Custodial Duties Chart</p>
<p><u>E2.b High Expectations/Concern for Students</u></p> <p><i>Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.</i></p> <p>Our Conflict Mediation program trains junior and senior students to help resolve conflicts that arise on campus. Facilitated by our</p>	

<p>school administrators, this program empowers mediators to make a difference on their school campus. The students who are selected to be mediators are often students who have experienced some conflict during their high school years. We currently have 30 mediators who solve three conflicts a week on average ranging from broken friendships and private property disputes to bullying and physical confrontations. This program has helped to increase trust and develop relationships between students and administration. Students see that administrators are more interested in helping students to resolve conflicts than they are in disciplining students for their actions. If a suspension is required, administrators conduct post-suspension mediations to help eliminate further problems.</p>	<p>Conflict Mediation Binder</p>
<p>Challenge Day is a one-day workshop in which students participate in in-depth discussions about issues on our campus and in their lives, addressing bullying, racism, sexual harassment, and substance abuse. Challenge Day is an award-winning, nationally recognized program that inspires youth and adults to “be the change” they want to see in their schools, in their communities, and in the world. This is Franklin’s 6th consecutive year offering Challenge Day to students and staff.</p>	<p>Challenge Day Invitation</p>
<p>Twice each year, Franklin hosts the Distinguished Wildcat Awards breakfast. During this event, each staff member has the opportunity to recognize a student who has demonstrated growth and achievement in some significant way. Often teachers honor students who have improved their effort and demonstrated persistence in the face of setbacks. Other times, staff members recognize students who have gone out of their way to help others on campus. This special event offers an opportunity to recognize students for achievements that often go unnoticed, but are invaluable in creating a culture of kindness, growth, and achievement.</p>	<p>Distinguished Wildcat Awards Breakfast Invitation</p>
<p>As the club charter list indicates, an extensive variety of student clubs are available to students at Franklin High School. Every year, students create clubs that they have a special interest in, or continue existing clubs that they were a part of the year before. It is not unusual to see Franklin High School have over 70 chartered clubs each year. The wide variety of clubs is proof of our desire to celebrate and nurture individual interests of Franklin High students. Clubs still have high expectations that they must meet, including filling out a club charter form each year which identifies the purpose of the club as well as the student organizers and staff advisor. Also, clubs that wish to participate in fundraising activities must fill out a form and be approved by the activities director. Although some clubs may be more active than others, clubs at Franklin High School foster student learning and give students the opportunity to connect.</p>	<p>Club Charter Form</p>

E2.c Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

In both football and band, students are expected to act with respect and professionalism, to be ambassadors for the school. To that end, both programs provide students with very clear guidelines at the beginning of the year or the season. Students and parents must agree to the guidelines and be willing to accept the consequences for infractions.

The student-athlete handbook is a contract and resource for students, parents, and coaches. All athletes are held to a higher academic and behavior standard than the average student on our campus. This contract and accountability helps create a level of trust, respect, professionalism, and accountability for our student-athletes on campus. This higher standard helps our athletes become leaders and role models on campus that other students can look to for guidance in behavior and respect.

The WOW Assembly is an Assembly held at the end of the school year to highlight the opportunities available to the incoming Freshman class. WOW (Welcome Our Wildcats), held in May every year, invites the incoming Freshmen to Franklin High School for a 45 minute assembly. At the assembly, incoming ninth grade students are able to witness first - hand the many opportunities available to them at Franklin High School. The assembly is done professionally and promotes school involvement, respect, and motivation to excel academically. The WOW Assembly gets students excited about attending Franklin High School, gives them the opportunity to witness appropriate ways to behave, and provides a clearer understanding of the school culture at Franklin High School. The WOW Assembly is almost completely student run, loaded with valuable information, and encourages students to get involved in a number of different school wide programs and activities. At the conclusion of the assembly, the ninth graders are eager rather than anxious about attending Franklin High School in the fall. To further ease the transition to high school and provide a nurturing atmosphere the LinkCrew hosts many activities designed only for freshmen, such as the Cocoa and Cram final exam preparation, the Freshman Tailgate gatherings, LinkCrew Lockdown, and LinkCrew Life Lessons taught through freshman English classes. As students move on from their freshman year various programs—AVID, Challenge Day, ASB/Leadership, and STRIVE—all provide further support.

Franklin High School also provides a respectful and supportive environment for Foster Youth. When a foster care student registers at FHS, they are asked if they would like to be in an

Football Parent Handbook and Contract

Student-Athlete Handbook

WOW Assembly Agenda

Foster Youth Advisory Class Roster

<p>Advisory class that only has foster youth in it. Though this first cautionary, respectful step is taken, no student has ever chosen to not be in the class. Their first day, they are welcomed by the teacher of the class, given an Activities Sticker, and encouraged to get involved in the school. The class meets 8-9 times a year, but the teacher monitors the student's progress and provides a safe place for them to come to if they need it. The purpose of the class is not to talk about the many issues they face outside of school, but rather, to have relationships with other students in foster care. They are a small family, even as new students arrive and some students leave.</p>	
<p><u>E2.d Critical Areas of Need</u></p> <p><i>Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</i></p> <p>Franklin High School is proud to be one of the highest-achieving high schools in the district. As Chapter Five describes, it is the school's ultimate goal to ensure that 100% of students are college and career-ready upon graduation. The action plan provides details about how the staff intends to provide more support and interventions for students who struggle to achieve.</p>	
<p>E3 & E4. School Culture and Student Support</p> <p><i>E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?</i></p> <p><i>E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?</i></p>	
<p>E3 & 4. 2011-2012 Findings</p>	<p>E3 & 4. 2011-2012 Evidence</p>
<p><u>E3 & 4.a Adequate Personalized Support</u></p> <p><i>Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.</i></p> <p>Many resources are available to students as they develop both individualized academic and post-secondary plans. Students can easily learn about graduation and A-G college requirements or the requirements for specific courses of study in a specialized learning program (STEM, GREEN, AVID, etc.). The course selection list provides support classes in many different subjects—English, math, ELL, social science, and special education.</p> <p>The school activities are varied and designed to enrich both the academic and social experience of Franklin students. Many talents are showcased and the community and parents are encouraged to attend and support students. Academically, the</p>	<p>Counseling Forms</p> <p>Events Calendar and Cocoa and Cram Bulletin Announcement</p>

<p>school hosts senior information, scheduling, academy information, and AP/Honors information nights. In addition, each term the Link Crew hosts a Cocoa and Cram event in which students are encouraged to study for finals with either student mentors or teachers.</p> <p>Most departments offer tutoring schedules to assist struggling students. It is an environment in which students can either receive tutoring or work on other homework in a quiet place. Tutoring is free and posted on the school's website, on SchoolLoop, and in classrooms.</p> <p>Franklin offers an Advisory class specifically geared toward students in foster care. Designed to offer a consistency that these students whose lives might be quite unpredictable, the class provides a small, steady place on our large campus. The instructor provides community resources and personal counseling for these students.</p> <p>MESA students earn community service hours for mentoring and tutoring other students (7th - 12th grade) in math. Students from both Toby Johnson and Franklin come for assistance.</p> <p>Students on IEP's have specific modifications or accommodations that are communicated to all teachers and staff. Franklin also offers para-educators who support students in their general education and strategies classes. There is frequent communication between teacher, student, parent, and case managers. Students on IEPs are sometimes referred to outside agencies (e.g., Alta Regional Center, Sacramento County Mental Health Department, and the UC Davis MIND Institute) for additional support. All students have access to on-campus tutoring, counselors, and individual tutoring.</p> <p>S.T.R.I.V.E. (Students and Teachers Resulting in Victory for Education) is designed to help ninth grade students who are struggling. Students are identified by analyzing grades in their eighth grade math courses and their discipline files. An administrator or teacher also might recommend a student for the program. After identification, students are paired with a staff member and a student mentor (often former S.T.R.I.V.E. students). The program helps students make a positive connection with the school, helping them succeed academically and avoid disciplinary interventions. The connections made with a student mentor and staff mentor will allow the students to create a positive link to school, therefore, promoting success. This program helps the critical area of need focused on the academic and social needs of the lowest performing and/or most often disciplined sub-groups on our campus (CAN #1).</p>	<p>Tutoring Schedule</p> <p>Advisory letter for Foster Youth Student Roster</p> <p>MESA Sign-in Sheet</p> <p>Grid of 9 Example</p> <p>Strategies Department Referral Resources</p> <p>S.T.R.I.V.E. Program Description and Letters</p>
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Counselors review the D/F list report every progress report/term report card and try to reschedule courses necessary for graduation and remediation (CAN #1/ESLR). They meet with struggling students to discuss their academic progress and give them resources. Tutoring schedules and outside tutoring information is provided. Counselors also distribute the “How To Get Good Grades” booklet which helps them achieve their academic goals (CAN #1/EDLR).

The school provides career counseling/information in a variety of ways: Art, GREEN (Green Renewable Energy Engineering Network), STEM (School of Technology, Engineering and Media), Academies; ROP (Regional Occupational Program; Apple Internship; Counselors; EGUSD Career Fairs, and the Franklin High School Career Center.

The academies provide a rigorous curriculum that focuses on a specialty and prepares students for directly-related college classes or careers. ROP is a tuition-free career preparation program for high school students 15 years or older, and is operated by the Elk Grove Unified School District under the authority of the Sacramento County Office of Education. The district's priority is to provide high school students with these free training programs and unique opportunities to learn new skills for career and educational advancement (CAN #2).

The Apple Internship provides an opportunity for Franklin High School STEM Academy students to gain real world, career experience. It is a paid internship that gives students employment experience in the technology field.

Counselors inform students of all the available programs and opportunities during all of their ongoing communication. Information is delivered through SchoolLoop, bulletins, Advisory, informal meetings, parent/student conferences, parent phone calls and emails. CTE (Career and Technical Education) information is also distributed through course selection nights.

There are many EGUSD Career Fairs each year that enable students to explore a variety of career interests with the help of college, military and business representatives.

Franklin’s Career Center provides career related curriculum for our Advisory classes such as career planners and a library of college/career information available, including brochures and catalogs. In addition, various career/technical institutions and private and public colleges/universities visit the campus for informational sessions. The Career Center Technician posts information regularly on SchoolLoop and the daily bulletin to keep students aware of all the opportunities available to them.

Because our secondary schools have no full time nurses on staff, Franklin employs a Health Technician—a clerical employee with

Academic Assistance Information

Career Counseling Packet:
ROP/STEM/GREEN

Career Center Career Fair and
College Information Posts

CPR/First Aid certification. Important health-related brochures (smoking cessation, teen pregnancy, STD's etc.) are available for students in the Health Office. The Health Technician maintains health records— immunization records, emergency health plans, and district health screening information (scoliosis, hearing and vision). The special education department has access to a district nurse who assists with vision screenings and support for students with other health impairment disabilities. A Medication Assistance Authorization Form must be signed by a doctor and submitted if medication needs to be administered and stored in the Health Office. The Health Technician is in charge of storing and logging the medication when it is needed by students. Teachers send students to the Health Office when they are not feeling well, after which the technician records the student's visit in the Daily Health Log, contacts a parent/guardian, and the student rests in the Health Office until the parent arrives to sign them out and take them home. The Daily Health Log is sent to the district nurse in Student Support and Health Services at the end of each month. The Health Technician provides minimal first aid including ice packs, band-aids, and eye wash, if necessary, or contacts 911 if immediate medical assistance is required. Compiling and maintaining current emergency cards on every student, the Health Technician is responsible for providing necessary health and immunization alerts and ensuring that all students fulfill the requirements. The records are stored in binders which are carted out during fire drills and emergency situations so student records are accessible. Student medications are also taken out during emergencies in case they are needed. The Health Technician provides first-aid kits for every teacher on campus, which are restocked as needed. Special education behavior plans and health plans are distributed, as well, to campus security, administration, and the campus health technician.

Health Office Information

We have six counselors, two psychologists, one health technician, three vice principals, and one Teacher in Charge who work collaboratively to provide services to students. Franklin High School's staff often recognize when a student is in need of health, psychological, personal or academic counseling and are quick to send students or emails to the counselor or vice principal for student support. Counselors and administration team up with campus security or other staff members that the student may have a connection with to provide mentoring. The principal regularly runs attendance, grade, and discipline reports to discuss in vice principal meetings. The vice principals meet with students, communicate with parents and coordinate services with counselors.

Personal Counseling and Referral Services

Counselors provide support and guidance with personal issues (CAN), documenting their meetings on the Franklin High School

<p>Academic Personal Log and entering the conference record into the intervention screen in SISWEB. Counselors have an open door policy at Franklin and students can see them anytime they need to (EDLR). If necessary, students can complete an appointment request form and counselors call up the students as soon as possible. In times of crisis (a student’s death, a community or national tragedy, etc.) counselors gather in the Career Center and allow students to come in en masse for support.</p> <p>Extensive referral resources are available for students at Franklin High School (CAN/EDLR). Counselors refer students to in-district/on campus services as well as outside resources. In-district/on campus services include: Challenge Day referrals, Healthy Start Resource Center, conflict mediation, district run Parent & Staff Education Series workshops. Outside resources include Anger Management classes, CPS Reporting, Domestic Violence, WEAVE Services, community resource list, Fostering Hope/eating disorders, SAP Student Assistance Program list, family counseling, Camp Hope grief counseling among others (CAN/EDLR/ESLR).</p> <p>Work permits enable students to go into the community and acquire work experience (ESLR/EDLR) and help motivate students to maintain good grades and good attendance (CAN #1). The school ensures that part-time employment is not allowed to interfere with the student’s educational achievement. As progress reports, report cards, and attendance are monitored, if grades and attendance are not maintained, the student is put on probation or the permit is revoked. Then letters are sent to the employer and/or parent/guardian. In the letter to parents, the school requests parental cooperation to help guide and support the student in maintaining their employment status.</p>	<p>Work Permit Information</p>
<p><u>E3 & 4.b Direct Connections</u></p> <p><i>Indicator: The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.</i></p> <p>There are many resources available to students in the counseling department to address personal/social issues. In addition, student-services lists clubs and information about accessing services in the community. Also, in every health classroom and some non-health classrooms, a list of community resources is posted. This list provides contact information for drug and alcohol counseling, general counseling, crisis intervention, shelters, food and clothing distributors, housing services, dental care, and legal services. Through the Medi-Cal program, special education teachers have received training to help students on</p>	<p>Student Services Packet</p> <p>Community Resources Packet</p> <p>Medi-Cal Training Email</p>

<p>IEPs obtain health insurance.</p> <p>AVID teachers support their students by, among other things, requiring bi-monthly grade checks. Students take a progress report to each of their teachers, who then fill in the student's grade, noting behavior/effort as well. Before returning these grade checks to their teachers for review, students must obtain a signature from their parent, and reflect upon their progress in their classes, including the best and worst grades they are currently receiving. Once the teachers look over the grade checks, they have the opportunity to discuss academic progress with each student. For grades lower than a C in any class, teachers can refer the student for further support, which may include mandatory tutoring in the subject matter (provided by content area teachers), or other counseling/advisory services where appropriate.</p> <p>This year, specific funding was allocated to the counseling department to reduce the number of students to counselor ratio and to specifically address the Far Below and Below Basic students on campus. The staff also fills out a funding request form whenever they are seeking professional development or resources on the site. The staff member needs to identify how the professional development or resource is connected to the content area standards and the ESLRs.</p>	<p>AVID Grade Check and Tutoring Forms</p> <p>Funding Request Form</p>
<p><u>E3 & 4.c Strategies Used for Student Growth/Development</u></p> <p><i>Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.</i></p> <p>In AVID students are asked to reflect and set goals and then write a short letter explaining how the instructor can best support them in reaching these goals. This provides them with a more "tailored" learning plan (asking for additional geometry help, for example).</p> <p>Quarterly, the administrative team reviews the suspension rates, On Campus Suspension numbers, and credit-deficient student statistics to address the student needs on the campus. The administrative team then determines appropriate resources to address the needs of students being disciplined and/or struggling to achieve. Teachers are the advisory leaders who present the information and have an opportunity to personalize each</p>	<p>AVID goal setting</p> <p>504 Notes</p> <p>IEP Review Meeting Notes</p>

<p>student’s learning experience over the year. Teachers, counselors and administration review assessment data regularly throughout the year to provide a rigorous education and to modify appropriate interventions as needed through parent conferences, 504s, IEPs, transcript reviews, and 5th year senior applications. IEPs are reviewed at least once each year in order to discuss academic and behavioral progress, attendance, and possible avenues for additional student support.</p>	
<p><u>E3 & 4.d Support Services and Learning</u></p> <p><i>Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.</i></p> <p>The health office provides health-related support to students to ensure their physical safety and promote their success in school.</p> <p>The strategies department uses 504 plans to ensure that students are receiving the “least restrictive” education. Using standardized math department quizzes, for example, they assess and reassess student needs and implement goals based on these assessments. This process allows special education students to be as successful as possible in the math curriculum.</p> <p>The leadership team works collaboratively on the activities schedule and facility requests to ensure that student involvement inside and outside the classroom is well coordinated and supports student learning. All activities require students to have a minimum of a 2.0 GPA to participate.</p>	<p>Health Office Log</p> <p>504 Plan</p> <p>Math Quiz</p> <p>Activities Calendar</p> <p>Meeting Calendar</p>
<p><u>E3 & 4.e Equal Access to Curriculum and Support</u></p> <p><i>Indicator: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes.</i></p> <p>Because the master schedule allows for 100 extra credits to be earned in 4 years , EL and CAHSEE support classes are utilized effectively. The schedule also offers AP or elective course enhancement or credit recovery/intervention. Our 98% graduation rate shows that we are reaching and supporting a large percentage of our overall student body. Our A-G completion rater has improved 8% among all students to 70.9%, and we saw a 16% improvement among our African American students in the last year, demonstrating continuing improvement in providing access to rigorous courses (ESLR).</p>	<p>Graduation Rate/A-G completion Rate/Master Schedule</p>

<p><u>E3 & 4.f Co-Curricular Activities</u></p> <p><i>Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.</i></p> <p>Franklin provides more than ample opportunities for students to take advantage of personal support services. Also widely available are regularly communicated opportunities for student involvement in the school and the community.</p> <p>Rigorous standards for all students and data are showing that there is continued growth on the campus from all students specifically our lower performing sub groups in the past year. School leadership and staff continue to evaluate data in administrative team/leadership team/faculty meetings to address the academic standards and ESLRs as they relate to the entire student body. The staff looks to expand the co-curricular opportunities through avenues such as CTE, club and academic competitions. This is evidenced by including our athletic director, activities director, school secretary, and head counselor in the weekly administrative meetings to plan and develop school systems and policies.</p>	<p>School Activities: SchoolLoop Announcements, Service Learning Description, and Daily Bulletins</p> <p>Administrative Agenda</p> <p>Activities Calendar</p> <p>Pre-Service Day Agenda</p>
<p><u>E3 & 4.g Student Involvement in Curricular/Co-Curricular Activities</u></p> <p><i>Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.</i></p> <p>Our student survey indicates that many students believe there are numerous opportunities to be involved in co-curricular activities on our campus. According to survey results, students also believe that our co-curricular program covers a wide range of student interests and is effective in meeting student needs. We primarily evaluate student involvement and participation through student surveys, student senate feedback forms, program enrollment information, academic and athletic awards ceremonies, ticket sale information and a Star/Dot activity. During the dot activity, staff members were asked to reflect upon students they knew and had a relationship with inside or outside of the classroom.</p> <p>The school effectively evaluates and monitors the level of student involvement in activities. Our coaches ensure that athletes are ‘student athletes’ by communicating with teachers through email, school loop and regular grade checks. Most programs do their own grade checks, so that they can help keep athletes academically focused and eligible prior to grades becoming official. For example, in baseball weekly progress reports are turned in both during weight training in the off-season and during the season; JV football turns in a progress</p>	<p>Student Survey</p> <p>“No Dot” Activity Description</p> <p>Grade Check Examples</p> <p>Team GPA statistics</p>

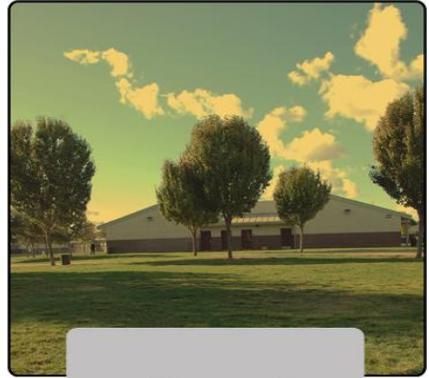
<p>report each Friday; varsity football uses school loop to follow up weekly; boys' basketball requires student athletes to turn in weekly progress reports; girls' basketball has an off campus coach, but he has been given school loop access to ensure the athletes are successful in class; track and field athletes also complete weekly progress reports. Some sports (Tennis/Cross Country/Golf) boast a team GPA that nears or exceeds 4.0, athlete academic issues are handled on an individual basis.</p>	
<p><u>E3 & 4.h Student Perceptions</u></p> <p><i>Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.</i></p> <p>Our student survey indicates a high level of teacher competency and variety of teaching methods, according to 81% of the student body who agreed or strongly agreed. High expectations for students were also noted, with 81% agreement again. A high percentage of students express support in the classroom throughout survey, even if smaller percentage felt there is an adequate use of technology and library resources.</p>	<p>Student Survey</p>
<p><u>E3 & 4.i Critical Areas of Need</u></p> <p><i>Prompt: Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.</i></p> <p>As described in Chapter Five, the staff has identified supporting students who struggle academically as a critical area of need. Through the implementation of interventions, supports, and professional development for teachers on effective differentiation and culturally responsive teaching, staff will be better prepared to meet the needs of all Franklin students.</p>	

WASC Category E School Culture and Support for Student Personal and Academic Growth

Strengths and Prioritized Growth Areas

Strengths	
Strength 1	Franklin High School has numerous and diverse opportunities for personal development and connectedness through cultural, athletic, and extra-curricular activities.
Strength 2	Students, staff and the community collaborate in an atmosphere that fosters mutual respect, acceptance of diversity, and cooperative, collegial behavior.
Strength 3	Students have a variety of support systems available to help them achieve academic success.
Strength 4	Students are positive, academically focused, and actively involved in fostering a safe school atmosphere.
Strength 5	Franklin's staff strives to maintain a safe, clean, and orderly facility that nurtures learning.
Strength 6	Parents and the community are actively involved and have many resources to encourage their participation with respect both to student academic success and to the overall success of the school.
Strength 7	Classified staff provides personal support and guidance for students.
Strength 8	The Strategies department, counselors, administration, and general education teachers work cooperatively to provide appropriate support and individualized learning plans to help ensure academic success.

Prioritized Growth Areas	
Growth Area 1	Continue to refine the current Advisory program.
Growth Area 2	Foster a more equitable environment by continuing to address both the achievement gap and disproportionate discipline rates.
Growth Area 3	Continue to expand and develop even more parental support, especially for non-English speaking parents.
Growth Area 4	Find a solution to decrease the ratio of students to counselors to provide more counseling services to all students.
Growth Area 5	Continue to improve systems of communication and implementation of individual learning plans to ensure academic success.
Growth Area 6	Continue to collaboratively develop systems to promote extra-curricular activities and to protect instructional time.
Growth Area 7	Continue to foster the Student Senate or other avenues for students to actively participate in creating and maintaining the Franklin HS culture and community.



Chapter 05

School-wide Action Plan



Focus On Learning Action Plan

Action Plan Item #1: Address the academic needs of the lowest performing subgroups.

Objective: Increase student performance of the lower performing subgroups by the designated state standards achievement goals (i.e. CST, CCSS, CELDT, CAHSEE, API) to decrease disproportionality.

Rationale:

1. The Hispanic API score increased in 2008-2009 and 2009-2010, but fell in both 2010-2011 and 2011-2012, to widen the achievement gap by 3 more points.
2. Both African-American and Hispanic students have not met their threshold for ELA or Math since 2009, but the general population has.
3. On the CAHSEE, both African-American and Hispanic sub-groups had a 10-19% lower pass rate on the ELA and Math sections.
4. The EL CAHSEE pass rate dropped by 5% in 2011-2012. The API for EL students has only increased 2 points over the past five years
5. Students with disabilities increased their API by 25 points in 2008-2009 and again in 2011-2012 by 46 points; however, the group lost 43 points in 2010 and 73 points in 2011, totaling a net loss of 99 since 2009.
6. 45% of the staff "disagrees" or "strongly disagrees" that AP and honors courses reflect the diversity of the campus

Expected School-wide Learning Result(s): Franklin students will become independent learners who:
 *achieve academic goals through rigorous, challenging courses
 *make positive contributions to the school and the community

ACTION/GOALS	ACTION STEPS		RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1. Focus professional development model for the staff on culturally relevant curriculum/teaching strategies as it relates to the subgroups performing at a lower rate on standardized tests.	A	Investigate current school performance data (CST, CAHSEE, CELDT, G.P.A., and Credits) to identify underperforming subgroups.	Instructional coach, Staff, Department, Cluster meetings	August 2012 - June 2013	*Teachers *Administration *Counselors	*SISWEB Data Reports *Staff Survey
	B	Expand current professional learning model to incorporate specific research based instructional strategies for at-risk/underperforming subgroups, using culturally relevant curriculum.	Professional Development Team, Staff meetings	September 2012 - June 2013	*Professional Development Team	*Professional Development *Time Line/Agendas/
	C	Provide release time for departments to develop culturally inclusive curriculum and learning objectives.	Release time, substitutes, materials	Fall 2013	*Professional Development Team *Teachers	*Staff meeting Agendas/Minutes *Grade Level and Subject Cluster *Professional Learning Community *Agendas/Minutes
	D	Continue to develop and implement common formative assessments and modify instruction to address the needs of underperforming students.	Release time, substitutes, materials, department meetings	Spring 2014	*Cluster and Grade Level Teams (PLC's)	*Common Assessments *Release day agendas/minutes

2. Focus EL support services and interventions to increase post secondary options.	A	Evaluate current modifications to EL course offering for the 2012-13 school year which include 5 new sections.	EL team, EIA/ELAP funds, department meetings	January - May 2013	*EL Teachers *EL Administrator *Counselors	*CELDT scores *G.P.A.
	B	Conduct EL parent survey to identify student needs and ways we can support parent participation at school.	EL team, EIA/ELAC funds, department meetings, materials	Fall 2013	*EL Team *Administration	*ELAC Agenda/Minutes
	C	Increase all methods of bilingual communications from school to home (website, forms, phone calls, etc.).	EL team, EIA/ELAP funds, department meetings, materials	Spring 2014	*Administration *Departments	*PLC Agendas/Minutes
	D	Continue to train teachers and implement alternative strategies and assessments for EL students based on Kate Kinsella training.	EL team, EIA/ELAP funds, department meetings, materials	Fall 2013	*EL Team *Administration	*Completed Forms/Communications
3. Focus professional development training to include strategies and curriculum specifically for students with disabilities.	A	Provide all teachers with professional development in how to aid struggling students and differentiate instruction within the classroom.	Time at Staff Meetings	Spring 2013	*Student Services *Site Level Strategies *Teachers	*Staff Meeting Agendas/Minutes *Best Practice Presentations
	B	Continue to provide information to the staff regarding the requirements of and compliance with IEP and 504 plans.	Time at Staff Meetings	Ongoing	*Case Managers *504 facilitators	*504 and IEP meetings *Emails alerting staff of students with 504/IEP's in classrooms.
	C	Continue to identify and monitor students performing far below and below basic on CST exams and those not passing CAHSEE.	Release Time Consult Time	Ongoing	*Counselors *Case Managers *Administration	*Release Day Agendas/Minutes *SISWEB Reports

Focus On Learning Action Plan

Action Plan Item #2: Address the behavioral needs of the most often disciplined subgroups.

Objective: Create and implement an intervention program that will identify underperforming students due to behavior, and will reduce the number of incidents resulting in detention, suspension, on campus suspension, and Saturday school by a minimum of 5% each year of their enrollment at Franklin High School.

Rationale:

1. African-American students comprise 18% of the student body but account for 46% of suspensions.
2. Hispanic students comprise 18% of the student body but account for 21% of suspensions.

Expected School-wide Learning Result(s): Franklin students will become independent learners who:

- *communicate effectively in both academic and workplace environments
- *make positive contributions to the school and the community

ACTION STEPS		RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1	Investigate school discipline data (suspension, OCS/OCD, Saturday school, and after school detention) to identify students with behavioral concerns.	Professional Development Time	August 2012 - January 2013	*Teachers *Administration	*SISWEB Data Reports *Staff Survey
2	Continue to review middle school data and teacher recommendations to identify strength and growth areas of incoming students.	Communication with Toby Johnson Middle School	April 2013	*Teachers *Administration	*Grade Reports *Standardized Test Scores
3	Investigate community connections, agencies, and programs, that can help address student needs, provide additional counseling services, and reduce pressure of high counselor to student ratio.	Administration, Counseling	Spring 2013	*Counseling Team *Teachers	*Roster of Community Partners
4	Create intervention team to implement a program on campus based on the identified students with academic/behavioral needs.	Time for Meeting with interested parties	Spring 2013	*Leadership	*Intervention Team Agendas/Minutes
5	Implement behavioral intervention program based on identified areas of concern.	Administration, Counseling	Summer 2013	*Intervention Team	*Intervention Program Enrollment Agendas/Minutes
6	Increase teacher training and use of SISWEB data to target needs of underperforming students.	Instructional Coach, Professional Development Team	August 2013	*Teachers	*SISWEB Tracking Usage Report *PLC and Staff Meeting Agendas/Minutes
7	Ensure equal and appropriate access to school resources, interventions, and activities. (i.e. course selection process, club opportunities, academy enrollment, mentoring programs)	Administration, Counseling, Leadership Team	Fall 2013	*Administration	*Club Attendance/Charters *Course and Intervention Enrollment *Master Schedule *Career Assessment Survey
8	Monitor the intervention program and its effectiveness with students' behaviors, and modify if necessary.	Release Time for Intervention Team	Spring 2014	*Leadership Team *Intervention Team	*Enrollment in Programs *SISWEB Intervention Summary

Focus On Learning Action Plan

Action Plan Item #3: Increase the number of students participating in Career Technical Education courses and/or completing certificate programs available to all students while simultaneously fulfilling their A-G coursework.

Objective: In two years, Franklin High School will increase the percentage of students participating in certificate or career pathways and fulfilling their A-G requirements by 5% .

Rationale:

1. Current emphasis by district/state to increase career technical education within school curriculum.
2. 100% of sophomore students in the GREEN and STEM academies passed the CAHSEE at the first attempt.
3. 73% of students in the GREEN academy are identified as "at-risk"; 45% of STEM are "at-risk."
4. 47% of GREEN academy students complete A-G; 87% of STEM complete A-G
5. Staff survey included high interest in creating more pathways for students.

Expected School-wide Learning Result(s): Franklin students will become independent learners who:

*communicate effectively in both academic and workplace environments

*make positive contributions to the school and the community

ACTION STEPS		RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1	Identify courses offered at Franklin HS and/or ROP at other locations that are available to Franklin High School students that provide a career pathway as well as investigate courses offered outside of the course catalog.	Time to Access Records	December 2012	*Counselors *Teachers	*Roster of Career Pathway Courses
2	Analyze data from Department of Labor for career prospects and make connections to student interests.	Time to Analyze Data	January 2013	*Counselors	*Summary report handout for students of career prospects
3	Investigate student and teacher interests in CTE and certificate courses based on student/staff survey, student course selections, and career assessment.	Time to Survey Students and Staff	February - May 2013	*Leadership Team	*Teacher/Student Survey *Career Interest Survey *Course Enrollment
4	Identify obstacles to student enrollment in CTE/career pathway course and programs and investigate the impact of CTE growth on other programs, i.e., AVID, band, etc.	Time for Course Enrollment Comparison	March - May 2013	*Leadership Team *Counselors *Academy Coordinators	*Course Enrollment *Student Survey
5	Investigate opportunities for increasing supplemental industrial and technology purchases that benefit students in the classroom (i.e. computers and tablets).	Funding for Purchases	June - August 2013	*Administration	*Technology Inventory *Teacher/Student Survey
6	Identify/establish connections between current courses and community college, corporate partners, and career pathways.	Release Time for Career Pathway Teachers	Fall 2013	*Administration *Counseling Staff	*Inventory of Partnership Agreements
7	Add new classes in fields of high student interest and clear career pathways.	Funding for potential course expenses	Spring 2014	*Leadership Team	*Course Selection Forms *Master Schedule
8	Develop and enhance career pathways for students to pursue certificate program.	Release Time for Career Pathway Course Teachers	Fall 2014	*Department Chairs *Administration	*Master Schedule
9	Promote career pathway courses during the course selection nights to increase student participation.	Morning Bulleting Announcements	Spring 2015	*Counselors *Academy Coordinators	*Course/Academy Enrollment

Focus on Learning Action Plan

Action Plan Item #4: Implement consistent cross-curricular strategies for reading, writing, and speaking.

Objective: Franklin High School will develop and implement consistent cross-curricular strategies for reading, writing, and speaking, by the end of the 2013-14 school year as part of the Common Core State Standards (CCSS) and Career Technical Education (CTE).

Rationale:

1. Student survey indicated that only 51% of students felt as if their teachers made clear the connection the curriculum and other classes or real life.
2. Staff Survey indicated a high percentage wanting to work with other disciplines.
3. Common Core State Standards, which emphasizes cross curricular strategies, are expected to be assessed by the 2014-15 school year.

Expected School-wide Learning Result(s): Franklin students will become independent learners who:

- *think, analyze and read critically;
- *achieve academic goals through rigorous, challenging courses;

ACTION STEPS		RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1	Include research-based strategies for reading, writing, speaking, in professional development plan.	Planning Time for PD	Fall 2012	*Leadership Team *Professional Development Team *Teachers	*PLC Agendas/Minutes *PD Schedule
2	Investigate themes, concepts and instructional strategies of the Common Core State Standards.	Release Time and Funding for Trainers	December 2012 - August 2013	*Departments *Administration *District Office Dept. of Curriculum/Instruction	*Curriculum Maps *Staff and District Training Agendas/Minutes
3	Departments begin to implement the CCSS into their curriculum.	CCSS Materials	December 2012 - August 2013	*Departments	*Curriculum Maps *Lessons
4	During release days/professional development provided by the district/site, Franklin will develop common strategies for reading, writing, and speaking.	Release Time Trainers	2013-14 School Year	*Professional Development Team *Departments	*PLC Agendas *Student Work Samples *Common Lessons/Activities
5	Implement common research-based strategies for reading, writing, and speaking.	CCSS Materials	August 2014	*PLCs *Teachers	*Department/PLC Meetings *Lesson Plans *Curriculum Maps
6	Using data from student performance, evaluate the effectiveness of the common strategies during collaborative release time or late start Wednesday cluster/grade level meetings.	Release Time Disaggregated Data	August - December 2014	*Cluster/Grade level Teams	*Cluster/Grade level Agendas
7	Expand interdisciplinary connections of common core state standards and CTE standards in order to provide more real life applications in learning.	Collaborative Release Time	Fall 2014	*Leadership Team *Departments	*PLC Agendas/Minutes *PD Agendas *Curricular Maps *Formative Assessments
8	Evaluate the effectiveness of the common strategies implemented and connection to CTE standards.	CCSS formative and summative assessments	Spring 2015	*Research and Evaluation *Teachers	*Student Assessment Results

Focus On Learning Action Plan

Action Plan Item #5: Review, define and implement the goals of the Advisory program.

Objective: Franklin High School will review, define, and implement a revised Advisory program for the beginning of the 2013-2014 school year.

Rationale:

1. Staff Survey determined a need to review the current program with 100% of teachers citing revising Advisory as their first, second, or third priority.
2. Two focus groups identified Advisory as a growth area on the campus.

Expected School-wide Learning Result(s): Franklin students will become independent learners who:

- *communicate effectively in both academic and workplace environments
- *make positive contributions to the school and the community

ACTION STEPS		RESOURCES REQUIRED	TIMELINE	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1	Create an Advisory team by inviting all stakeholders to participate, (i.e. members of each department, parents, students, administration).	Room Location Time on Facility Calendar	January 2013	*Principal *Leadership	*Agendas/Minutes *Invitation Sign-In Sheet
2	Advisory team conducts a school wide evaluation of the current advisory program using surveys and researching other advisory programs in schools with similar demographics.	Time and Funding for participants on team	January-March 2013	*Advisory Team *Leadership Team *Franklin Community	*Agendas/Minutes *Staff Survey *Student Survey
3	Develop goals/outcomes, schedule, and curriculum map for the Advisory program that are connected to the ESLRs and share with the entire staff.	Time at Staff Meeting	March-May 2013	*Advisory Team *Leadership Team	*Lesson Plans *College and Career Data *Curriculum Maps
4	Coordinate support systems (i.e. counselor, teacher, administrative resources) to ensure efficient and effective set up, teacher preparation, and implementation of Advisory lessons and systems.	Funding/Time for Support Program	May 2013	*Advisory Team	*Staff Survey *Student Survey *Lesson Plans
5	Develop specific lesson plans and materials for the Advisory program based on grade-level needs and expected student outcomes.	Funding for planning team	Summer 2013	*Advisory Team	*Staff Survey *Student Survey *College and Career Data
6	Implement Advisory program with clear objectives and lesson plans for the year.	Advisory Curriculum Binders for Teachers	August 2013	*Advisory Team *Entire Staff	*Advisory Lesson Plans/Curriculum Map
7	Evaluate the Advisory program based on the changes made for the 2013-14 school year.	Time at Staff Meeting	May 2014	*Staff *Parents *Students	*Staff Survey *Student Survey

AP	ACTION STEP	TIMELINE	RESOURCES	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
1.3	Continue to provide information to the staff of the requirements and compliance of the 504 and IEP	Ongoing	Time at Staff Meetings	*Case Managers *504 facilitators	*504 and IEP meetings *Emails alerting staff of students with 504/IEP's in classrooms.
1.3	Continue to identify and monitor students performing far below and below basic on CST exams and those not passing CAHSEE.	Ongoing	Release Time Consult Time	*Counselors *Case Managers *Administration	*Release Day Agendas/Minutes *SISWEB Reports
1	Investigate current school performance data (CST, CAHSEE, CELDT, G.P.A., and Credits) to identify underperforming subgroups.	August 2012 - June 2013	Instructional coach, Staff, Department, Cluster meetings	*Teachers *Administration *Counselors	*SISWEB Data Reports *Staff Survey
2	Investigate school discipline data (suspension, OCS/OCD, Saturday school, and after school detention) to identify students with behavioral concerns.	August 2012 - January 2013	Professional Development Time	*Teachers *Administration	*SISWEB Data Reports *Staff Survey
4	Include research-based strategies for reading, writing, speaking, in professional development plan.	Fall 2012	Planning Time for PD	*Leadership Team *Professional Development Team *Teachers	*PLC Agendas/Minutes *PD Schedule
1	Expand current professional learning model to incorporate specific research based instructional strategies for at-risk/underperforming subgroups, using culturally relevant curriculum.	September 2012 - June 2013	Professional Development Team, Staff meetings	*Professional Development Team	*Professional Development *Time Line/Agendas/
3	Identify courses offered at Franklin HS and/or ROP at other locations that are available to Franklin High School students that provide a career pathway as well as investigate courses offered outside of the course catalog.	December 2012	Time to Access Records	*Counselors *Teachers	*Roster of Career Pathway Courses
4	Investigate themes, concepts and instructional strategies of the Common Core State Standards.	December 2012 - August 2013	Release Time and Funding for Trainers	*Departments *Administration *District Office Dept. of Curriculum/Instruction	*Curriculum Maps *Staff and District Training Agendas/Minutes
4	Departments begin to implement the CCSS into their curriculum.	December 2012 - August 2013	CCSS Materials	*Departments	*Curriculum Maps *Lessons
3	Analyze data from Department of Labor for career prospects and make connections to student interests.	January 2013	Time to Analyze Data	*Counselors	*Summary report handout for students of career prospects
5	Create an Advisory team by inviting all stakeholders to participate, (i.e. members of each department, parents, students, administration).	January 2013	Room Location Time on Facility Calendar	*Principal *Leadership	*Agendas/Minutes *Invitation Sign-In Sheet

AP	ACTION STEP	TIMELINE	RESOURCES	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
5	Advisory team conducts a school wide evaluation of the current advisory program using surveys and researching other advisory programs in schools with similar demographics.	January-March 2013	Time and Funding for participants on team	*Advisory Team *Leadership Team *Franklin Community	*Agendas/Minutes *Staff Survey *Student Survey
1.2	Evaluate current modifications to EL course offering for the 2012-13 school year which include 5 new sections.	January - May 2013	EL team, EIA/ELAP funds, department meetings	*EL Teachers *EL Administrator *Counselors	*CELDT scores *G.P.A.
2	Create intervention team to implement a program on campus based on the identified students with academic/behavioral needs.	Spring 2013	Time for Meeting with interested parties	*Leadership	*Intervention Team Agendas/Minutes
2	Investigate community connections, agencies, and programs, that can help address student needs, provide additional counseling services, and reduce pressure of high counselor to student ratio.	Spring 2013	Administration, Counseling	*Counseling Team *Teachers	*Roster of Community Partners
3	Identify obstacles to student enrollment in CTE/career pathway course and programs and investigate the impact of CTE growth on other programs, i.e., AVID, band, etc.	March - May 2013	Time for Course Enrollment Comparison	*Leadership Team *Counselors *Academy Coordinators	*Course Enrollment *Student Survey
5	Develop goals/outcomes, schedule, and curriculum map for the Advisory program that are connected to the ESLRs and share with the entire staff.	March-May 2013	Time at Staff Meeting	*Advisory Team *Leadership Team	*Lesson Plans *College and Career Data *Curriculum Maps
2	Continue to review middle school data and teacher recommendations to identify strength and growth areas of incoming students.	April 2013	Communication with Toby Johnson Middle School	*Teachers *Administration	*Grade Reports *Standardized Test Scores
5	Coordinate support systems (i.e. counselor, teacher, administrative resources) to ensure efficient and effective set up, teacher preparation, and implementation of Advisory lessons and systems.	May 2013	Funding/Time for Support Program	*Advisory Team	*Staff Survey *Student Survey *Lesson Plans
5	Develop specific lesson plans and materials for the advisory program based on grade level needs and expected student outcomes.	Summer 2013	Funding for planning team	*Advisory Team	*Staff Survey *Student Survey *College and Career Data
2	Implement behavioral intervention program based on identified areas of concern.	Summer 2013	Administration, Counseling	*Intervention Team	*Intervention Program Enrollment Agendas/Minutes
3	Investigate opportunities for increasing supplemental industrial and technology purchases that benefit students in the classroom (i.e. computers and tablets).	June - August 2013	Funding for Purchases	*Administration	*Technology Inventory *Teacher/Student Survey

AP	ACTION STEP	TIMELINE	RESOURCES	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
4	During release days/professional development provided by the district/site, Franklin will develop common strategies for reading, writing, and speaking.	2013-14 School Year	Release Time Trainers	*Professional Development Team *Departments	*PLC Agendas *Student Work Samples *Common Lessons/Activities
2	Increase teacher training and use of SISWEB data to target needs of underperforming students.	August 2013	Instructional Coach, Professional Development Team	*Teachers	*SISWEB Tracking Usage Report *PLC and Staff Meeting Agendas/Minutes
5	Implement Advisory program with clear objectives and lesson plans for the year.	August 2013	Advisory Curriculum Binders for Teachers	*Advisory Team *Entire Staff	*Advisory Lesson Plans/Curriculum Map
1	Release time for departments incorporates time for developing learning objectives and expectations for classroom work and homework that multicultural curriculum/activities.	Fall 2013	Release time, substitutes, materials	*Professional Development Team *Teachers	*Staff meeting Agendas/Minutes *Grade Level and Subject Cluster *Professional Learning Community *Agendas/Minutes
1.2	Conduct EL parent survey to identify student needs and ways we can support parent participation at school.	Fall 2013	EL team, EIA/ELAC funds, department meetings, materials	*EL Team *Administration	*ELAC Agenda/Minutes
1.2	Continue to train teachers and implement alternative strategies and assessments for EL students based on Kate Kinsella training.	Fall 2013	EL team, EIA/ELAP funds, department meetings, materials	*EL Team *Administration	*Completed Forms/Communications
1	Continue to develop and implement common formative assessments and modify instruction to address the needs of underperforming students.	Spring 2014	Release time, substitutes, materials, department meetings	*Cluster and Grade Level Teams (PLC's)	*Common Assessments *Release day agendas/minutes
1.2	Increase all methods of bilingual communications from school to home (website, forms, phone calls, etc.).	Spring 2014	EL team, EIA/ELAP funds, department meetings, materials	*Administration *Departments	*PLC Agendas/Minutes
2	Monitor the intervention program and its effectiveness with students' behaviors, and modify if necessary.	Spring 2014	Release Time for Intervention Team	*Leadership Team *Intervention Team	*Enrollment in Programs *SISWEB Intervention Summary
3	Add new classes in fields of high student interest and clear career pathways.	Spring 2014	Funding for potential course expenses	*Leadership Team	*Course Selection Forms *Master Schedule
5	Evaluate the Advisory program based on the changes made fore the 2013-14 School Year	May 2014	Time at Staff Meeting	*Staff *Parents *Students	*Staff Survey *Student Survey

AP	ACTION STEP	TIMELINE	RESOURCES	PERSON(S) RESPONSIBLE	METHODS/EVIDENCE TO ASSESS GOALS
4	Implement common research-based strategies for reading, writing, and speaking.	August 2014	CCSS Materials	*PLCs *Teachers	*Department/PLC Meetings *Lesson Plans *Curriculum Maps
4	Using data from student performance, evaluate the effectiveness of the common strategies during collaborative release time or late start Wednesday cluster/grade level meetings.	August - December 2014	Release Time Disaggregated Data	*Cluster/Grade level Teams	*Cluster/Grade level Agendas
3	Expand interdisciplinary connections of common core state standards and CTE standards in order to provide more real life applications in learning.	Fall 2014	Collaborative Release Time	*Leadership Team *Departments	*PLC Agendas/Minutes *PD Agendas *Curricular Maps *Formative Assessments
3	Promote career pathway courses during the course selection nights to increase student participation.	Spring 2015	Morning Bulleting Announcements	*Counselors *Academy Coordinators	*Course/Academy Enrollment
4	Evaluate the effectiveness of the common strategies implemented and connection to CTE standards.	Spring 2015	CCSS formative and summative assessments	*Research and Evaluation *Teachers	*Student Assessment Results



Appendix



Appendix

- A. Initial Action Plans (April – August 2012)**
- B. Key Problems of Practice Responses (September 2012)**
- C. Student Survey Results (Spring 2012)**
- D. Parent Survey Results (Spring 2012)**
- E. Alumni Survey Results (Spring 2012)**
- F. Staff Survey Results (Spring 2012)**
- G. Master Schedule 2012-2013 School Year**
- H. School Accountability Report Card**
- I. CBEDS Data Verification Form**
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- K. Plan to Achieve Bold Goals Funding Page**

A. Initial Action Plans (April –August 2012)

Initial Action Plan: August 2012 Department and/or Team: Business		Critical Area(s) of Need Addressed: Address the academic and social needs of the lowest performing and/or most frequently disciplined sub-groups.			
Initial Action Plan April 2012	Progress as of May 2012	Tasks for Summer /Fall 2012	Pre-Service 2012 Task(s)	Means to Assess Improvement (Including Timeline)	Resources Needed (Instructional coaches, Jen Laflam, Admin, supplies)
By the end of Term 1 of the 2012-13 school year, the Business Department will develop scaffolding materials and assignments to compliment the Computer Technology curriculum and then link these resources to the school web site so all students on campus can access them. For example, the resources could address proper format for MLA reports; formatting cells in a spreadsheet; good practices for Powerpoint presentations; preparing resumes and cover letters; writing business letters; developing a database and effectively researching on the internet. These resources could be used not only by Computer Technology students to complete the course requirements but also by other students on campus to support assignments and/or projects in other academic areas.	Prior to the reduction of paraeducators in the classrooms, the Business department was assigned one instructional aide who worked with strategy students in Computer Technology. This web-based course requires extensive reading and comprehension of written instructions. The one aide worked with students in multiple classrooms each period as needed. This arrangement seemed beneficial for most strategy students and allowed them to successfully meet the district technology requirement for graduation. Without paraeducators in the Computer Technology classrooms, the Business teachers identified a strong need this year to develop additional support materials and scaffolding assignments to assist the strategy students. Work has started on some of these resources. If made accessible to all students on campus, these materials would provide support not only for strategy students but also for the lowest performing sub-groups.	Advanced training for Business teachers to utilize software such as Camtasia. Summer stipends if available to provide two 4 hour sessions for 6 teachers. The first four hour session would be for peer training/learning software. The last four hour session would be development of scaffolding materials and assignments.	Complete and finalize scaffolding resources and link to school website.	1. Teachers will work in pairs and evaluate a standard. They will try one component of the standard and add audio/visual using the Camstasia Program. 2. At the October 3 rd department meeting each group will present a draft of one lesson for discussion. 3. The group will then look and discuss formatting, delivery and decide on an uniform format for future lessons.	1. Training on Camtasia (Outside trainer). 2. One release day for six teachers to learn Camtasia and begin developing curriculum. 3. Meet with Department chairs to discuss technology needs of their students in their respected courses.

Initial Action Plan: August 2012 Department and/or Team: English 9		Critical Area(s) of Need Addressed: Address the academic and social needs of the lowest performing and/or most frequently disciplined sub-groups.			
Initial Action Plan April 2012	Progress as of May 2012	Tasks for Summer /Fall 2012	Pre-Service 2012 Task(s)	Means to Assess Improvement (Including Timeline)	Resources Needed (Instructional coaches, Jen Laflam, Admin, supplies)
Develop a multi-week unit that introduces all ninth grade students to growth mindset theory and tools. The reading and writing unit will be aligned with the new Common Core State Standards.	<ul style="list-style-type: none"> ▪ We have created the end-of-unit reading and writing assessments. ▪ We have created PowerPoint presentations that introduce growth mindset, brain development, and personal reflection. ▪ We have created a draft instructional sequence for the unit. ▪ We have met with the Strategies Department English teachers to include them in our collaboration. ▪ We have purchased supplies in order to make neuron models with students. 	<p>Create final versions of the assessments and rubrics.</p> <p>Continue planning instruction to support mastery of the standards.</p> <p>Meet with David Holbrook and "Teacher 1" to share our plans, so all English 9 teachers will be on board with the team plans and all ninth graders will have access to this instruction.</p> <p>Meet with the EL/SDAIE English 9 teachers.</p>	We would like time to meet to finalize our Week 1-2 lessons, duplicate materials, and share plans with new English 9 teachers and EL/SDAIE teachers.	<p>Evaluation of student writing (end of Term 1)</p> <p>Comparison on English 9 CST scores 2012-2013</p> <p>OCS and Suspension data for 9th grade students</p>	<p>Time to meet as a team to create follow-up materials for the unit to be used throughout the year</p> <p>Expert advice on best practices related to growth mindset development (district personnel?)</p>

Initial Action Plan: August 2012 Department and/or Team: English 10		Critical Area(s) of Need Addressed: Address the academic and social needs of the lowest performing and/or most frequently disciplined sub-groups.			
Initial Action Plan April 2012	Progress as of May 2012	Tasks for Summer /Fall 2012	Pre-Service 2012 Task(s)	Means to Assess Improvement (Including Timeline)	Resources Needed (Instructional coaches, Jen Laflam, Admin, supplies)
<p>As many members as possible from the 10th grade team will attend the district EAP training during the summer of 2012. They will report back to the rest of the 10 team about possible resources for informational text that we can use to find ways to help kids learn to analyze texts, instead of just summarizing texts. We may decide to work on fiction instead of (or in addition to) non-fiction as this is a critical skill to develop in relation to both genres.</p> <p>Also, we will determine a common way to discuss analysis with students (see attached).</p> <p>We will do this in an effort to help all students, especially the lowest performing students, develop (or improve on) the skills necessary to analyze texts.</p>	<p>We have developed a common understanding for what teachers on the 10th grade team mean when they ask students to analyze (versus summarize).</p> <p>We created a graphic organizer to guide teacher instruction of analysis. This graphic organizer can be adapted for student use.</p>	<p>Members of our team are planning to attend the new EAP training and disseminate the information from the new EAP materials.</p> <p>Also, members of our team are planning to attend the district sponsored Kinsella workshop which will focus on writing and reading strategies that will further our efforts to meet the needs of our lowest performing and/or most frequently disciplined sub-groups.</p>	<p>We will need time to meet during our pre-service days so that the members of the team who went to the EAP training can share their information and materials with the rest of the team.</p> <p>Also, we would like to use pre-service time to develop a student friendly version of our analysis graphic organizer- this may be graphic organizer or a PPT presentation.</p>	<p>Administration of the Notes and power point we have created which address the differences between summarizing and analyzing.</p> <p>Students will complete the Graphic Organizer we created using selected Holt articles. Students will do two separate articles and the team will analyze the improvement between the 1st and 2nd assessment.</p> <p>Timeline is the Fall Block.</p>	<p>Access to Student friendly articles and money for copies.</p>

Initial Action Plan: August 2012 Department and/or Team: English 11		Critical Area(s) of Need Addressed: Address the academic and social needs of the lowest performing and/or most frequently disciplined sub-groups. Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking.			
Initial Action Plan April 2012	Progress as of May 2012	Tasks for Summer /Fall 2012	Pre-Service 2012 Task(s)	Means to Assess Improvement (Including Timeline)	Resources Needed (Instructional coaches, Jen Laflam, Admin, supplies)
<p>The English 11 team will address the following department area for growth:</p> <ul style="list-style-type: none"> Students have poor reading comprehension <p>The English department will begin implementing specific guided reading strategies by grade level. One strategy per term (9th grade-4 strategies; 10th grade-4 strategies; 11th grade-2 strategies; 12th grade-2 strategies)</p> <p>We will measure student progress in the area of growth both informally (on class/homework tasks) and formally (assessments to be determined).</p>	<p>We have begun to gather resources from which to choose effective reading strategies specific to 11th grade. Representatives will attend the new EAP binder training and bring back those resources this summer.</p>	<p>Meet as grade level teams to determine specific reading strategies per term and to decide on and produce common assessments (informal and formal).</p>	<p>Meet as a whole department to determine specific focus for reading strategies:</p> <p>narrative: before reading, during reading, after reading</p> <p>expository: before reading, during reading, after reading</p> <p>Meet as department to share strategies to ensure each grade level understands the previous and next grade levels' strategies.</p>	<p>Practice with "Content and Purpose" chart found with Juvenile Justice unit in EAP binder. Diagnostic and Summative assessments to be refined during term 1 release day.</p>	<ol style="list-style-type: none"> EAP class sets provided by LaRae Blomquist Online resources EAP semester 2 binder – Fletcher will provide after Oct. 30 EAP meeting. Professional development release day during term 1 to continue to develop means to assess improvement.

Initial Action Plan: August 2012 Department and/or Team: English 12		Critical Area(s) of Need Addressed: Address the academic and social needs of the lowest performing and/or most frequently disciplined sub-groups.			
Initial Action Plan April 2012	Progress as of May 2012	Tasks for Summer /Fall 2012	Pre-Service 2012 Task(s)	Means to Assess Improvement	Resources Needed
<p>The English 12 team will address two of our department's areas for growth. These are that students:</p> <ul style="list-style-type: none"> • misinterpret prompts and do not read directions, and • may follow directions, but they don't necessarily know why; they don't internalize the purposes of the tasks. <p>The English 12 team will use chapter 9 of the AVID Critical Reading curriculum to address these needs. The team will use student handout "Responding to a Writing Prompt" in lessons to help students learn how to accurately respond to a writing prompt. The team will also use student handout "Focused Note-Taking for a Single Source" in lessons to help students learn how to take reading notes to respond to specific writing tasks. We will measure student progress on the areas of growth with the 11/12 Grade EGUSD Writing Rubric for CCSS Writing Standard #1. Ideas for implementing this action plan follow. In the fall, the team can include lessons on analyzing and responding to writing prompts with college essay prompts and the reflective essay prompt. In the spring, the team can include lessons on the same topic before the EPT. Finally, the team can include lessons on note-taking to respond to a writing task in the spring.</p>	<ul style="list-style-type: none"> • CP team members expressed interest in EAP and Common Core training for summer. • Members will register and attend workshops and trainings as available to prepare for in-service planning days. • Main interest is aligning and revising our future curriculum with the new standards. • One team member, Sarah Ballard, is attending Common Core training with Area 3 this summer. Additional members will attend as it is offered. TBD. • After training, we will determine our reading and writing focus for the 12th grade team at our August in-service day(s) to support our 'areas of growth'. • Pre and post common assessments will be chosen as a team. • AVID and EAP resources will be used as a support for teaching the standards not currently supported by HOLT. 	<ul style="list-style-type: none"> • We will need release time in the fall to evaluate the current English 12 spring curriculum. We need to compare current standards with Common Core standards and decide how to revise our curriculum to best address our areas for growth and the Common Core standards. • We will need resources for informational text reading materials to augment what is available in Holt. Needed resources include <i>AVID Weekly</i> and forthcoming EAP materials. • We need time to meet about curriculum consistently throughout the year, including time during pre-service and Wednesday mornings. • We need funding to send more English teachers to AVID Critical Reading training during the AVID Summer Institute in 2013. 	<ul style="list-style-type: none"> • Choose a release day early in the year (August/September) for further planning and alignment of curriculum to new standards. • Create an initial planning calendar for the fall and spring terms. • Utilize the AVID/EAP resources to assist in creating a common assessment for seniors. 	<ul style="list-style-type: none"> • Analyze CCSS model essay for WS 1 (argument writing) • Write new common assessment (timed writing) prompt for Spring • Develop rubric • List skills students will need to achieve mastery on assessment • Backwards plan how/when to teach skills • Develop common lessons to teach skills • Teach lessons and give assessment • Participate in a norming and group scoring session of common assessment to determine student strengths and weaknesses to improve teaching next year 	<ul style="list-style-type: none"> • Two professional development release days, one in the fall and one in the spring • Copies of CCSS • AVID Weekly subscription and copies of reading materials • EAP articles and copies • Other resources for nonfiction readings selections for students • Critical thinking and argumentative writing teaching resources • New texts aligned to the new core standards

Initial Action Plan: August 2012 Department and/or Team: Health		Critical Area(s) of Need Addressed: Address the academic and social needs of the lowest performing and/or most frequently disciplined sub-groups. Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking.			
Initial Action Plan April 2012	Progress as of May 2012	Tasks for Summer /Fall 2012	Pre-Service 2012 Task(s)	Means to Assess Improvement	Resources Needed
<p>Create rubrics as a department for assignments, more specifically for written assignments which we would like to create.</p> <p>Meet with English Department for assistance with writing assignments and rubrics.</p> <p>Include other content area curriculum in our teachings relevant to topic (ex. Biology: food/nutrition)</p> <p>Add services to assist in student intervention and modify the suspension plans for issues such as drugs (marijuana) and alcohol or mental or emotional health issues</p>	<p>We have started making connections with other subject teachers to talk about cross curriculum content.</p> <p>Looked at suspension data and analyzed the “why” and started thinking about ways of prevention including resources to have available.</p>	<p><i>Would like release time to meet with department</i></p> <p><i>Would like release time to meet with English Dept. and Science Dept.</i></p> <p><i>Implement on site services such as Panacea Services</i></p> <p><i>Organize a school assembly around the dangers of marijuana, since it is prevalent in suspension rates</i></p> <p>We plan to meet during the summer to work on consistent curriculum and common assessments.</p> <p>Come up with consistent instruction and projects, more in line with direct influence to student and relevance (in hopes to decrease suspension numbers).</p>	<p>Cross-curricular planning with other departments.</p> <p>Have some other departments take a look at our curriculum to assist with consistent teaching of reading and writing, for example.</p> <p>We would like to have department time to revise and continue to create common assessments.</p>	<p>We have not accomplished our 1st and 2nd “tasks” but would like to asap. Having access to a release day and a coach (J. Laflam) would enable us to achieve this since we have some AVID strategies but would like more from English dept.</p> <p>We created a M/E common assessment and will implement Term 1.</p>	<p>Would like a release day and an English teacher/coach (J Laflam if available) to achieve this task.</p> <p>NA, we have completed this and will reflect on the results/data after Term 1.</p>

Initial Action Plan: August 2012 Industrial Technology

Video Production/Yearbook

Project based learning is a critical part of the CTE program, which provides real-life experience to our students. One crucial aspect of the process is the students' struggle to manage their time for their completion of the projects. Time management is a life skill that transcends the school environment and carries on into their post-secondary education. In order to keep students engaged, meeting milestone deadlines in their projects and uphold professional standards for video production and yearbook publication I plan to have students do the following:

- Establish a task list based on deadline and/or student activity (i.e. using technology such as Excel and a calendar)
- Determine objectives within the time frame
- Plan milestones/check-ins for assessment
- Address any problems students might be having and assist in problem solving
- Assessment of final project
- Reflect upon success and struggles to set a plan for the next project

Documentation for student:

- Students will use technology to plan their project timeline.
- Students will plan objectives based on student activities and publication deadlines.
- Students will check in with teacher at established milestone times for assessment.
- Students will be assessed upon project completion by deadline.
- Students will reflect on process and use past experience to apply to new projects.

- An example of a milestone for my goal will be Club Picture Day and club layouts. The evidence for yearbook as documentation for the WASC report will be the final copy of a yearbook.
- My evidence for video production will be a video assignment from term 1 or term 2. I will include a broadcast as a final piece for the WASC report as evidence for the goal.

CAD

CTE is heavily taught using hands on project based learning, focusing on real-life skills and experience. One major struggle our students encounter on a yearly basis is time management. Time management is a skill the students could use in their school life, as well as their day-to-day lives now and in the future. This year to aid students in their time management skills I will implement a skill/assignment check off sheet that each student will have and keep in their portfolio. On the sheet will be the skills and assignments they are assessed on and places for scores/dates acquired. Every three weeks I will have the students assess where they are in the class and what is needed to get back on track. This will be a graded assignment in addition to their course work.

Engineering

Students taking the Engineering program at Franklin High School will engage in hands-on activities, discussions, and written reflection around topics such as critical thinking, project-based learning, integrating technology, and self-assessment using a real-world context. They will also develop a plan for implementing effective solutions for assigned projects throughout the course. A significant number of high school students do not possess time management skills that are necessary for success. In order to mitigate this deficit I will include instruction of time management skills and tools that will include the following key components:

Students will:

- Be assigned a project with expected outcomes specifically defined.
- Identify specific tasks required to successfully complete the project.
- Create a timeline from inception to completion with specific milestones.
- Develop a viable design that satisfies project requirements.
- Construct the project using the timeline to guide progress.
- Write a report that includes technical details that meet industry standards.
- Include a reflection in the written report on how they can make improvements for the next project assignment.

Teacher will:

- Provide modeling of expectations through direct instruction prior to assigning the project.
- Provide multiple examples of design solutions for example projects.
- Discuss how to break a project down into manageable tasks to develop realistic milestones.
- Describe what a milestone is and the importance of meeting them.
- Teach students how to create a project timeline using Microsoft Excel using a standard format created by the teacher.
- Assign a project with realistic expected outcomes.
- Provide individual instruction and support to students throughout the project.
- Assess student progress based on:
 - Completion of the timeline.
 - Meeting each milestone.
 - Level of successful completion of the project and the written report.

Video 1,2,3 and Animation 1,2,3

- The successful completion of projects requires that different elements are completed in sequential order and in a manner that does not delay the final completion of the finished project. Some students have difficulty completing complex media projects in a timely manner.
- Having each student complete a proposed timeline for a project will allow them to assess if they have fallen behind in the time needed for post-production.
- Students will receive a grade for the completion of the timeline. They will self assess their progress by checking off their accomplishments on the timeline. Grade will be given for major milestones. (Proposal, Pitch, Script, Storyboards, Production, Postproduction.)

Initial Action Plan: August 2012 Department and/or Team: Science		Critical Area(s) of Need Addressed: Address the academic and social needs of the lowest performing and/or most frequently disciplined sub-groups. Increase the number of Career Technical Education and certificate programs available to all students. Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking.			
Initial Action Plan April 2012	Progress as of May 2012	Tasks for Summer /Fall 2012	Pre-Service Task(s)	Means to Assess Improvement (Including Timeline)	Resources Needed (Instructional coaches, Jen Laflam, Admin, supplies)
<p>1. Science will implement LRD, AVID, Qued Reading and other reading strategies to increase expository comprehension. (CAN 1 & 3)</p> <p>2. Science will increase the implementation of Investigation and Experimentation standards and include more inquiry based activities (CAN 1 & 3)</p> <p>3. Science will address underperforming students by offering additional remedial actions; such as tutoring, additional time on assignments and supplemental resources to improve their skills. (CAN 1)</p> <p>4. Science will initiate additional articulation to address 8th and 9th grade common standards to prevent overlap and utilize time efficiently. (CAN 3)</p> <p>5. Science will incorporate additional real life algebraic and geometric applications at vertical and cross curricular levels to improve applied math skills. (CAN 3)</p> <p>6. Science will introduce and evaluate Career Technical Education and career paths that correlate to subject matter and student interest. (CAN 2)</p>	We have discussed what we would like to work on next year (IAP).	The science department will first work on IAP #'s 1, 2, and 5.	We need time to discuss and brainstorm how to implement #'s 1, 2, and 5 on the IAP.	<p>Each cluster will evaluate the unit test for the chosen strategy.</p> <p>1. Reflect & Analyze our Investigation & Experimentation CST scores.</p> <p>a. Analyze strengths & weaknesses</p> <p>b. Analyze the scores of our lower performing students</p> <p>2. Reflect in the laboratory exercises that are used across the various science curriculum</p> <p>a. Modify the exercise to be more inquiry based to align with Common Core Standards</p> <p>b. Change exercises as needed to</p> <ul style="list-style-type: none"> ✓ Fit the new common core science standards ✓ Be real-life applicable ✓ Accessible & understandable to lower performing student groups ✓ Establish a common core curriculum ✓ Investigate and research new exercise that will incorporate more graph related practice <p>3. Reflect & Analyze our new Investigation & Experimentation scores after the modifications</p> <p>Assess performance in applied mathematics and graphing by grade level.</p> <p>Establish cross curricular reading tasks with English Dept for technical/expository test (common core standards base)</p> <p>1) General Science 9th: Applied Math skills</p> <ul style="list-style-type: none"> • Utilize math skills for waves and light formulas and graph appropriately <p>2) Biology: Analyze patterns in nature, examine exponential and population growth, analyze graphs</p> <ul style="list-style-type: none"> • Utilize current material to analyze growth patterns and graphs <p>3) Chemistry: Analyze and organize patterns, units and dimensional analysis.</p> <ul style="list-style-type: none"> • Use chemical reactions to isolate products/patterns in stoichiometric relationships <p>Unit isolation</p> <p>4) Physics: Its all applied math and analysis but applied technology is needed.</p> <ul style="list-style-type: none"> • a) Pasco equipment for real time physics applications, analysis, evaluation and repetition 	<p>Paper to run off the different strategies.</p> <p>TIME with dept to review strategies.</p> <p>TIME in each cluster to plan a unit and evaluate the chosen strategy</p> <p>Time to read, process, and discuss the new state COMMON CORE science standards. We would like a day off for 7 teachers to do this step.</p> <ol style="list-style-type: none"> 1. Time to analyze and collaborate on laboratory exercises 2. Money for resources for the laboratory exercises, (especially for courses such as AP Physics and AP Biology) <p>Spectroscopes, gas tubes, diffraction gratings, graph paper, lasers of various colors, calculators growth plates, petri dishes, agar, various dyes and bacteria Time to identify materials and chemical/mole specific reactions. Chemicals and glassware. Pasco Physics Labs and equipment. Time to collaborate with Math Department</p>

Initial Action Plan: August 2012 Department and/or Team: Social Science		Critical Area(s) of Need Addressed: Address the academic and social needs of the lowest performing and/or most frequently disciplined sub-groups. Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking.			
Initial Action Plan April 2012	Progress as of May 2012	Tasks for Summer /Fall 2012	Pre-Service 2012 Task(s)	Means to Assess Improvement	Resources Needed
Develop a common set of writing rubrics that will address various levels of student work as part of a larger common writing curriculum. The basic goal is to develop a cohesive pedagogy that teaches students to take a position, support the position, and conclude their argument within a standardized structure. The detailed expectations will be worked out in future meetings. We hope to develop a basic rubric that could be used for paragraph and short homework assignments, a rubric that applies to basic essays, and a rubric for extensive research projects and papers. Once developed, we plan to tie this work in with the common core standards and hopefully to use them to further develop cross curricular collaboration with other departments.	We have met several times as a department in order to analyze student work and develop areas of need, come up with ideas for addressing those needs, and agree on a basic strategy for implementing those ideas. This has led to an agreement on the basic structure (Thesis + 3 Supports + Conclusion) that will be used in developing common rubrics and instructional plans, as well as planning for future meetings.	We plan to meet for one or two days over summer to develop these rubrics, brainstorm ideas for assignments, projects, and teaching techniques while also connecting our work to the common core standards. At the conclusion of these meetings we will have 3 separate rubrics for use during the 2012-13 academic year. We will also have tied these rubrics to the common core standards.	During planning meetings on pre-service days before the start of the next academic year we will meet and discuss how to implement these rubrics and techniques in our classes for the 2012-13 year. Then we will compile the lesson material to meet the general writing requirements.	JUNE 2012: Rubrics developed AUGUST 2012: Adaptation of rubrics into a shared prompt; writing prompts given to students SEPT. 2012 – MAY 2013: Department meetings and small group clusters to evaluate on-going assessments JANUARY 2012: Evaluate and analyze assessments to determine if students can evaluate, analyze, and support an argument with evidence AUGUST 2012-MAY 2013: Individual application of grade-level assignments and rubrics AUGUST 2013: Pre-assessment given as a post-assessment from last year	Feedback regarding timeline and WASC scheduling

Initial Action Plan: August 2012 Department and/or Team: World Language		Critical Area(s) of Need Addressed: Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking.			
Initial Action Plan April 2012	Progress as of May 2012	Tasks for Summer /Fall 2012	Pre-Service 2012 Task(s)	Means to Assess Improvement	Resources Needed
The French teachers will create a note-taking sheet to compile the cultural information learned throughout each level that will further be used to prepare students for the AP exam. (EDLR/content standards)	Note taking sheet has been created.	Implement guided note taking when reviewing cultural information in class.	We will work on the Spanish cultural curriculum, as we have completed our task for French!	Students will learn strategies and organization skills for note-taking on cultural topics that will be added to each unit test. By December, teachers will compare results from unit tests to last year's test results	
The Japanese teachers will create tasks for students at all levels (Japanese 1 – 4AP) to take notes on 1) cultural information and 2) grammatical structures regularly; so that they can refer to them when they practice writing sentences or paragraphs about cultural and other topics.	Made a list of cultural topics for students to research and take notes. Discussed how to organize the format of grammatical structure note.	Organize the list of cultural topics by Level 1 – 4 based on California State World Language Standards. Make a list of grammatical structures for students in each Level 1 – 4 to take notes.	Create tasks for students at all levels (Japanese 1 – 4AP) to take notes on 1) cultural information (Create cultural research task sheets for Level 1 – 4 students.) Review and edit a list of grammatical structures for students in each Level 1 – 4 to take notes.	Students will learn strategies and organization skills for note-taking on cultural topics and grammatical concepts that will be added to each unit test. By December, teachers will compare results from unit tests to last year's test results.	
The Spanish teachers will add culturally significant elements to each chapter at the Spanish 2 level. (EDLR/content standards)	We have divided Spanish teachers into two groups Each group has met and determined the cultural focus for their specific chapters Some reference material has been researched and collected	Continue research of cultural data for each chapter Create curriculum for each chapter to provide to all Spanish 2 teachers	Finish research and make formal lesson plans for each chapter Provide electronic and paper copies to each Spanish 2 teacher	Students will learn strategies and organization skills for note-taking on cultural topics that will be added to each unit test. By December, teachers will compare results from unit tests to last year's test results.	

FHS Mathematics: WASC Initial Action Plan – Measuring Success

Algebra 1: Using Technology

Each term student will be given a Pre-assessment which focus on specific content areas taught throughout the term. This Pre-assessment is scheduled to occur week one of each term.

To insure that the data collected is student driven, teachers in the cluster have prepared a spread sheet that will track and prioritized student most missed responses. After discussion and analysis of the data teachers have agreed to focus on THREE content areas.

Teachers will utilize technology (slide show/video/alimentation) as an integral part of their instruction in the form of Warm-up. Exit-tickets and additional practice. These presentations/problem have been posted on the FHS Math Server (Algebra 1-Slide facts) and others will be develop/downloaded during cluster collaboration.

The effectiveness of this proposed technology use will be evaluated by the following methods:

<u>What</u>	<u>When</u>
1) KWL Questioner	Week #1
2) Content Assessment #1	Week #1
3) Data Analysis (Spread-Sheet)	Week #1
4) Content Assessment #2	Week #7

Geometry: Vocabulary

Vocabulary will be assessed throughout the school year, and changes to the assessment will be made as needed.

First, each test will include 5-10 vocabulary words. They will be fill in the blank with a word bank. If success is not shown after the first 6 test of semester 1, we will change the vocabulary portion of the test to a match vocabulary to definition. At the end of the first semester, a 12-24 question vocabulary test will be added to the MYPAS. If a significant amount of students fail this portion of the semester 1 final, changes to semester 2 tests will made, as mentioned previously.

Secondly, question 12 on the weekly standards quiz during semester 1 will be a geometry definition question. If success is not shown in the first semester, vocabulary will then be included in semester 2's standard quizzes.

Finally, The CSRE will include 2 vocabulary words from each test for a total of 24. If success is not shown on the final vocabulary, changes to next year's vocabulary portion of each test and quiz will be discussed based on best practices of each geometry teacher.

Algebra 2: Functions and their Graphs

Each chapter besides 11 and 12 involves some type of graphing. The Algebra 2 cluster will assess the concept of Translations of Graphs. Each chapter test will have one question involving translation of a graph. Each individual teacher is responsible for recording data on each class's success rate for this one question on each chapter test. *The Algebra 2 cluster will communicate together after each test to discuss the results of the data and determine additional techniques that can be used with the students to improve their understanding between equations, their graphs, and translations.*

B. Key Problems of Practice (September 2012)

KEY SCHOOLWIDE PROBLEMS OF PRACTICE (SEPTEMBER 2012)

Area B Indicators	Department(s)
B1.b: The school has defined academic standards for each subject area, course, and/or program.	Social Science English
B1.e: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.	Business
B1.f: There is integration among disciplines at the school.	Social Science VAPA Science PE Math Industrial Tech.
B1.g: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.	Health English
B1.i: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.	World Language
B2.a: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.	Science Math Strategies
B3.a: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.	VAPA
B3.b: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.	Strategies
Area C Indicators	Department(s)
C1.d: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.	Social Science Business Strategies
C2.a: Teachers are current in the instructional content taught and research-based instructional methodology. <i>Note: This was related to implementation of Common Core for English.</i>	English
C2.b: Teachers work as coaches to facilitate learning for all students.	Science
C2.c: Does the work of your students demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?	Science VAPA Strategies PE Health
C2.d: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.	VAPA Strategies World Language
Implementation of Common Core State Standards (CCSS)	Math English Social Science
Area D Indicators	Department(s)
D1-D2.c: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.	VAPA
D1-D2.e: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.	Social Science Science VAPA World Language English Business
D3-D4.a: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.	PE Math

D3-D4.c: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.			Health Industrial Tech.
STRATEGIES Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
B2.a	CAN # 1 (meeting the academic needs of our lowest performing groups and most disciplined groups) CAN # 2 (CTE)	<ul style="list-style-type: none"> • Develop an on-campus job training program for special needs students who will not earn a diploma, but who do not qualify for the Independent Living Skills (ILS) program. • In addition to inviting college representatives to speak on campus, invite agencies such as Job Corps, EDD, et cetera in order to assist students who will not go to college in finding alternatives. • Develop in-house certificate programs so that students can demonstrate competency in skills such as word processing or bookkeeping, and market those certificates to community businesses so students can get jobs immediately upon high school completion. • Develop mentoring programs so that business owners can “adopt” a CAN 1 student who is interested in that field. 	Release time or paid time during the summer to study similar programs within and outside the district and to create a program for Franklin.
B3.b		<ul style="list-style-type: none"> • Offer CAHSEE prep classes each term, and schedule them in the spring as part of the regular school year offering rather than adding them in mid-year if extra money becomes available. This way, students can plan for the classes and parents know their children have support. • Schedule all IEP students who need a reader into a computer lab with CDs rather than using para-professionals to read tests to students. • Include CAHSEE test-taking tips as part of the daily bulletin. Have students demonstrate on video. • Make the Kate Kinsella weekly academic vocabulary lessons a school-wide, consistent feature. • Train a group of typical students (not AP students) to visit sophomores in January or February to talk about CAHSEE expectations, to help alleviate stress and prepare students by providing peer support. • Create a CAHSEE Prep club where students can get together after school and use computer programs or resources to prepare. Recruit student tutors who need community service hours. 	<p>Professional development for all staff on how to evaluate subtests of CAHSEE, and strategies for attacking weaknesses and improving strengths.</p> <p>Professional development for all staff on Kate Kinsella’s EL strategies for teaching academic vocabulary.</p>

MATHEMATICS Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
B1.f Integration Between Disciplines B2.a Realistic Career and Education Opportunities	CAN 3 Cross-Curricular Strategies CAN 2 Career Tech Education Programs	<ul style="list-style-type: none"> • Increase Cross-Curricular Strategies, such as Cornell Notes • Increase Exposure to Vocational Careers (one lesson in Advisory is insufficient) • Add more Life After High School courses. 	<ul style="list-style-type: none"> • Training in reading and note-taking strategies that can be used with different curriculum. • In-depth training on the opportunities available for students not attending 4-year colleges.
Common Core State Standards (CCSS)	CAN 1 Meeting academic needs of lowest performing groups.	<ul style="list-style-type: none"> • Become familiar with Content Standards and Practices. • Connect previous standards to current ones. • Become familiar with Math Framework (what should be taught in each course when it is available. • Review current assessments. 	<ul style="list-style-type: none"> • Funding for Trainers of Teachers to attend conferences to share the most current mathematical research. • Training on CCSS and the Framework • Training on curricular strategies to implement CCSS
D3 & 4.a Shareholders are involved in assessment and student progress	CAN 1 & CAN 2 Data is collected by District/Board but insufficient resources are provided to resolve these CAN's.	<ul style="list-style-type: none"> • Smaller Classes • Increase Tech Classes • More Intervention and Support Classes Providing access to technology for students	Effective use of limited resources

VAPA Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
<p>B3.a All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.</p> <p>B1.f There is integration among disciplines at the school.</p>	<ul style="list-style-type: none"> • Increase the number of Career Technical Education courses and certificate programs available to all students. • Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking 	<ul style="list-style-type: none"> • Continue to build in career and technical education components in all VAPA curriculums. • Look for opportunities to collaborate with other departments. 	<p>Possible need of release time and funding for CTE workshops</p>
<p>C2.c Does the work of your students demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?</p> <p>C2.d Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.</p>	<ul style="list-style-type: none"> • Address the academic and social needs of the lowest performing and/or most often disciplined sub-groups. • Increase the number of Career Technical Education courses and certificate programs available to all students. • Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking. 	<ul style="list-style-type: none"> • Continue to upgrade and install computer labs (classroom or mobile labs) to allow us to offer more CTE opportunities in the digital media field • Increase media availability in order to engage lower performing students with differentiating modes of learning (programs that are currently available) • Continue to develop the Art Academy program to include real-world applications across all the different art media 	
<p>D1 & D2.e The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.</p> <p>D1 & D2.c Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.</p>	<ul style="list-style-type: none"> • Address the academic and social needs of the lowest performing and/or most often disciplined sub-groups. • Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking. 	<ul style="list-style-type: none"> • Develop strategies to support oral language development for all students, but especially for English Learners. • Continue to develop student-friendly, assignment-specific rubrics for all subject areas. 	<p>Possible in-service for developing EL strategies particular to the VAPA program</p>

INDUSTRIAL TECHNOLOGY Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
B1.f There is integration among disciplines at the school.	CAN 3: Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking.	Determine the staff's view of CTE courses, and poll the staff, for the level of involvement they would like to see our courses integrated with theirs.	Release Days to meet with Department Chairs to see where there are clear connections between our courses and theirs, and determine what learning support we could provide to their students in our classes.
NONE	NA	NA	NA
D3 & 4.c The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.	CAN 3: Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking.	Create interdisciplinary connections in rubrics (reading, writing). Include reading strategies in our curriculum of technical writing.	Professional development/Meet with the English department to gain strategies and align standards/rubrics.

ENGLISH Key Problem(s) of Practice	How does this problem of practice affect one or more of the CANs?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem
<p>B1.b The school has defined academic standards for each subject area, course, and/or program.</p> <p>B1.g The school assesses its curriculum review, evaluation, and review processes for each program area regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.</p>	<p>CAN #1 Low performing students will benefit most from consistent and clearly communicated standards.</p> <p>CAN # 3 is addressed by this problem of practice because spending time analyzing grading and homework policies within our department and grade level teams will result in the beginnings of consistency in cross-curricular strategies and expectations for reading, writing, speaking and note-taking.</p>	<ol style="list-style-type: none"> 1. Attend professional development addressing CCSS. 2. Participate in department and team level curriculum development using CCSS. 3. Participate in norming sessions and vertical articulation meetings to standardize our understanding of new curriculum standards. 	<ol style="list-style-type: none"> 1. CCSS training through district/SCOE 2. AVID critical thinking/CCSS trainings. 3. EAP training and site refinement of EAP materials.
<p>C2.a Teachers are current in the instructional content taught and research-based instructional methodology.</p>	<p>CAN #3 is addressed by utilizing standards across multiple disciplines and coordinating expectations.</p>	<ol style="list-style-type: none"> 1. Integration of Common Core Standards 2. Time to map CCSS by grade level 3. Time for 9/10 and 11/12 teams to articulate which standards will be a focus at each grade level 	<ol style="list-style-type: none"> 1. Common core workshops 2. Training on “crosswalk” or overlap between previous standards and CCSS 3. Models of high-quality curriculum, instruction, and CCSS-aligned assessment 4. High-quality CCSS curriculum resources 5. Meeting time for teams to plan and develop curriculum
<p>D1 & D2 e. The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.</p>	<p>CAN #1: Addresses the needs of all students and provides the data and impetus to modify instruction for EL and lowest performing students.</p> <p>CAN #3: Social Science is also committed to this problem of practice. It’s a first step toward cross-curricular connection. If we are working toward the same standards, cross-curricular alignment is natural.</p>	<ol style="list-style-type: none"> 1. Sharing and aligning reading assessments with Common Core—at grade level and with connected social science subject area (e.g. English 9/Geog.). <ul style="list-style-type: none"> • Same standards for both areas: Central Idea/Key Details/Inferences 2. Teach <i>Prose Style</i> concepts in both areas: Clarity/Conciseness/Subjects and Verbs but subject specific sentences and examples. Create new exercises for both English and Social Science <ul style="list-style-type: none"> • Work with social science to norm expectations for style and content 3. Similar writing standards based on Common Core: create rubrics with both common core standards and subject-specific standards. 	<ul style="list-style-type: none"> • Time to coordinate within grade level and unpack standards • Need standards broken down into objectives and the steps to unpacking the standards

HEALTH Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
B1.g	#1 CAN	<p>*We feel Advisory is the place to make this happen, getting info out to ALL students</p> <p>*We feel more options are needed for ALL students</p>	<p>*Staff needs to be trained and knowledgeable on Advisory Info they are presenting. Even though a template or pp to follow, we need staff to be EDUCATED about the info to get across accurately.</p> <p>*OTHER challenging courses so that ALL students can have options for more RIGOR and not just the AP/Honors classes.</p>
C2.c	We think CAN #3	*Updated classrooms are needed which included Projection systems, Technology etc.	*Staff needs to KNOW HOW to utilize these systems to be effective instructional tools in the classroom.
D3/4C	We not sure what CAN to relate this to, but we thought it could related to either 1/3/4.	*Cross curricular strategies (which included reading & writing) that ALL teachers are not only familiar with but using in the classroom.	*Teachers need to have time to be taught useful strategies and actual get the KNOW HOW of implementing them into the classroom and their specific subject area.

BUSINESS Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
B1.e A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.	Addresses the academic and social needs of the lowest performing and/or most often disciplined sub-groups.	Adding Audio and Video to curriculum. Strategy lab and Para in-service education.	Department Camtasia Training Day. In-Service training day for Paras and strategy lab
C1.d The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.	CAN #4 Review and possibly redefine the goals of the Advisory Program to better support students.	New ESLRs and EDLRs posted in rooms. Department student survey as students exit the course.	Release time to develop common survey.
D1 & D2.e The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.	CAN #3 – Develop consistent Cross-curricular strategies and expectations for reading, writing, speaking and note-taking.	Meet with other departments to discuss areas of instruction where we can utilize similar strategies and projects.	Release time to meet with other teachers in other departments.

WORLD LANGUAGES Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
B1.i	CAN #3	Allow Toby Johnson students access to high school world language classes, as we did in the past.	N/A
C2.d	CAN #1 & #3	Provide more opportunities for students to use/apply their world language in the real world.	N/A
D1 & D2.e	CAN #1 & #3	Obtain data of lowest performing students to include EL, use the data to develop instructional strategies that will target these students and engage all learners.	Classes/time to examine curriculum and develop strategies

PHYSICAL EDUCATION Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
B1.f There is integration among disciplines at the school.	Development of consistent Cross-curricular strategies	Allow for regular meetings with other departments to develop cross-curricular instruction	Allow for regular meetings with other departments to develop cross-curricular instruction
C2.c Examination of Student Work		Integrate library/computer lab research time into our curriculum to allow students to explore external resources.	Planning time for development of this curriculum.
D3 & 4.a The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.		Include school district personnel & board members at meetings to help develop assessment and monitoring of student progress.	Include school district personnel & board members at meetings to help develop assessment and monitoring of student progress.

SOCIAL SCIENCE Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
<p>B1.f There is integration among disciplines at the school</p> <p>B1.b Defined academic standards (Common Core)</p>	<p>CAN #3 is addressed by this problem of practice because integrating among disciplines will result in development of cross-curricular strategies. In addition, the Common Core is centered on reading, writing and speaking.</p>	<ol style="list-style-type: none"> 1. Meetings with English dept. 2. Common language used in courses, rubrics, and assessments 3. Common rubrics 4. Models of writing 	<ol style="list-style-type: none"> 1. Time for meetings 2. English coach or Common Core experts at the district level? 3. UC Davis Common Core workshops/follow-up
<p>C1.d. The students understand the expected level of performance based on the standards and the schoolwide learning...</p>	<p>CAN #1 will be addressed because communication and understanding of expectations and standards can aid low performing students. Also, CAN #3 is addressed by utilizing standards across multiple disciplines and coordinating expectations.</p>	<ol style="list-style-type: none"> 4. Integration of Common Core Standards 5. Providing/teaching rubrics to students 6. Physical display of standards 	<ol style="list-style-type: none"> 6. Common core workshops 7. High-interest, content-based reading workshops 8. Meeting time for department to examine assessments, develop rubrics
<p>D1 & D2.e The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English...</p>	<p>CAN #1 is addressed because the use of standards based assessment data will focus instruction on those students and areas where it is most needed. Also, EL students will be a greater area of focus as well.</p>	<ol style="list-style-type: none"> 1. Strategies for following progress of ELL students and expectations for their growth 2. Learn assessment and instructional methodology related to ELL 	<ol style="list-style-type: none"> 1. Specialists to provide ELL strategies and assessments

SCIENCE Key Problem(s) of Practice	How does this problem of practice affect one or more of the Critical Areas of Need?	Steps we think could help address this problem of practice	Professional learning we need in order to address this problem of practice
B1.f B2.a	B1.f CAN #3 & 4 B2.a CAN # 1, 2, 4	B1.f <ul style="list-style-type: none"> • Apply common core current events articles • Communicate with other depts. about “current curriculum” B2.a <ul style="list-style-type: none"> • Career Day • Projects linked to careers • Curriculum tied to career options • Real World Application 	TIME to establish links with career professionals Release day
C2c: Examination of student work b) that students have the tools to gather and create knowledge and...	CAN #1 & CAN#3: Using differential instruction to reach all students	<ul style="list-style-type: none"> • Re-evaluate labs • Modify labs to be more inquiry based and increase student driven learning. • Examine the new Common Core standards 	Professional development about Model-Based Learning and Common Core Standards Time/ Release day
D1 & 2 e	CAN #1- Social and academic needs for EL CAN # 3- Cross curricular needs	<ul style="list-style-type: none"> • SDAIE/EL classes • Science IAP #3 – remedial actions • Reading and Math Strategies 	CABE conference TOT-GRR reading Release time

C. Student Survey Results (Spring 2012)

Franklin High School Student Survey
2011-2012

Based on 92% of the student population, the following responses were given in March 2012.

Scale Key:					
A	B	C	D	E	Misc.
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Skipped or Absent

1. My teachers use a variety of teaching methods.

A	B	C	D	E	Misc.
583 (23.9%)	1413 (58.0%)	265 (10.9%)	121 (5.0%)	21 (0.9%)	34 (1.4%)

2. My teachers encourage my thinking and problem-solving skills.

A	B	C	D	E	Misc.
686 (28.1%)	1210 (49.7%)	374 (15.3%)	112 (4.6%)	23 (0.9%)	32 (1.3%)

3. My teachers set high standards for the quality of work they expect.

A	B	C	D	E	Misc.
890 (36.5%)	1183 (48.5%)	264 (10.8%)	58 (2.4%)	12 (0.5%)	30 (1.2%)

4. In most of my classes I learn to gather, organize, and apply ideas and information.

A	B	C	D	E	Misc.
657 (27.0%)	1190 (48.8%)	389 (16.0%)	147 (6.0%)	23 (0.9%)	31 (1.3%)

5. My teachers are knowledgeable in their subject matter.

A	B	C	D	E	Misc.
1170 (48.0%)	947 (38.9%)	202 (8.3%)	63 (2.6%)	23 (0.9%)	32 (1.3%)

6. My teachers try to make class interesting.

A	B	C	D	E	Misc.
471 (19.3%)	1071 (43.9%)	492 (20.2%)	270 (11.1%)	100 (4.1%)	33 (1.4%)

7. My teachers help me connect learning to my other classes or my previous education.

A	B	C	D	E	Misc.
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305 (12.5%)	942 (38.7%)	725 (29.7%)	369 (15.1%)	63 (2.6%)	33 (1.4%)
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8. My teachers consider the different ways in which students learn.

A	B	C	D	E	Misc.
376 (15.4%)	929 (38.1%)	631 (25.9%)	386 (15.8%)	82 (3.4%)	33 (1.4%)

9. My teachers will adapt their explanation or lesson if students struggle with learning.

A	B	C	D	E	Misc.
461 (18.9%)	995 (40.8%)	536 (22.0%)	337 (13.8%)	77 (3.2%)	31 (1.3%)

10. My teachers use a variety of testing and assessment methods to measure my learning and progress (essays, multiple choice, projects, presentations, products, etc.).

A	B	C	D	E	Misc.
905 (37.1%)	1028 (42.2%)	285 (11.7%)	157 (6.4%)	28 (1.1%)	34 (1.4%)

11. I have been taught to use library resources.

A	B	C	D	E	Misc.
522 (21.4%)	964 (39.6%)	396 (16.2%)	411 (16.9%)	112 (4.6%)	32 (1.3%)

12. My teachers use grading methods that accurately reflect my progress or achievement.

A	B	C	D	E	Misc.
409 (16.8%)	1019 (41.8%)	590 (24.2%)	278 (11.4%)	106 (4.3%)	35 (1.4%)

13. I am able to use grades as a tool to improve my learning.

A	B	C	D	E	Misc.
661 (27.1%)	929 (38.1%)	510 (20.9%)	234 (9.6%)	72 (3.0%)	31 (1.3%)

14. My homework assignments are meaningful and worth the time they take.

A	B	C	D	E	Misc.
243 (10.0%)	656 (26.9%)	598 (24.5%)	561 (23.0%)	345 (14.2%)	34 (1.4%)

15. In my classes, homework and project deadlines are reasonable.

A	B	C	D	E	Misc.
362 (14.9%)	1108 (45.5%)	465 (19.1%)	359 (14.7%)	109 (4.5%)	34 (1.4%)

16. My teachers are able to offer suggestions to improve my understanding and achievement.

A	B	C	D	E	Misc.
486 (19.9%)	1165 (47.8%)	540 (22.2%)	152 (6.2%)	59 (2.4%)	35 (1.4%)

17. My teachers use a variety of technological tools in their teaching.

A	B	C	D	E	Misc.
411 (16.9%)	965 (39.6%)	627 (25.7%)	325 (13.3%)	77 (3.2%)	32 (1.3%)

18. I understand how my schoolwork connects to the state standards.

A	B	C	D	E	Misc.
411 (16.9%)	890 (36.5%)	687 (28.2%)	308 (12.6%)	106 (4.3%)	35 (1.4%)

19. My teachers help me understand how the curriculum connects to real life.

A	B	C	D	E	Misc.
298 (12.2%)	747 (30.7%)	622 (25.5%)	505 (20.7%)	230 (9.4%)	35 (1.4%)

20. I understand how the curriculum connects to the Expected School-wide Learning Results.

A	B	C	D	E	Misc.
332 (13.6%)	775 (31.8%)	841 (34.5%)	264 (10.8%)	190 (7.8%)	35 (1.4%)

21. My teachers are enthusiastic about their jobs.

A	B	C	D	E	Misc.
384 (15.8%)	1050 (43.1%)	596 (24.5%)	185 (7.6%)	71 (2.9%)	151 (6.2%)

22. My teachers or other campus resources are available if I have difficulty with schoolwork.

A	B	C	D	E	Misc.
564 (23.1%)	1099 (45.1%)	427 (17.5%)	143 (5.9%)	52 (2.1%)	152 (6.2%)

23. I am comfortable talking to teachers or other staff members.

A	B	C	D	E	Misc.
523 (21.5%)	1036 (42.5%)	432 (17.7%)	224 (9.2%)	69 (2.8%)	153 (6.3%)

24. I feel safe at school.

A	B	C	D	E	Misc.
695 (28.5%)	1040 (42.7%)	374 (15.3%)	105 (4.3%)	67 (2.7%)	156 (6.4%)

25. The school's support staff (secretaries, custodians, campus security, etc.) are friendly and helpful.

A	B	C	D	E	Misc.
451 (18.5%)	903 (37.1%)	514 (21.1%)	292 (12.0%)	121 (5.0%)	156 (6.4%)

26. Discipline and consequences are fair and respectful of students.

A	B	C	D	E	Misc.
184 (7.6%)	679 (27.9%)	736 (30.2%)	453 (18.6%)	232 (9.5%)	153 (6.3%)

27. The school creates an environment in which adults are respectful of students.

A	B	C	D	E	Misc.
243 (10.0%)	975 (40.0%)	692 (28.4%)	288 (11.8%)	88 (3.6%)	151 (6.2%)

28. The school creates an environment in which students are respectful of each other.

A	B	C	D	E	Misc.
178 (7.3%)	741 (30.4%)	738 (30.3%)	454 (18.6%)	173 (7.1%)	153 (6.3%)

29. There are an adequate number of computers available.

A	B	C	D	E	Misc.
499 (20.5%)	769 (31.6%)	513 (21.1%)	321 (13.2%)	185 (7.6%)	150 (6.2%)

30. Classrooms are equipped with adequate technological resources and tools.

A	B	C	D	E	Misc.
325 (13.3%)	880 (36.1%)	530 (21.7%)	395 (16.2%)	158 (6.5%)	149 (6.1%)

31. I have been properly trained to use a variety of technology to enhance my learning.

A	B	C	D	E	Misc.
475 (19.5%)	997 (40.9%)	485 (19.9%)	258 (10.6%)	73 (3.0%)	149 (6.1%)

32. The Franklin library staff is helpful.

A	B	C	D	E	Misc.
356 (14.6%)	758 (31.1%)	585 (24.0%)	362 (14.9%)	226 (9.3%)	150 (6.2%)

33. The school campus is generally clean and orderly.

A	B	C	D	E	Misc.
283 (11.6%)	1025 (42.1%)	484 (19.9%)	370 (15.2%)	126 (5.2%)	149 (6.1%)

34. My classrooms provide adequate room and a welcoming environment for learning.

A	B	C	D	E	Misc.
321 (13.2%)	1212 (49.7%)	521 (21.4%)	179 (7.3%)	54 (2.2%)	150 (6.2%)

35. Student activities and afterschool programs meet a wide variety of interests.

A	B	C	D	E	Misc.
891 (36.6%)	869 (35.7%)	367 (15.1%)	120 (4.9%)	39 (1.6%)	151 (6.2%)

36. It is easy to find out about school and club activities.

A	B	C	D	E	Misc.
634 (26.0%)	950 (39.0%)	435 (17.8%)	211 (8.7%)	58 (2.4%)	149 (6.1%)

37. Coaches and other mentors provide strong, responsible leadership for sports and other activities.

A	B	C	D	E	Misc.
543 (22.3%)	865 (35.5%)	703 (28.8%)	121 (5.0%)	54 (2.2%)	151 (6.2%)

38. The school communicates clearly and frequently with my parent(s) or guardians either directly or through technology.

A	B	C	D	E	Misc.
448 (18.4%)	874 (35.9%)	619 (25.4%)	244 (10.0%)	103 (4.2%)	149 (6.1%)

39. I have an opportunity to express my opinion about school programs and activities.

A	B	C	D	E	Misc.
271 (11.1%)	694 (28.5%)	717 (29.4%)	415 (17.0%)	184 (7.6%)	156 (6.4%)

40. My school actively encourages school spirit and togetherness.

A	B	C	D	E	Misc.
1058 (43.4%)	851 (34.9%)	254 (10.4%)	66 (2.7%)	39 (1.6%)	169 (6.9%)

D. Parent Survey Results (Spring 2012)

Franklin High Parent Survey

1. My child's teachers use a variety of teaching methods.

Answer Options	Response Percent	Response Count
a. Strongly agree	13.9%	17
b. Agree	42.6%	52
c. Not sure	26.2%	32
d. Disagree	11.5%	14
e. Strongly Disagree	5.7%	7

2. My child's teachers set high standards for the quality of work they expect.

Answer Options	Response Percent	Response Count
a. Strongly agree	33.6%	41
b. Agree	49.2%	60
c. Not sure	9.0%	11
d. Disagree	4.1%	5
e. Strongly Disagree	4.1%	5

3. My child's teachers are enthusiastic about their jobs.

Answer Options	Response Percent	Response Count
a. Strongly agree	19.5%	24
b. Agree	36.6%	45
c. Not sure	28.5%	35
d. Disagree	10.6%	13
e. Strongly Disagree	4.9%	6

4. My child's teachers are knowledgeable in their subject matter.

Answer Options	Response Percent	Response Count
a. Strongly agree	24.8%	30
b. Agree	52.9%	64
c. Not sure	11.6%	14
d. Disagree	7.4%	9
e. Strongly Disagree	3.3%	4

5. My child's teachers or other campus resources are available if my child has difficulty with schoolwork.

Answer Options	Response Percent	Response Count
a. Strongly agree	17.1%	21
b. Agree	45.5%	56
c. Not sure	19.5%	24
d. Disagree	13.0%	16
e. Strongly Disagree	4.9%	6

6. My child seems appropriately challenged.

Answer Options	Response Percent	Response Count
a. Strongly agree	27.3%	33
b. Agree	52.1%	63
c. Not sure	6.6%	8
d. Disagree	10.7%	13
e. Strongly Disagree	3.3%	4

7. Homework and project deadlines are reasonable.

Answer Options	Response Percent	Response Count
a. Strongly agree	18.3%	22
b. Agree	55.8%	67
c. Not sure	6.7%	8
d. Disagree	11.7%	14
e. Strongly Disagree	7.5%	9

8. My child's homework assignments are meaningful and worth the time they take.

Answer Options	Response Percent	Response Count
a. Strongly agree	14.8%	18
b. Agree	47.5%	58
c. Not sure	16.4%	20
d. Disagree	10.7%	13
e. Strongly Disagree	10.7%	13

9. My child's class sizes allow for meaningful teacher-student interaction.

Answer Options	Response Percent	Response Count
a. Strongly agree	8.3%	10
b. Agree	29.2%	35
c. Not sure	22.5%	27
d. Disagree	30.0%	36
e. Strongly Disagree	10.0%	12

10. The teachers meet the needs of my child.

Answer Options	Response Percent	Response Count
a. Strongly agree	10.1%	12
b. Agree	50.4%	60
c. Not sure	19.3%	23
d. Disagree	10.9%	13
e. Strongly Disagree	9.2%	11

11. The school treats my child fairly.

Answer Options	Response Percent	Response Count
a. Strongly agree	23.1%	28
b. Agree	57.9%	70
c. Not sure	9.1%	11
d. Disagree	3.3%	4
e. Strongly Disagree	6.6%	8

12. The school provides appropriate challenges to gifted and/or advanced students.

Answer Options	Response Percent	Response Count
a. Strongly agree	34.2%	41
b. Agree	40.8%	49
c. Not sure	16.7%	20
d. Disagree	5.0%	6
e. Strongly Disagree	3.3%	4

13. My child's learning progresses and builds upon previous years.

Answer Options	Response Percent	Response Count
a. Strongly agree	25.6%	31
b. Agree	53.7%	65
c. Not sure	9.1%	11
d. Disagree	5.8%	7
e. Strongly Disagree	5.8%	7

14. My child has a good relationship with his/her teachers.

Answer Options	Response Percent	Response Count
a. Strongly agree	34.7%	42
b. Agree	43.0%	52
c. Not sure	11.6%	14
d. Disagree	5.0%	6
e. Strongly Disagree	5.8%	7

15. The school recognizes, appreciates, and encourages my child's unique talents and achievements.

Answer Options	Response Percent	Response Count
a. Strongly agree	19.7%	24
b. Agree	35.2%	43
c. Not sure	21.3%	26
d. Disagree	16.4%	20
e. Strongly Disagree	7.4%	9

16. Discipline and consequences are fair and respectful of students.

Answer Options	Response Percent	Response Count
a. Strongly agree	19.7%	23
b. Agree	42.7%	50
c. Not sure	24.8%	29
d. Disagree	6.8%	8
e. Strongly Disagree	6.0%	7

17. I feel safe sending my child to Franklin High.

Answer Options	Response Percent	Response Count
a. Strongly agree	33.9%	41
b. Agree	54.5%	66
c. Not sure	5.0%	6
d. Disagree	1.7%	2
e. Strongly Disagree	5.0%	6

18. The school actively focuses on creating an environment in which adults are respectful of students.

Answer Options	Response Percent	Response Count
a. Strongly agree	17.4%	21
b. Agree	47.1%	57
c. Not sure	22.3%	27
d. Disagree	5.8%	7
e. Strongly Disagree	7.4%	9

19. The school actively focuses on creating an environment in which students are respectful of each other.

Answer Options	Response Percent	Response Count
a. Strongly agree	22.7%	27
b. Agree	46.2%	55
c. Not sure	21.8%	26
d. Disagree	4.2%	5
e. Strongly Disagree	5.0%	6

20. I am proud to say my student attends Franklin High.

Answer Options	Response Percent	Response Count
a. Strongly agree	38.8%	47
b. Agree	44.6%	54
c. Not sure	9.9%	12
d. Disagree	2.5%	3
e. Strongly Disagree	4.1%	5

21. Faculty and staff are approachable and professional.

Answer Options	Response Percent	Response Count
a. Strongly agree	26.4%	32
b. Agree	45.5%	55
c. Not sure	11.6%	14
d. Disagree	9.1%	11
e. Strongly Disagree	7.4%	9

22. I am aware of the school's mission and goals.

Answer Options	Response Percent	Response Count
a. Strongly agree	22.5%	27
b. Agree	55.8%	67
c. Not sure	15.0%	18
d. Disagree	4.2%	5
e. Strongly Disagree	2.5%	3

23. The school involves me in important decisions about my child's learning.

Answer Options	Response Percent	Response Count
a. Strongly agree	11.7%	14
b. Agree	50.8%	61
c. Not sure	15.8%	19
d. Disagree	15.8%	19
e. Strongly Disagree	5.8%	7

24. I receive regular information about school activities and events.

Answer Options	Response Percent	Response Count
a. Strongly agree	25.2%	30
b. Agree	51.3%	61
c. Not sure	10.1%	12
d. Disagree	9.2%	11
e. Strongly Disagree	4.2%	5

25. It is easy to find out about school and club activities.

Answer Options	Response Percent	Response Count
a. Strongly agree	19.0%	23
b. Agree	47.9%	58
c. Not sure	14.9%	18
d. Disagree	14.9%	18
e. Strongly Disagree	3.3%	4

26. I have an opportunity to express my opinion about school programs and activities.

Answer Options	Response Percent	Response Count
a. Strongly agree	18.2%	22
b. Agree	31.4%	38
c. Not sure	27.3%	33
d. Disagree	15.7%	19
e. Strongly Disagree	7.4%	9

E. Alumni Survey Results (Spring 2012)

Franklin High School Alumni Survey

1. FHS helped prepare me intellectually and socially for what I am doing now.

Answer Options	Response Percent	Response Count
Strongly agree	34.7%	41
Agree	45.8%	54
Not sure	5.9%	7
Disagree	9.3%	11
Strongly disagree	4.2%	5

2. FHS prepared me to think critically and solve problems whether at school or work.

Answer Options	Response Percent	Response Count
Strongly agree	27.1%	32
Agree	50.0%	59
Not sure	9.3%	11
Disagree	6.8%	8
Strongly disagree	6.8%	8

3. At FHS I learned appropriate and useful study skills to prepare me for college-level work.

Answer Options	Response Percent	Response Count
Strongly agree	27.4%	32
Agree	38.5%	45
Not sure	10.3%	12
Disagree	11.1%	13
Strongly disagree	12.8%	15

4. After I left FHS, I felt prepared to enter college or the work force.

Answer Options	Response Percent	Response Count
Strongly agree	41.7%	48
Agree	36.5%	42
Not sure	7.8%	9
Disagree	9.6%	11
Strongly disagree	4.3%	5

5. My teachers at FHS used a variety of methods to instruct students.

Answer Options	Response Percent	Response Count
Strongly agree	44.2%	50
Agree	42.5%	48
Not sure	6.2%	7
Disagree	3.5%	4
Strongly disagree	3.5%	4

6. My teachers at FHS accommodated students with different learning styles.

Answer Options	Response Percent	Response Count
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Strongly agree	31.6%	36
Agree	40.4%	46
Not sure	14.9%	17
Disagree	8.8%	10
Strongly disagree	4.4%	5

7. I was aware of my learning style.

Answer Options	Response Percent	Response Count
Strongly agree	30.7%	35
Agree	42.1%	48
Not sure	13.2%	15
Disagree	9.6%	11
Strongly disagree	4.4%	5

8. My FHS classes were interesting and engaging.

Answer Options	Response Percent	Response Count
Strongly agree	22.5%	25
Agree	52.3%	58
Not sure	12.6%	14
Disagree	7.2%	8
Strongly disagree	5.4%	6

9. My teachers at FHS used a wide variety of methods to assess my progress (multiple choice, written response, oral response, presentations, products, multimedia, etc.)

Answer Options	Response Percent	Response Count
Strongly agree	49.6%	56
Agree	37.2%	42
Not sure	5.3%	6
Disagree	4.4%	5
Strongly disagree	3.5%	4

10. At FHS I had opportunities to assess my own progress.

Answer Options	Response Percent	Response Count
Strongly agree	23.0%	26
Agree	40.7%	46
Not sure	19.5%	22
Disagree	10.6%	12
Strongly disagree	6.2%	7

11. At FHS I understood what was expected of me academically.

Answer Options	Response Percent	Response Count
Strongly agree	49.1%	55
Agree	41.1%	46
Not sure	3.6%	4
Disagree	1.8%	2

Strongly disagree	4.5%	5
12. At FHS I knew why assessments and assignments mattered.		
Answer Options	Response Percent	Response Count
Strongly agree	39.3%	44
Agree	37.5%	42
Not sure	8.0%	9
Disagree	7.1%	8
Strongly disagree	8.0%	9
13. At FHS I felt that progress reports and grades were useful tools for success.		
Answer Options	Response Percent	Response Count
Strongly agree	36.6%	41
Agree	34.8%	39
Not sure	10.7%	12
Disagree	10.7%	12
Strongly disagree	7.1%	8
14. At FHS I had opportunities to revise work or assessments to master standards.		
Answer Options	Response Percent	Response Count
Strongly agree	38.9%	44
Agree	33.6%	38
Not sure	11.5%	13
Disagree	8.8%	10
Strongly disagree	7.1%	8
15. Appropriate guidance and support were available from FHS.		
Answer Options	Response Percent	Response Count
Strongly agree	46.4%	52
Agree	32.1%	36
Not sure	7.1%	8
Disagree	7.1%	8
Strongly disagree	7.1%	8
16. At FHS I felt as if my teachers had enough time for me.		
Answer Options	Response Percent	Response Count
Strongly agree	36.3%	41
Agree	41.6%	47
Not sure	10.6%	12
Disagree	6.2%	7
Strongly disagree	5.3%	6
17. I felt physically safe at FHS.		

Answer Options	Response Percent	Response Count
Strongly agree	52.2%	59
Agree	31.0%	35
Not sure	6.2%	7
Disagree	3.5%	4
Strongly disagree	7.1%	8

18. At FHS I felt respected as a person.

Answer Options	Response Percent	Response Count
Strongly agree	39.8%	45
Agree	40.7%	46
Not sure	4.4%	5
Disagree	5.3%	6
Strongly disagree	9.7%	11

19. I feel that the cultural and ethnic diversity at FHS has benefitted my life.

Answer Options	Response Percent	Response Count
Strongly agree	57.1%	64
Agree	25.0%	28
Not sure	7.1%	8
Disagree	0.9%	1
Strongly disagree	9.8%	11

20. At FHS I felt encouraged to understand people different from me.

Answer Options	Response Percent	Response Count
Strongly agree	47.8%	54
Agree	29.2%	33
Not sure	8.8%	10
Disagree	6.2%	7
Strongly disagree	8.0%	9

21. I understood the FHS expectations regarding my behavior.

Answer Options	Response Percent	Response Count
Strongly agree	54.9%	62
Agree	34.5%	39
Not sure	3.5%	4
Disagree	2.7%	3
Strongly disagree	4.4%	5

22. At FHS school policies were known and were applied consistently and fairly.

Answer Options	Response Percent	Response Count
Strongly agree	31.9%	36

Agree	32.7%	37
Not sure	13.3%	15
Disagree	13.3%	15
Strongly disagree	8.8%	10

23. My teachers encouraged and helped me to use the FHS library.

Answer Options	Response Percent	Response Count
Strongly agree	15.0%	17
Agree	39.8%	45
Not sure	17.7%	20
Disagree	19.5%	22
Strongly disagree	8.0%	9

24. I understand how to use my school or public library.

Answer Options	Response Percent	Response Count
Strongly agree	36.3%	41
Agree	52.2%	59
Not sure	4.4%	5
Disagree	1.8%	2
Strongly disagree	5.3%	6

25. At FHS I participated in student activities (clubs, rallies, sports, teams, etc.).

Answer Options	Response Percent	Response Count
Strongly agree	61.9%	70
Agree	23.9%	27
Not sure	3.5%	4
Disagree	2.7%	3
Strongly disagree	8.0%	9

26. The support staff at FHS was friendly and helpful (secretaries, custodians, campus security, instructional aides, etc.).

Answer Options	Response Percent	Response Count
Strongly agree	42.5%	48
Agree	38.1%	43
Not sure	8.0%	9
Disagree	4.4%	5
Strongly disagree	7.1%	8

27. I have remained in touch with at least one FHS staff member.

Answer Options	Response Percent	Response Count
Strongly agree	41.6%	47
Agree	30.1%	34
Not sure	7.1%	8
Disagree	8.8%	10
Strongly disagree	12.4%	14

28. I have remained in touch with FHS classmates.		
Answer Options	Response Percent	Response Count
Strongly agree	61.9%	70
Agree	31.9%	36
Not sure	0.9%	1
Disagree	1.8%	2
Strongly disagree	3.5%	4
29. I am proud to have attended Franklin High.		
Answer Options	Response Percent	Response Count
Strongly agree	65.5%	74
Agree	17.7%	20
Not sure	8.8%	10
Disagree	1.8%	2
Strongly disagree	6.2%	7
30. I feel encouraged to participate in Alumni activities.		
Answer Options	Response Percent	Response Count
Strongly agree	31.9%	36
Agree	26.5%	30
Not sure	12.4%	14
Disagree	15.0%	17
Strongly disagree	14.2%	16
31. I feel welcome when I return to the FHS campus.		
Answer Options	Response Percent	Response Count
Strongly agree	38.4%	43
Agree	27.7%	31
Not sure	18.8%	21
Disagree	5.4%	6
Strongly disagree	9.8%	11
32. I would want my own children to attend a school like Franklin High someday.		
Answer Options	Response Percent	Response Count
Strongly agree	48.2%	54
Agree	25.0%	28
Not sure	13.4%	15
Disagree	0.9%	1
Strongly disagree	12.5%	14

F. Staff Survey Results (Spring 2012)

Answer Options	First	Second	Third	Rating Average
<ul style="list-style-type: none"> Address the academic and social needs of the lowest performing and/or most often disciplined sub-groups. 	45	18	19	1.68
<ul style="list-style-type: none"> Decrease/balance the student to teacher ratio across curricular areas. 	14	16	7	1.81
<ul style="list-style-type: none"> Increase student access to computers. 	9	11	13	2.12
<ul style="list-style-type: none"> Increase Algebra readiness skills for incoming students. 	20	9	7	1.64
<ul style="list-style-type: none"> Increase scores among Algebra I and English 9 students in the Below Basic and Far Below Basic categories, including 10th and 11th grade students repeating courses. 	17	11	7	1.71
<ul style="list-style-type: none"> Increase the number of vocational courses and certificate programs for all students, especially non-college bound students. 	30	29	15	1.80
<ul style="list-style-type: none"> Help students create a personalized learning plan that supports their post-secondary goals. 	10	18	15	2.12
<ul style="list-style-type: none"> Develop consistent cross-curricular strategies and expectations for reading, writing, speaking, and note-taking. 	19	22	9	1.80
<ul style="list-style-type: none"> Analyze the impact of the 4X4 block schedule on API/CST scores. 	8	15	12	2.11
<ul style="list-style-type: none"> Evaluate and monitor the efficacy of support and intervention courses, including special education and English Language development courses. 	7	16	9	2.06
<ul style="list-style-type: none"> Review and possibly redefine the goals of the Advisory Program to better support the growth of students in our current school culture. 	12	19	20	2.16
<ul style="list-style-type: none"> Provide more support to non- Toby Johnson students new to Franklin High School in or after their 9th grade year. 	5	16	8	2.10
<ul style="list-style-type: none"> Improve the EAP pass rate on the ELA portion of the exam. 	0	16	8	2.33
<ul style="list-style-type: none"> Increase the diversity of AP and Honors students. 	5	11	12	2.25
<ul style="list-style-type: none"> Provide more ELL support, including scaffolding and translated materials in Spanish, whenever possible. 	7	17	10	2.09
<ul style="list-style-type: none"> Increase numbers of students who begin a world language in middle school to allow more students to enroll in AP classes. 	10	9	11	2.03
<ul style="list-style-type: none"> Create a state-of-the-art visual art Mac computer lab. 	7	3	15	2.32
<ul style="list-style-type: none"> Increase Science CST scores by at least one score level for each grade level/subject (9th Earth Science; 10th Biology; 11th Chemistry). 	5	12	7	2.08

2. How safe do you feel on campus?		
Answer Options	Response Percent	Response Count
Extremely safe	53.5%	69
Very safe	40.3%	52
Moderately safe	6.2%	8
Slightly safe	0.0%	0
Not at all safe	0.0%	0
Comment:		5
3. How safe are students on this campus?		
Answer Options	Response Percent	Response Count
Extremely safe	25.6%	33
Very safe	59.7%	77
Moderately safe	14.0%	18
Slightly safe	0.0%	0
Not at all safe	0.8%	1
Comment:		8
4. I feel respected by the administration at Franklin High.		
Answer Options	Response Percent	Response Count
Strongly agree	50.4%	65
Agree	44.2%	57
Disagree	4.7%	6
Strongly disagree	0.8%	1
Not sure	0.0%	0
Comment:		4
5. I feel respected by my colleagues at Franklin High.		
Answer Options	Response Percent	Response Count
Strongly agree	38.3%	49
Agree	53.1%	68
Disagree	3.1%	4
Strongly disagree	0.8%	1
Not sure	4.7%	6
Comment:		4
6. I feel that all students are respected at Franklin High.		
Answer Options	Response Percent	Response Count
Strongly agree	16.5%	21
Agree	61.4%	78
Disagree	18.9%	24
Strongly disagree	1.6%	2
Not sure	1.6%	2
Comment:		8

7. I feel that the cultural and ethnic diversity at FHS benefits my students.		
Answer Options	Response Percent	Response Count
Strongly agree	56.6%	73
Agree	36.4%	47
Not sure	7.0%	9
Disagree	0.0%	0
Strongly disagree	0.0%	0
Comment:		1
8. I feel as if my opinion about the direction of Franklin matters.		
Answer Options	Response Percent	Response Count
Strongly agree	20.9%	27
Agree	55.8%	72
Disagree	10.1%	13
Strongly disagree	4.7%	6
Not sure	8.5%	11
Comment:		5
9. Students have a voice in the direction of this school.		
Answer Options	Response Percent	Response Count
Strongly agree	7.0%	9
Agree	60.5%	78
Disagree	19.4%	25
Strongly disagree	1.6%	2
Not sure	11.6%	15
comment:		7
10. Franklin is responsive to the individual needs of all students.		
Answer Options	Response Percent	Response Count
Strongly agree	12.6%	16
Agree	56.7%	72
Disagree	17.3%	22
Strongly disagree	4.7%	6
Not sure	8.7%	11
Comment:		11
11. I am aware of support systems to assist struggling students.		
Answer Options	Response Percent	Response Count
Strongly agree	19.5%	25
Agree	65.6%	84
Disagree	10.9%	14
Strongly disagree	0.8%	1
Not sure	3.1%	4
Comment:		6

12. The Franklin administration addresses discipline consistently and fairly.		
Answer Options	Response Percent	Response Count
Strongly agree	22.5%	29
Agree	57.4%	74
Disagree	12.4%	16
Strongly disagree	2.3%	3
Not sure	5.4%	7
Comment:		14
13. Students are aware of behavioral expectations and consequences.		
Answer Options	Response Percent	Response Count
Strongly agree	26.4%	34
Agree	65.1%	84
Disagree	7.0%	9
Strongly disagree	0.8%	1
Not sure	0.8%	1
Comment:		9
14. Overall, Franklin students are well-behaved.		
Answer Options	Response Percent	Response Count
Strongly agree	31.3%	40
Agree	66.4%	85
Disagree	2.3%	3
Strongly disagree	0.0%	0
Not sure	0.0%	0
Comment:		1
15. Franklin provides resources, encouragement, and opportunities to improve my teaching.		
Answer Options	Response Percent	Response Count
Strongly agree	7.9%	10
Agree	57.9%	73
Disagree	18.3%	23
Strongly disagree	4.0%	5
Not sure	11.9%	15
Comment:		17
16. I am aware of the school's mission and goals.		
Answer Options	Response Percent	Response Count
Strongly agree	26.4%	34
Agree	64.3%	83
Not sure	7.0%	9
Disagree	1.6%	2
Strongly Disagree	0.8%	1
Comment:		2

17. Franklin's administrative team communicates effectively with the staff.		
Answer Options	Response Percent	Response Count
Strongly agree	27.3%	35
Agree	57.8%	74
Not sure	5.5%	7
Disagree	7.8%	10
Strongly Disagree	1.6%	2
Comment:		10
18. I feel that administrative decisions are in the best interests of students.		
Answer Options	Response Percent	Response Count
Strongly agree	25.6%	33
Agree	51.9%	67
Not sure	20.2%	26
Disagree	2.3%	3
Strongly Disagree	0.0%	0
Comment:		5
19. I feel I have the ability to influence decisions about school policy (homework, dress code, truancy, etc.)		
Answer Options	Response Percent	Response Count
Strongly agree	10.9%	14
Agree	42.2%	54
Not sure	27.3%	35
Disagree	15.6%	20
Strongly Disagree	3.9%	5
Comment:		4
20. I am well-informed about activities at Franklin High school.		
Answer Options	Response Percent	Response Count
Strongly agree	50.4%	65
Agree	45.0%	58
Not sure	2.3%	3
Disagree	1.6%	2
Strongly Disagree	0.8%	1
Comment:		4
21. I feel the administration has concern for my emotional well-being and job satisfaction.		
Answer Options	Response Percent	Response Count
Strongly agree	35.7%	46
Agree	38.8%	50
Not sure	14.7%	19
Disagree	8.5%	11
Strongly Disagree	2.3%	3
Comment:		7

22. The Franklin teachers and administrators work together to reach common goals.

Answer Options	Response Percent	Response Count
Strongly agree	28.1%	36
Agree	57.8%	74
Disagree	5.5%	7
Strongly disagree	2.3%	3
Not sure	6.3%	8
Comment:		4

23. I understand the purpose of the WASC self-study.

Answer Options	Response Percent	Response Count
Strongly agree	43.0%	55
Agree	51.6%	66
Not sure	4.7%	6
Disagree	0.8%	1
Strongly Disagree	0.0%	0
Comment:		2

24. I feel as though I have been included in the self-study process.

Answer Options	Response Percent	Response Count
Strongly agree	47.3%	61
Agree	44.2%	57
Not sure	5.4%	7
Disagree	3.1%	4
Strongly Disagree	0.0%	0
Comment:		1

25. The Franklin campus is well-maintained and clean.

Answer Options	Response Percent	Response Count
Strongly agree	21.7%	28
Agree	67.4%	87
Disagree	7.8%	10
Strongly disagree	2.3%	3
Not sure	0.8%	1

26. I am proud to teach at Franklin High.

Answer Options	Response Percent	Response Count
Strongly agree	68.3%	84
Agree	31.7%	39
Not sure	0.0%	0
Disagree	0.0%	0
Strongly Disagree	0.0%	0

27. My classroom is adequately equipped with technology.

Answer Options	Response Percent	Response Count
Strongly agree	14.3%	17
Agree	42.0%	50
Disagree	25.2%	30
Strongly disagree	10.9%	13
Not sure	7.6%	9
Comment:		19

28. My students have access to the proper textbooks.

Answer Options	Response Percent	Response Count
Strongly agree	10.1%	12
Agree	42.9%	51
Disagree	27.7%	33
Strongly disagree	6.7%	8
Not sure	12.6%	15
Comment:		23

29. My curriculum is appropriately challenging.

Answer Options	Response Percent	Response Count
Strongly agree	40.2%	47
Agree	51.3%	60
Disagree	0.9%	1
Strongly disagree	0.0%	0
Not sure	7.7%	9
Comment:		8

30. I consider the cultural diversity of my students when developing curriculum or lesson plans.

Answer Options	Response Percent	Response Count
Strongly agree	25.2%	30
Agree	61.3%	73
Disagree	3.4%	4
Strongly disagree	0.0%	0
Not sure	10.1%	12
Comment:		7

31. My teaching methods are varied and engaging.

Answer Options	Response Percent	Response Count
Strongly agree	37.3%	44
Agree	54.2%	64
Disagree	1.7%	2
Strongly disagree	0.0%	0
Not sure	6.8%	8
Comment:		9

32. Students have adequate access to technology on our campus.

Answer Options	Response Percent	Response Count
Strongly agree	7.4%	9
Agree	36.9%	45
Disagree	30.3%	37
Strongly disagree	17.2%	21
Not sure	8.2%	10
Comment:		11

33. AP, Honors, and Elective courses are open to all students.

Answer Options	Response Percent	Response Count
Strongly agree	32.0%	39
Agree	45.1%	55
Disagree	9.0%	11
Strongly disagree	0.8%	1
Not sure	13.1%	16
Comment:		10

34. AP and Honors classes reflect the diversity of our campus.

Answer Options	Response Percent	Response Count
Strongly agree	5.8%	7
Agree	34.7%	42
Disagree	38.8%	47
Strongly disagree	6.6%	8
Not sure	14.0%	17
Comment:		9

35. I actively encourage highly skilled or highly motivated students to consider AP and Honors classes.

Answer Options	Response Percent	Response Count
Strongly agree	46.7%	56
Agree	41.7%	50
Disagree	4.2%	5
Strongly disagree	0.0%	0
Not sure	7.5%	9
Comment:		3

36. The college preparatory classes at Franklin High are appropriately challenging.

Answer Options	Response Percent	Response Count
Strongly agree	22.8%	28
Agree	48.0%	59
Disagree	13.0%	16
Strongly disagree	2.4%	3
Not sure	13.8%	17
Comment:		6

37. I do not see a large gap between the expectations of college preparatory classes and AP/Honors classes.

Answer Options	Response Percent	Response Count
Strongly agree	4.1%	5
Agree	27.9%	34
Not sure	32.8%	40
Disagree	27.0%	33
Strongly Disagree	8.2%	10
Comment:		3

38. Franklin High provides proper support to low-performing students.

Answer Options	Response Percent	Response Count
Strongly agree	6.6%	8
Agree	48.4%	59
Disagree	27.9%	34
Strongly disagree	4.9%	6
Not sure	12.3%	15
Other (please specify)		13

39. I work actively to encourage all students to perform to their potential.

Answer Options	Response Percent	Response Count
Strongly agree	49.2%	60
Agree	48.4%	59
Disagree	0.0%	0
Strongly disagree	0.0%	0
Not sure	2.5%	3
Comment:		1

40. I feel properly prepared to address the needs of various ethnic and cultural groups.

Answer Options	Response Percent	Response Count
Strongly agree	23.8%	29
Agree	57.4%	70
Disagree	10.7%	13
Strongly disagree	0.0%	0
Not sure	8.2%	10
Comment:		4

41. In my classroom students are aware of the connection between the curriculum and the state standards.

Answer Options	Response Percent	Response Count
Strongly agree	28.0%	33
Agree	44.1%	52
Not sure	20.3%	24
Disagree	6.8%	8
Strongly Disagree	0.8%	1
Comment:		11

42. I try to help students understand the connection between the curriculum and their lives.

Answer Options	Response Percent	Response Count
Strongly agree	56.7%	68
Agree	35.8%	43
Not sure	6.7%	8
Disagree	0.8%	1
Strongly Disagree	0.0%	0
Comment:		6

43. My students understand the connection between the curriculum and their lives.

Answer Options	Response Percent	Response Count
Strongly agree	21.8%	26
Agree	50.4%	60
Not sure	23.5%	28
Disagree	4.2%	5
Strongly Disagree	0.0%	0
Comment:		7

44. The teachers in my department regularly share ideas and practices to improve instruction.

Answer Options	Response Percent	Response Count
Strongly agree	42.9%	51
Agree	39.5%	47
Not sure	7.6%	9
Disagree	10.1%	12
Strongly Disagree	0.0%	0
Comment:		7

45. I differentiate curriculum and methods to address students with special needs (IEP, EL, 504, etc.).

Answer Options	Response Percent	Response Count
Strongly agree	25.4%	30
Agree	63.6%	75
Not sure	5.9%	7
Disagree	5.1%	6
Strongly Disagree	0.0%	0
Comment:		9

46. I integrate "real world" materials and connections into my lessons.

Answer Options	Response Percent	Response Count
Nearly every day	39.7%	46
Frequently	41.4%	48
Sometimes	15.5%	18
Almost never	3.4%	4
Comment:		9

47. My classroom is arranged...		
Answer Options	Response Percent	Response Count
In small groups	29.5%	28
In rows	70.5%	67
Other (please specify)		33
48. My students work in cooperative groups...		
Answer Options	Response Percent	Response Count
Most of the time	37.6%	41
Some of the time	54.1%	59
Rarely	8.3%	9
Never	0.0%	0
Comment:		9
49. Franklin's 4X4 Block scheduling is overall a benefit to students.		
Answer Options	Response Percent	Response Count
Strongly agree	25.4%	31
Agree	27.0%	33
Not sure	19.7%	24
Disagree	18.9%	23
Strongly Disagree	9.0%	11
Comment:		23
50. I use rubrics for my assessments.		
Answer Options	Response Percent	Response Count
Always	25.7%	28
Frequently	41.3%	45
Sometimes	25.7%	28
Rarely	4.6%	5
Never	2.8%	3
Comment:		8
51. My department conducts and analyzes common assessments.		
Answer Options	Response Percent	Response Count
Strongly agree	32.7%	37
Agree	45.1%	51
Not sure	10.6%	12
Disagree	10.6%	12
Strongly Disagree	0.9%	1
Comment:		10

52. My department uses common rubrics for assessments.

Answer Options	Response Percent	Response Count
Always	16.2%	18
Frequently	30.6%	34
Sometimes	31.5%	35
Rarely	15.3%	17
Never	6.3%	7
Comment:		10

53. My department discusses rubrics, expectations, and assessments to improve instruction.

Answer Options	Response Percent	Response Count
Strongly agree	20.7%	23
Agree	55.0%	61
Not sure	12.6%	14
Disagree	10.8%	12
Strongly Disagree	0.9%	1
Comment:		11

54. My department uses data to create an action plan or departmental goals for the year.

Answer Options	Response Percent	Response Count
Strongly agree	29.7%	35
Agree	54.2%	64
Not sure	6.8%	8
Disagree	8.5%	10
Strongly Disagree	0.8%	1
Comment:		5

55. I use a variety of assessments, both formal and informal, to gauge my students' progress toward the mastery of standards.

Answer Options	Response Percent	Response Count
Strongly agree	57.1%	64
Agree	40.2%	45
Not sure	2.7%	3
Disagree	0.0%	0
Strongly Disagree	0.0%	0
Comment:		8

56. I update either Schoolloop or Making the Grade...

Answer Options	Response Percent	Response Count
Daily	33.0%	36
Two or three times a week	25.7%	28
Weekly	28.4%	31
Bi-weekly	3.7%	4
Monthly	1.8%	2
I don't use an electronic grading program	7.3%	8
Other (please specify)		11

57. Franklin monitors and communicates student progress effectively.

Answer Options	Response Percent	Response Count
Strongly agree	29.2%	35
Agree	56.7%	68
Not sure	9.2%	11
Disagree	5.0%	6
Strongly Disagree	0.0%	0
Comment:		10

G. Master Schedule for the 2012-2013 School Year

Term 1 Master Schedule						
Teacher	1st	2nd	3rd	4th	5th	6th
Adams, G 42	611 595 Span1P HJ 7		617 880 SpanLitAP HJ 7	616 633 SpanLangA HJ 7		611 597 Span1P HJ 7
Ahmadinia 320	151 76 Eng9P yl HT 5	176 216 EL IntPre HT 5				151 77 Eng9P yl HT 5
Akuna 124	1090 911 WebDes HG 1		6529 741 AnWebDesi HG 1		6531 753 3D Game HG 1	1055 5086 AdvComp HG 1
Alburn 219		1210 740 ExpTechA HF 3	1260 774 Adv CAD HF 3	1260 774 Adv CAD HF 3		1250 771 CAD HF 3
Almas 83		613 624 Span3P HJ11	613 625 Span3P HJ11	613 625 Span3P HJ11		618 631 Conv Span HJ11
Arbegast 129	410 495 GenSci P HP 3		410 499 GenSci P HP 9	410 499 GenSci P HP 9		410 496 GenSci P HP 9
Ash 120	331 433 Alg1 YL HN 4		341 367 Alg1Brdg HN 8		6320 460 GeomLab HN 8	331 435 Alg1 YL HN 8
Baer 243	210 222 WGeogP HL 8	210 223 WGeogP HL 8		210 224 WGeogP HK11	210 224 WGeogP HK11	
Baldini 323	612 609 Span2P HJ 1		611 605 Span1P HJ 5	611 605 Span1P HJ 5		611 601 Span1P HJ 1
Ballard 66				140 70 Eng 12P HR 5	140 70 Eng 12P HR 5	140 71 Eng 12P HR 5
Bandy M 37		116 22 Eng 9 H HR 1	116 24 Eng 9 H HR 1	116 24 Eng 9 H HR 1		116 26 Eng 9 H HR 1
Bandy T 8		9892 211 WASC HR 2	117 100 En9HBrg HR 2		117 102 En9HBrg HR 2	116 25 Eng 9 H HR 2
Bills 135		870 855 Ceramics1 HF15	870 856 Ceramics1 HF15	870 856 Ceramics1 HF15		850 862 Art 1 HF12

Term 1 Master Schedule (continued)						
Black 151	219 242 HumGeogAP HK 7			230 270 USHisP HK 8	230 270 USHisP HK 8	195 340 CulturalS HK 8
Buechler 148		440 518 Bio P HP 3	6440 588 Astron HP 3		6261 179 AVID 9 HP 3	440 524 Bio P HP 3
Bunker 70	136 61 Eng 11H HH11	136 62 Eng 11H HH11		127 119 En10HBrd HH11	127 122 En10HBrd HH11	
Cabanas 155		191 218 Eng9SDAIE HH 7	111 94 Eng9 Brdg HH 7		111 96 Eng9 Brdg HH 7	110 13 Eng 9 P HH 7
Candelaria 212	781 824 JzzDnc1 HD16	787 828 DncComp1 HD16				788 829 DncComp2 HD16
Clark 163	1110 783 Video1 HF 2		1120 789 VideoPrd HF 2	1145 790 Anim 2 HF 2		1140 786 Anim 1 HF 2
Clemons 96	220 246 WHist P HK 6		225 249 WHst STEM HK 6	225 249 WHst STEM HK 6		240 304 Govt P HK 6
Coates 58	613 623 Span3P HJ 6		612 613 Span2P HJ 6	612 613 Span2P HJ 6		612 614 Span2P HJ 6
Cody 133	9860 4907 AthDir. N/A			6765 700 Wgt Tr GYM	6760 704 RecGames GYM	9800 1090 OCS HN 1
Collins 131	235 265 USHisSTEM HM 1	230 268 USHisP HM 1				230 271 USHisP HL 5
Cooper 93		379 485 PreCalcPY HL 7	6330 416 Alg2Lab HL 7		9895 494 MathDept. HL 7	379 486 PreCalcPY HL 7
Curtis 79	450 5091 ChemP HP 1			460 564 Physics P HP 1	460 564 Physics P HP 1	460 5093 Physics P HP 1
Danielson 111	810 797 Health HR 9	810 798 Health HR 9			6271 188 AVID10 HR 9	

Term 1 Master Schedule (continued)						
Davi 44		820 794 Driver Ed HR 8		820 793 Driver Ed HR 8	820 793 Driver Ed HR 8	810 808 Health HR 8
Decou 240	459 548 Chem Comm HP 9	459 549 Chem Comm HP 9				440 520 Bio P HP12
DeHerrera 119	9810 2980 STEMCoord N/A		9800 161 OCS HN 1		6523 759 BusLaw HG 7	1071 746 BusFin A HG 7
Doyle 295	4320 986 Pre-Alg HM 4	4320 987 Pre-Alg HM 4			4350 988 Geom(mini HM 8	
Duncan 60	440 515 Bio P HP11	440 5081 Bio P HP 1		415 593 GenSciSDA HP11	415 593 GenSciSDA HP11	
Engelman 318		350 385 GeomP HL 6	351 397 GeomBrdg HL 6		351 400 GeomBrdg HL 6	350 387 GeomP HL 6
Evans 85	720 650 PE 9 GYM	720 653 PE 9 GYM				736 675 PE 2 A GYM
Fahlen 84	621 634 Fren1P HJ 4		621 635 Fren1P HJ 4	621 635 Fren1P HJ 4		613 626 Span3P HJ 4
Fletcher 136	166 212 EL Prep HT 4			130 53 English11 HT 4	130 53 English11 HT 4	162 5107 Eng10SDAI HT 4
Forbes 38	230 266 USHisP HK11	237 280 USHISAP A HK11				237 281 USHISAP A HK11
Formaker, J 205	240 301 Govt P HK 1	240 302 Govt P HK 1		248 316 ComGovmtA HK 1	248 316 ComGovmtA HK 1	
Formaker, S 256	338 439 Alg2Prep HL 6	360 408 Alg 2 P HM 7				
Gatejen 26	440 516 Bio P HP10	410 497 GenSci P HP10				410 501 GenSci P HP10

Term 1 Master Schedule (continued)						
Gibson 30	870 854 Ceramics1 HF15	850 860 Art 1 HF12				890 871 StainGlas HF15
Green 77	350 381 GeomP HN 7		351 402 GeomBrdg HN 6		357 429 GeomHBr HN 6	350 386 GeomP HN 6
Hartmann 305	4130 1003 Eng 11 HH 6		4715 1016 Hmwrk Lab HM 9			4111 995 Eng9Prep HM 4
Hauck 282	223 1095 WHisGREEN HG 6	220 5080 WHist P HG 6				220 248 WHist P HK 1
Hayes 99	880 865 Photo 1 HF17		850 861 Art 1 HF12	850 861 Art 1 HF12		880 867 Photo 1 HF17
Hennessey 281		4123 5038 Eng 10A HJ 4			4715 1017 Hmwrk Lab HM 9	4111 996 Eng9Prep HM 7
Henry 104		135 50 Eng11STEM HR 4		126 47 Eng10 H HR 4	126 47 Eng10 H HR 4	126 48 Eng10 H HR 4
Hoffman 100	4240 1011 Am Gov't HM 7			4220 1007 WldHis HM 4	4220 1007 WldHis HM 4	4711 1024 LearnCntr HM 9
Hogge 248	966 836 VocalEns HE18	968 838 ItroVclEn HE18				951 843 Piano HE18
Holbrook 126	110 17 Eng 9 P HH 1	110 18 Eng 9 P HH 1				140 72 Eng 12P HH 1
Hsiao 123		390 470 Stat P HN 4	351 395 GeomBrdg HN 4		6340 464 AdvMLab HN 4	390 471 Stat P HN 4
Hubbard, S 258	9805 1094 GRNCoord N/A	1071 745 BusFin A HG 7	6522 757 PersFinan HG 2		6522 758 PersFinan HG 2	
Hudson 81		476 587 EnvSciAP HP11		440 521 Bio P HP 5	440 521 Bio P HP 5	440 526 Bio P HP 5

Term 1 Master Schedule (continued)						
Hurtado 292	652 644 Japn2 HJ 8	653 647 Japn3P HJ 8				
Isaac L 108		356 427 GeomH HN 7	351 396 GeomBrdg HN 7		351 398 GeomBrdg HN 7	356 425 GeomH HN 7
Jackson 221		611 598 Span1P HJ 9	611 599 Span1P HJ 9	611 599 Span1P HJ 9		611 600 Span1P HJ 9
Jillson 319		171 214 EL Prep HT 4	121 113 Eng10 Brg HT 5		121 116 Eng10 Brg HT 5	156 4900 Eng10P yl N/A
Johnson, A 284	4331 990 Alg1Prp HM 8	4331 991 Alg1Prp HM 8		4350 989 Geom(mini HM 8		
Johnson, M 34	765 697 Wgt Tr GYM	9800 160 OCS HN 1				771 711 Ath.PE t1 GYM
Johnson- Okoro 41		340 358 Alg1P HN 9	341 369 Alg1Brdg HN 9		341 372 Alg1Brdg HN 9	340 359 Alg1P HN 9
Junn 98	140 68 Eng 12P HT 3		127 121 En10HBrd HT 3		127 124 En10HBrd HT 3	126 42 Eng10 H HT 3
Karl 138		146 81 EngLitC A HH 8		9890 4913 EngDept. HH 8	6110 129 SSR HH 8	146 83 EngLitC A HH 8
Keskeys 321	120 35 English10 HT 1	120 37 English10 HT 1		121 111 Eng10 Brg HT 1	117 5055 En9HBrg HT 1	
Kilby 174	9850 920 ActivDir. HC 6	1305 919 Ldrshp9 HC 6	6851 937 Ldrshp HC 6	6950 945 LinkCrw HC 6	6851 938 Ldrshp HC 6	
Kirkland 301		140 69 Eng 12P HH 9	6140 133 Myth HH 9		6140 134 Myth HH 9	
Knock 22	340 382 Alg1P HN 5	336 448 GeoPrep HN 5				336 449 GeoPrep HN 5

Term 1 Master Schedule (continued)						
Kozuma 32	651 641 Japn1P HJ11		653 648 Japn3P HJ 8	653 648 Japn3P HJ 8		651 642 Japn1P HJ 8
Kreis 140	389 492 CalcBCAP HL 9	376 480 PreCalH HL 9		376 481 PreCalH HL 9	376 481 PreCalH HL 9	
Lafiam 15			6271 187 AVID10 HR 9		9870 592 AVIDCoord N/A	
Lemieux 201	4915 971 Eng 1 HM 5	4934 975 Math 1 HM 5	4927 979 Geo HM 5	4927 979 Geo HM 5	4980 5128 TA ILS HM 5	4980 5128 TA ILS HM 5
Link 294	450 539 ChemP HP 2		450 540 ChemP HP 4	450 540 ChemP HP 4		410 502 GenSci P HP 4
Mackey 178	1311 1160 TA HE15		6991 1560 TA HE15	6991 1766 TA HE15		
Mackey 178	955 852 Guitar HE15	949 841 M/C Band HE15		6943 850 Beg Band HE15		
Manzanetti 299	116 21 Eng 9 H HR 5	116 23 Eng 9 H HR 5		117 101 En9HBrg HH 1	117 103 En9HBrg HH 1	
Marks 247	340 355 Alg1P HN11	340 357 Alg1P HN11		341 368 Alg1Brdg HN 5	341 371 Alg1Brdg HN 5	
Maxon 47	146 80 EngLitC A HH 5		136 63 Eng 11H HH 5	136 63 Eng 11H HH 5		136 84 Eng 11H HH 5
Maxwell 322		110 14 Eng 9 P HR 3	111 92 Eng9 Brdg HR 3		111 97 Eng9 Brdg HR 3	110 15 Eng 9 P HR 3
Mayo 203		105 88 Eng10A rp HT 3				
Mayo 203				880 866 Photo 1 HF17	880 866 Photo 1 HF17	

Term 1 Master Schedule (continued)						
McDowell 169	410 498 GenSci P HR 7	470 580 Ecology HR 7		410 500 GenSci P HR 7	410 500 GenSci P HR 7	
McIntyre 145	1040 714 Comp Tech HG 2	1040 715 Comp Tech HG 2	720 5114 PE 9 GYM	720 5114 PE 9 GYM		736 674 PE 2 A GYM
McQueen 94		125 33 Eng10STEM HH 6	121 110 Eng10 Brg HH 6		121 112 Eng10 Brg HH 6	123 1922 En10GREEN HH 6
Meade 313	612 610 Span2P HJ 5	612 612 Span2P HJ 5				612 615 Span2P HJ 5
Mendoza 28	226 259 WHistAP HK 9	226 261 WHistAP HK 9				275 350 ELGeog2 HK 9
Miller 143	850 859 Art 1 HF12	895 870 DigitalAr Lib Compt				
Moiseff 164		4102 4988 Lng! HJ 6				4230 1009 US His HM 8
Monosso 274	250 288 Econ P HG 7		250 289 Econ P HG 7	250 289 Econ P HG 7		250 290 Econ P HH 9
Murphy 9	216 235 WGeogH HK 5	216 236 WGeogH HK 5				210 225 WGeogP HK 5
Nakamura 40	360 409 Alg 2 P HL11	360 5077 Alg 2 P HL11				360 410 Alg 2 P HL11
Nazimko 310	220 250 WHist P HK 8	220 247 WHist P HK 8				220 251 WHist P N/A
Newell 183	350 384 GeomP HL 7		6330 415 Alg2Lab HL 1		351 399 GeomBrdg HL 1	338 442 Alg2Prep HL 1
Nickerson S 102	370 476 PreCalcP HN 8	370 477 PreCalcP HN 8		6340 462 AdvMLab HM 7	6330 417 Alg2Lab HM 7	

Term 1 Master Schedule (continued)						
Olson 13		267 325 PsyAP A HK 7	6291 203 AVID12 HK 7		6281 195 AVID11 HK 7	267 327 PsyAP A HK 7
Parsons 51		736 670 PE 2 A GYM	736 673 PE 2 A GYM	736 673 PE 2 A GYM		720 657 PE 9 GYM
Peak 53		4140 1005 Eng 12 HM11	4373 994 SrMth(rmin HM 1			4121 1000 Eng10Prep HM 1
Prahl 24	720 651 PE 9 GYM		720 656 PE 9 GYM	720 656 PE 9 GYM		720 658 PE 9 GYM
Retherford 12		1210 776 ExpTechA HG 3		9800 162 OCS HN 1	6530 761 Internet HG 3	1050 734 IntComp HG 3
Robare 307	340 356 Alg1P HN 9		341 370 Alg1Brdg HN11		341 373 Alg1Brdg HN11	340 360 Alg1P HN11
Rubio 149	494 581 InfecDisA HP 4	440 519 Bio P HP 4		6261 180 AVID 9 HT 2		
Sanchez 23	356 424 GeomH HJ 9		357 428 GeomHBr HL 8		6330 418 Alg2Lab HL 8	386 490 CalcAB HL 8
Sandoval 16	902 830 Theater 1 THEATER	917 833 AdvTheat THEATER				933 909 Stgcrft THEATER
Schanning 21	366 453 Alg 2H HL 4	366 454 Alg 2H HL 4				376 482 PreCalH HL 4
Shibata 159	338 440 Alg2Prep HL 1	366 455 Alg 2H HL 1				366 456 Alg 2H HL 9
Shilen 326	230 279 USHisP HH 9		230 269 USHisP HG 6	230 269 USHisP HG 6		230 272 USHisP HG 6
Shuping 107		1210 739 ExpTechA HF 2	1040 716 Comp Tech HG 3	1040 716 Comp Tech HG 3		1040 717 Comp Tech HG 2

Term 1 Master Schedule (continued)						
Siemens 80		450 541 ChemP HP13	466 568 PhysAP HP13	466 568 PhysAP HP13		466 569 PhysAP HP13
Silva 78	336 447 GeoPrep HN 6	331 434 Alg1 YL HN 6				
Slick 33		622 637 Fren2 P HJ 1	623 639 Fren3 P HJ 1	623 639 Fren3 P HJ 1		
Spalty 35		481 570 Physio A HP 2	481 571 Physio A HP 2	481 571 Physio A HP 2		450 542 ChemP HP 2
Spickelmier 82	440 517 Bio P HP 5	440 523 Bio P HP 5		440 522 Bio P HP10	440 522 Bio P HP10	
Steele,M 261	386 489 CalcAB HL 5	338 441 Alg2Prep HL 5	6281 196 AVID11 HL 5		6340 463 AdvMLab HL 5	
Stemmler 137	126 40 Eng10 H HT 2	126 41 Eng10 H HT 2				130 55 English11 HT 2
To 168	248 315 ComGovmtA HK 4	248 314 ComGovmtA HK 4				226 260 WHistAP HK 4
Tobey 43	720 652 PE 9 GYM	720 654 PE 9 GYM	720 655 PE 9 GYM	720 655 PE 9 GYM		
VanDePol 128	736 669 PE 2 A GYM	736 671 PE 2 A GYM	736 672 PE 2 A GYM	736 672 PE 2 A GYM		
Walker 254	1273 781 Engin2 HF 5	1270 777 Engin 1 HF 5		1270 778 Engin 1 HF 5	1270 778 Engin 1 HF 5	
Wardlaw 170	810 800 Health HR10	810 799 Health HR10			6291 204 AVID12 HR10	840 819 Life AHS HR10
Weinstock 132	267 324 PsyAP A HM11		267 326 PsyAP A HM11	267 326 PsyAP A HM11		260 320 Psych1P HM11

Term 1 Master Schedule (continued)						
Widler 11	457 552 ChemAP A HP12	457 553 ChemAP A HP12		454 558 APChemBrA HP12	9800 163 OCS HN 1	
Wiest 87	130 49 English11 HH 4	130 52 English11 HH 4		6110 128 SSR HH 4	6190 143 CreatWr HH 4	
Williams 62	1385 791 ROPMornBu TV Studio	1391 883 ROP FilmV TV Studio		6180 151 Yrbook HF11	185 147 YrBook HF11	
Willis 296	4838 885 AlgReadin HM 6	4810 888 Eng 9-12 HM 6				4862 892 StudyStra HM 6

Term 2 Master Schedule						
Teacher	1st	2nd	3rd	4th	5th	6th
Adams, G 42		611 604 Span1P HJ 7	611 596 Span1P HJ 7	611 596 Span1P HJ 7		611 607 Span1P HJ 7
Ahmadinia 320						1312 2604 TA HT 5
Ahmadinia 320	151 76 Eng9P yl HT 5	177 217 EL Int HT 5				151 77 Eng9P yl HT 5
Akuna 124	1090 912 WebDes HG 1	1040 720 Comp Tech HG 1				1055 5087 AdvComp HG 1
Alburn 219	1250 772 CAD HF 3	1260 775 Adv CAD HF 3		1250 773 CAD HF 3	1250 773 CAD HF 3	
Almas 83	613 627 Span3P HJ11		613 629 Span3P HJ11	613 629 Span3P HJ11		618 632 Conv Span HJ11
Arbegas 129		410 507 GenSci P HP 9	410 510 GenSci P HP 9	410 510 GenSci P HP 9		410 512 GenSci P HP 9
Ash 120	331 433 Alg1 YL HN 4	340 364 Alg1P HN 4				331 435 Alg1 YL HN 7
Baer 243	210 226 WGeogP HL 8	210 233 WGeogP HL 8		210 227 WGeogP HK11	210 227 WGeogP HK11	
Baldini 323	611 603 Span1P HJ 1		612 619 Span2P HJ 4	612 619 Span2P HJ 4		612 622 Span2P HJ 1
Ballard 66				140 75 Eng 12P HR 5	140 75 Eng 12P HR 5	140 900 Eng 12P HR 5
Bandy M 37		160 86 LangCompA HR 1	117 104 En9HBrg HR 1		117 106 En9HBrg HR 1	160 87 LangCompA HR 1
Bandy T 8		116 28 Eng 9 H HR 2	117 107 En9HBrg HR 2		9893 904 WASC HR 2	116 29 Eng 9 H HR 2

Term 2 Master Schedule (continued)						
Bills 135	866 875 Art AP HF11	870 857 Ceramics1 HF15		870 858 Ceramics1 HF15	870 858 Ceramics1 HF15	
Black 151	219 243 HumGeogAP HK 8	230 267 USHisP HK 8				219 244 HumGeogAP HK 8
Buechler 148		445 528 Bio STEM HP 3	6440 589 Astron HP 3		6262 181 AVID 9 HP 3	445 533 Bio STEM HP 3
Bunker 70	126 43 Eng10 H HH11	126 45 Eng10 H HH11		136 65 Eng 11H HH11	136 65 Eng 11H HH11	
Cabanas 155	110 16 Eng 9 P HH 7		192 219 Eng9SDBri HH 7		111 1099 Eng9 Brdg HH 7	110 1098 Eng 9 P HH 7
Candelaria 212	781 825 JzzDnc1 HD16	783 826 JzzDan2 HD16				785 827 JzzDan3 HD16
Clark 163	1110 784 Video1 HF 2 ****		1140 787 Anim 1 HF 2 ****	1140 787 Anim 1 HF 2 ****		1140 788 Anim 1 HF 2 ****
Clemons 96	240 305 Govt P HK 6	240 303 Govt P HK 6	240 306 Govt P HK 6	240 306 Govt P HK 6		245 307 Gov P STE HK 6
Coates 58	612 616 Span2P HJ 6		612 620 Span2P HJ 6	612 620 Span2P HJ 6		612 621 Span2P HJ 6
Cody 133	9860 4908 AthDir. N/A	9860 4909 AthDir. N/A	6760 705 RecGames GYM		6765 701 Wgt Tr GYM	
Coggeshall 245		283 342 You/Law HJ 6		230 276 USHisP HG 6	230 276 USHisP HG 6	290 341 Intl Rel HG 6
Collins 131	257 4903 MacrEcnAP HM 1	257 4904 MacrEcnAP HM 1				230 277 USHisP HK 7
Cooper 93		379 485 PreCalcPY HL 7	6330 419 Alg2Lab HL 7		6330 422 Alg2Lab HL 7	379 486 PreCalcPY HL 7

Term 2 Master Schedule (continued)						
Cross 327	410 504 GenSci P HR 7	410 508 GenSci P HR 7				410 514 GenSci P HP 5
Curtis 79	450 5092 ChemP HP 1	460 566 Physics P HP 1				460 567 Physics P HP 1
Danielson 111	9800 164 OCS HN 1	830 822 AdolDevt HR 9			6272 190 AVID10 HR 9	810 803 Health HR 9
Davi 44	820 795 Driver Ed HR 8	820 796 Driver Ed HR 8		810 805 Health HR 8	810 805 Health HR 8	4860 5166 Health HM 9
Decou 240		440 530 Bio P HP11	440 531 Bio P HP10	440 531 Bio P HP10		440 535 Bio P HP10
DeHerrera 119	9810 2980 STEMCoord HG Office	1071 750 BusFin A HG 7	9800 166 OCS HN 1		6532 763 FashMrktg Lib Compt	
Doyle 295	4320 986 Pre-Alg HM 4	4320 987 Pre-Alg HM 4			4350 988 Geom(mini HM 8	
Duncan 60	410 503 GenSci P HP11			414 5104 GenSci EL HP 1	414 5104 GenSci EL HP 1	410 513 GenSci P HP11
Engelman 318		350 391 GeomP HL 6	351 404 GeomBrdg HL 6		351 407 GeomBrdg HL 6	350 393 GeomP HL 6
Evans 85	720 659 PE 9 GYM	720 662 PE 9 GYM				720 666 PE 9 GYM
Fahlen 84	621 636 Fren1P HJ 4	613 628 Span3P HJ 4				613 630 Span3P HJ 4
Fletcher 136	167 213 EL Beg HT 4	172 215 EL Beg 2 HT 4		130 59 English11 HT 4	130 59 English11 HT 4	162 5107 Eng10SDAI HT 4
Forbes 38	237 282 USHISAP A HK11	230 274 USHisP HK11				237 283 USHISAP A HK11

Term 2 Master Schedule (continued)						
Formaker, J 205	295 336 Sprt Psyc HK 1	250 291 Econ P HK 1		295 337 Sprt Psyc HK 1	295 337 Sprt Psyc HK 1	
Formaker, S 256	339 443 Alg 2 P HM 7	376 484 PreCalH HM 7				
Gatejen 26	440 527 Bio P HP10	440 529 Bio P HP10				440 534 Bio P HP12
Gibson 30	873 908 Ceram2 HF15	859 877 ArtHist A HF11		1336 594 ROP FI De HP11	1336 594 ROP FI De HP11	890 872 StainGlas HF15
Green 77		350 383 GeomP HN 9	351 401 GeomBrdg HN 6		351 405 GeomBrdg HN 6	356 432 GeomH HN 6
Hartmann 305	4130 1004 Eng 11 HT 1		4715 1018 Hmwrk Lab HM 9			4112 997 Eng 9 HM 4
Hauck 282	230 278 USHisP HJ 7		220 256 WHist P HM 1	220 256 WHist P HM 1		221 5124 WHist P HM 1
Hauck 282			6992 2536 TA HM 1		6992 2836 TA HM 1	1312 2636 TA HM 1
Hayes 99	880 868 Photo 1 HF17	883 878 Photo 2 HF17				880 869 Photo 1 HF17
Hennessey 281		4122 1001 Eng 10 HH 1			4715 1019 Hmwrk Lab HM 9	4125 5176 Eng 10 HM 9
Henry 104	189 145 Pub Spk1 HR 4	130 58 English11 HR 4		127 120 En10HBrd HR 4	127 123 En10HBrd HR 4	130 54 English11 HR 4
Hoffman 100		4210 4991 WldGeog HH 7	4215 5179 WldGeog HM 9	4220 1008 WldHis HM 4	4220 1008 WldHis HM 4	4232 5172 US His B HM 9
Hogge 248		937 839 AdvChThtr HE18	6910 846 MusAppr HE18		6905 837 Vocal Ens HE18	951 844 Piano HE18

Term 2 Master Schedule (continued)						
Holbrook 126	140 67 Eng 12P HH 1		111 93 Eng9 Brdg HH 1		111 95 Eng9 Brdg HH 1	140 2901 Eng 12P HH 1
Hsiao 123	390 472 Stat P HL 9		6340 466 AdvMLab HN 4		6340 468 AdvMLab HN 4	350 392 GeomP HN 4
Hubbard, S 258	9805 1094 GRNCoord HG Office		1065 743 Gen Bus HG 2	1065 743 Gen Bus HG 2		1040 5095 Comp Tech HG 2
Hurtado 292		651 643 Japn1P HJ 8				
Isaac L 108	350 388 GeomP HN 7	350 390 GeomP HN 7		357 394 GeomHBr HN 7	357 431 GeomHBr HN 7	
Jackson 221	611 5153 Span1P HJ 9	611 602 Span1P HJ 9	611 606 Span1P HJ 9	611 606 Span1P HJ 9		611 608 Span1P HJ 9
Jillson 319	120 31 English10 HR 5	120 34 English10 HR 5				156 4900 Eng10P yl HH11
Johnson, A 284	4332 992 Alg1 HM 8	4332 993 Alg1 HM 8		4350 989 Geom(mini HM 8		
Johnson, M 34	765 698 Wgt Tr GYM	736 678 PE 2 A GYM				9800 168 OCS HN 1
Johnson- Okoro 41	340 362 Alg1P HN 9		341 375 Alg1Brdg HN 9		341 378 Alg1Brdg HN 9	340 366 Alg1P HN 9
Junn 98	126 44 Eng10 H HT 3		127 125 En10HBrd HT 3		117 108 En9HBrg HT 3	126 46 Eng10 H HT 3
Karl 138		136 64 Eng 11H HH 8		9890 4913 EngDept. HH 8	6110 131 SSR HH 8	136 66 Eng 11H HH 8
Keskeys 321		116 5054 Eng 9 H HT 1	121 115 Eng10 Brg HT 1		121 117 Eng10 Brg HT 1	120 1930 English10 HT 1

Term 2 Master Schedule (continued)						
Kilby 174	9850 920 ActivDir. HC 6		6852 939 Ldrshp HC 6	6950 946 LinkCrw HC 6	6852 940 Ldrshp HC 6	
Kirkland 301	140 73 Eng 12P HR 3		186 137 Mythology HH 9	186 137 Mythology HH 9		
Knock 22		337 451 GeomP HN 5	341 403 Alg1Brdg HN 5		6320 461 GeomLab HN 5	337 452 GeomP HN 5
Kozuma 32	652 645 Japn2 HJ 8		656 649 JapnLangA HJ 8	656 649 JapnLangA HJ 8		652 646 Japn2 HJ 8
Kreis 140		370 478 PreCalcP HL 9	6386 487 CalcPrep HL 9		6386 488 CalcPrep HL 9	390 473 Stat P HL 9
Laflam 15		140 74 Eng 12P HR 3	6272 189 AVID10 HR 9		9870 592 AVIDCoord HR 3	
Lemieux 201				9990 5129 Early Dis OffCampus	9990 5129 Early Dis OffCampus	9990 5129 Early Dis OffCampus
Lemieux 201	4916 972 Eng 2 HM 5	4935 976 Math 2 HM 5	4926 980 PrMgt HM 5	4926 980 PrMgt HM 5	4980 5128 TA ILS HM 5	4980 5128 TA ILS HM 5
Link 294	410 505 GenSci P HP 3		459 550 Chem Comm HP 4	459 550 Chem Comm HP 4		459 551 Chem Comm HP 4
Mackey 178	945 848 BegBand HE15	9800 165 OCS HN 1		6940 842 M/CBand HE15		
Manzanetti 299	116 27 Eng 9 H HH 9		117 105 En9HBrg HT 5		117 109 En9HBrg HT 5	116 30 Eng 9 H HH 9
Marks 247	340 361 Alg1P HN11	340 365 Alg1P HN11		341 374 Alg1Brdg HN 8	341 377 Alg1Brdg HN 8	
Maxon 47	146 82 EngLitC A HH 5	146 85 EngLitC A HH 5		6146 139 APLitCom HH 5	6146 140 APLitCom HH 5	

Term 2 Master Schedule (continued)						
Maxwell 322		110 19 Eng 9 P HH 9	111 98 Eng9 Brdg HR 3		111 99 Eng9 Brdg HR 3	110 20 Eng 9 P HR 3
McDowell 169		410 509 GenSci P HP13		410 511 GenSci P HR 7	410 511 GenSci P HR 7	410 506 GenSci P HR 7
McIntyre 145		1040 719 Comp Tech HG 2	736 680 PE 2 A GYM	736 680 PE 2 A GYM		736 681 PE 2 A GYM
McQueen 94	120 38 English10 HH 6	120 39 English10 HH 6		121 114 Eng10 Brg HH 6	121 118 Eng10 Brg HH 6	
Meade 313	612 617 Span2P HJ 5	612 618 Span2P HJ 5		612 611 Span2P HJ 5	612 611 Span2P HJ 5	
Mendoza 28	226 263 WHistAP HK 9	226 264 WHistAP HK 9				270 345 ELGeog1 HK 9
Miller 143	850 863 Art 1 HF12	850 864 Art 1 HF12				888 879 DigPhoto Lib Compt
Moiseff 164		4250 1013 Econ HL11		4103 4989 Lng!(mini HK 5		4230 1010 US His HM 8
Monosso 274	250 5123 Econ P HG 7		250 292 Econ P HG 7	250 292 Econ P HG 7		250 293 Econ P HG 7
Murphy 9	216 237 WGeogH HK 5	216 239 WGeogH HK 5				216 241 WGeogH HK 5
Nakamura 40	360 411 Alg 2 P HL11		6330 420 Alg2Lab HL11		6330 423 Alg2Lab HL11	370 479 PreCalcP HL11
Nazimko 310	216 238 WGeogH HG 6	216 240 WGeogH HG 6				220 257 WHist P HK 1
Newell 183	350 389 GeomP HL 7		6330 421 Alg2Lab HL 1		351 406 GeomBrdg HL 1	339 446 Alg 2 P HL 1

Term 2 Master Schedule (continued)						
Nickerson S 102	396 474 StatAP HN 8	333 493 Alg1 Rdns HN 8			6343 5150 CHSEE Mat HK 5	396 475 StatAP HN 8
Olson 13	233 1097 USHisGREE HK 7	230 275 USHisP HK 7	6292 205 AVID12 HK 7		6282 197 AVID11 HK 7	
Parsons 51	736 676 PE 2 A GYM		720 664 PE 9 GYM	720 664 PE 9 GYM		720 667 PE 9 GYM
Peak 53					6197 5148 CAHSEE En HM 7	
Peak 53	4140 1006 Eng 12 HL 6		4373 994 SrMth(min HM 7		4142 5165 Eng 12 HM 7	4122 1002 Eng 10 HM 7
Prahl 24	720 660 PE 9 GYM	720 663 PE 9 GYM	720 665 PE 9 GYM	720 665 PE 9 GYM		
Retherford 12	1050 735 IntComp HG 3		1040 721 Comp Tech HG 3	1040 721 Comp Tech HG 3		1040 722 Comp Tech HG 3
Robare 307		1318 5143 MathSpec HN 6			1318 5144 MathSpec HN11	
Robare 307	340 363 Alg1P HN 5	331 5146 Alg1 YL HN 6	341 376 Alg1Brdg HN11		341 379 Alg1Brdg HN11	340 380 Alg1P HN11
Rubio 149	494 582 InfecDisA HP 4	494 583 InfecDisA HP 4		6262 182 AVID 9 HR10		
Sanchez 23	356 426 GeomH HL 5		357 430 GeomHBr HL 8		6340 469 AdvMLab HL 8	366 459 Alg 2H HL 8
Sandoval 16	902 831 Theater 1 THEATER	937 840 AdvChThtr THEATER				902 832 Theater 1 THEATER
Schanning 21	376 483 PreCalH HL 4	366 457 Alg 2H HL 4		366 458 Alg 2H HL 4	366 458 Alg 2H HL 4	

Term 2 Master Schedule (continued)						
Shibata 159	339 444 Alg 2 P HL 1	360 412 Alg 2 P HL 1				360 413 Alg 2 P HL 4
Shuping 107	1040 718 Comp Tech HG 2	1110 785 Video1 HF 2		6531 754 3D Game HG 1	6533 765 SptsEntMr HG 1	
Siemens 80	450 544 ChemP HP13		450 546 ChemP HP13	450 546 ChemP HP13		450 547 ChemP HP13
Silva 78	337 450 GeomP HN 6	331 434 Alg1 YL HJ11				
Slick 33		622 638 Fren2 P HJ 1	626 640 FrenLangA HJ 1	626 640 FrenLangA HJ 1		
Spalty 35	481 572 Physio A HP 2	481 573 Physio A HP 2		481 574 Physio A HP 2	481 574 Physio A HP 2	
Spickelmier 82	446 536 Bio AP HP 5	446 537 Bio AP HP 5		440 532 Bio P HP 5	440 532 Bio P HP 5	
Steele,M 261		339 445 Alg 2 P HL 5	6282 198 AVID11 HL 5		6340 467 AdvMLab HL 5	386 491 CalcAB HL 5
Stemmler 137	130 56 English11 HT 2		127 126 En10HBrd HT 2		127 127 En10HBrd HT 2	130 60 English11 HT 2
To 168	220 254 WHist P HK 4	220 255 WHist P HK 4		220 253 WHist P HK 4	220 253 WHist P HK 4	226 262 WHistAP HK 4
Tobey 43	720 661 PE 9 GYM	736 679 PE 2 A GYM				
VanDePol 128	736 677 PE 2 A GYM			9800 167 OCS HN 1	9800 167 OCS HN 1	736 682 PE 2 A GYM
Walker 254	1273 782 Engin2 HF 5	1270 779 Engin 1 HF 5				1270 780 Engin 1 HF 5

Term 2 Master Schedule (continued)						
Wardlaw 170	810 802 Health HR10 ****	810 806 Health HR10 ****			6292 206 AVID12 HR10 ****	
Weinstock 132	267 329 PsyAP A HM11	260 322 Psych1P HM11		267 328 PsyAP A HM11	267 328 PsyAP A HM11	220 258 WHist P HM11
Widler 11	457 554 ChemAP A HP12 ****	450 545 ChemP HP12 ****		454 559 APChemBrA HP12 ****	454 560 APChemBrA HP12 ****	
Wiest 87	130 57 English11 HH 4	101 90 Eng 9A rp HH 4	6110 130 SSR HH 4		6195 141 PSATPrep HH 4	130 2900 English11 HH 4
Williams 62	1385 792 ROPmornBu TV Studio	1391 884 ROP FilmV TV Studio		185 148 YrBook HF11	6180 154 Yrbook HF11	
Willis 296	4822 889 Wrld His HM 6	4839 886 AlgRdbrid HM 6				4820 898 Wrld Geo HM 6

Term 3 Master Schedule						
Teacher	1st	2nd	3rd	4th	5th	6th
Adams, G 42	611 595 Span1P HJ 7		616 633 SpanLangA HJ 7	617 880 SpanLitAP HJ 7		611 597 Span1P HJ 7
Ahmadinia 320	151 76 Eng9P yl HT 5	176 216 EL IntPre HT 5				151 77 Eng9P yl HT 5
Akuna 124	1090 911 WebDes HG 1		6529 742 AnWebDesi HG 1		6531 755 3D Game HG 1	1055 5088 AdvComp HG 1
Alburn 219	9800 169 OCS HN 1		1260 774 Adv CAD HF 3	1260 774 Adv CAD HF 3		1250 771 CAD HF 3
Almas 83		613 624 Span3P HJ11	613 625 Span3P HJ11	613 625 Span3P HJ11		618 631 Conv Span HJ11
Arbegast 129	410 495 GenSci P HP 3		410 499 GenSci P HP 9	410 499 GenSci P HP 9		410 496 GenSci P HP 9
Ash 120	331 433 Alg1 YL HN 4		341 367 Alg1Brdg HN 8		6320 460 GeomLab HN 8	331 435 Alg1 YL HN 8
Baer 243	210 228 WGeogP HL 8	210 229 WGeogP HL 8		210 230 WGeogP HK11	210 230 WGeogP HK11	
Baldini 323	612 609 Span2P HJ 1		611 605 Span1P HK 5	611 605 Span1P HK 5		611 601 Span1P HJ 1
Ballard 66				140 70 Eng 12P HR 5	140 70 Eng 12P HR 5	140 71 Eng 12P HR 5
Bandy M 37		116 22 Eng 9 H HR 1	116 24 Eng 9 H HR 1	116 24 Eng 9 H HR 1		116 26 Eng 9 H HR 1
Bandy T 8		9892 211 WASC HR 2	117 100 En9HBrg HR 2		117 102 En9HBrg HR 2	116 25 Eng 9 H HR 2

Term 3 Master Schedule (continued)						
Bills 135		870 855 Ceramics1 HF15	870 856 Ceramics1 HF15	870 856 Ceramics1 HF15		850 862 Art 1 HF12
Black 151	219 242 HumGeogAP HK 7			230 270 USHisP HK 8	230 270 USHisP HK 8	230 272 USHisP HK 8
Buechler 148		476 587 EnvSciAP HP 3	6440 590 Astron HP 3		6263 183 AVID 9 HP 3	440 524 Bio P HP 3
Bunker 70	136 61 Eng 11H HH11	136 62 Eng 11H HH11		127 119 En10HBrd HH11	127 122 En10HBrd HH11	
Cabanas 155		191 218 Eng9SDAIE HH 7	111 94 Eng9 Brdg HH 7		111 96 Eng9 Brdg HH 7	110 13 Eng 9 P HH 7
Candelaria 212	781 824 JzzDnc1 HD16	787 828 DncComp1 HD16				788 829 DncComp2 HD16
Clark 163	1110 783 Video1 HF 2		1120 789 VideoPrd HF 2	1150 914 Animatn3 HF 2		1140 786 Anim 1 HF 2
Clemons 96	220 246 WHist P HK 6	240 308 Govt P HK 6	225 249 WHst STEM HK 6	225 249 WHst STEM HK 6		240 309 Govt P HK 6
Coates 58	613 623 Span3P HM 1		612 613 Span2P HJ 6	612 613 Span2P HJ 6		612 614 Span2P HJ 6
Cody 133	9860 4910 AthDir. N/A	737 685 PE 2 B GYM	6760 706 RecGames GYM		6765 702 Wgt Tr GYM	9860 4911 AthDir. N/A
Coggeshall 245	230 279 USHisP HH 9		230 269 USHisP HJ 5	230 269 USHisP HJ 5		292 343 WomStudie HJ 5
Collins 131	235 265 USHisSTEM HJ 6	230 268 USHisP HJ 6				230 271 USHisP HR 7

Term 3 Master Schedule (continued)						
Cooper 93		379 485 PreCalcPY HL 7	6330 416 Alg2Lab HL 7		9895 494 MathDept. HL 7	379 486 PreCalcPY HL 7
Cross 327		440 518 Bio P HP 1		440 521 Bio P HP 5	440 521 Bio P HP 5	440 526 Bio P HP 5
Curtis 79	450 5091 ChemP HP 1		1317 5181 LabSpec HP 1	1317 5181 LabSpec HP 1	460 564 Physics P HP 1	460 5093 Physics P HP 1
Danielson 111		810 804 Health HR 9			6273 192 AVID10 HR 9	810 801 Health HR 9
Davi 44	810 812 Health HR 8	810 807 Health HR 8		810 810 Health HR 8	810 810 Health HR 8	810 5157 Health HR 8
Decou 240	459 548 Chem Comm HP 9	459 549 Chem Comm HP 9				440 520 Bio P HP12
DeHerrera 119	9810 2980 STEMCoord HG Office		9800 171 OCS HN 1		6523 760 BusLaw HG 6	1072 748 BusFin B HG 6
Doyle 295	4320 986 Pre-Alg HM 4	4320 987 Pre-Alg HM 4			4350 988 Geom(mini HM 8	
Duncan 60	440 515 Bio P HP11	440 5081 Bio P HP11		415 593 GenSciSDA HP11	415 593 GenSciSDA HP11	
Engelman 318					6343 5151 CHSEE Mat HL11	
Evans 85	720 650 PE 9 GYM	720 653 PE 9 GYM				737 688 PE 2 B GYM
Fahlen 84	621 634 Fren1P HJ 4		621 635 Fren1P HJ 4	621 635 Fren1P HJ 4		613 626 Span3P HJ 4

Term 3 Master Schedule (continued)						
Fletcher 136	166 212 EL Prep HT 4			130 53 English11 HT 4	130 53 English11 HT 4	162 5107 Eng10SDAI HT 4
Forbes 38	230 266 USHisP HK11	238 284 USHis AP HK11				238 285 USHis AP HK11
Formaker, J 205	295 338 Sprt Psyc HK 1	9800 170 OCS HN 1		247 319 AmGovAP HK 1	247 319 AmGovAP HK 1	
Formaker, S 256	338 439 Alg2Prep HL 6	360 408 Alg 2 P HK 1				
Gatejen 26	440 516 Bio P HP10	410 497 GenSci P HP10				410 501 GenSci P HP10
Gibson 30	870 854 Ceramics1 HF15	850 860 Art 1 HF12				890 871 StainGlas HF15
Green 77	350 381 GeomP HN 7		351 402 GeomBrdg HN 6		357 429 GeomHBr HN 6	350 386 GeomP HN 6
Hartmann 305	4130 1003 Eng 11 HH 6		4715 1020 Hmwrk Lab HM 9			4111 995 Eng9Prep HM 4
Hauck 282	223 1095 WHisGREEN HG 6	220 5080 WHist P HG 6				220 248 WHist P HH 4
Hayes 99	880 865 Photo 1 HF17	867 5188 Art AP IS HF17		880 866 Photo 1 HF17	880 866 Photo 1 HF17	880 867 Photo 1 HF17
Hennessey 281		4121 999 Eng10Prep HJ 4			4715 1021 Hmwrk Lab HM 9	4111 996 Eng9Prep HM 7
Henry 104	189 146 Pub Spk1 HR 4	135 50 Eng11STEM HR 4		126 47 Eng10 H HR 4	126 47 Eng10 H HR 4	126 48 Eng10 H HR 4

Term 3 Master Schedule (continued)						
Hoffman 100	4210 1015 WldGeog HM 7	4827 5189 WHistB IS HM 9		4828 5190 WHistB IS HM 9	4220 1007 WldHis HM 4	4711 1024 LearnCntr HM 9
Hogge 248	966 836 VocalEns HE18	968 838 ItroVclEn HE18				9800 1092 OCS HN 1
Holbrook 126	110 17 Eng 9 P HH 1	110 18 Eng 9 P HH 1				140 72 Eng 12P HH 1
Hsiao 123		390 470 Stat P HN 4	351 395 GeomBrdg HN 4		6340 464 AdvMLab HN 4	390 471 Stat P HN 4
Hubbard, S 258	9805 1094 GRNCoord HG Office	1072 747 BusFin B HG 7	1080 752 Marketing HG 2	1080 752 Marketing HG 2		
Hurtado 292	652 644 Japn2 HJ 8	653 647 Japn3P HJ 8				
Isaac L 108		356 427 GeomH HN 7	351 396 GeomBrdg HN 7		351 398 GeomBrdg HN 7	356 425 GeomH HN 7
Jackson 221		611 598 Span1P HJ 9	611 599 Span1P HJ 9	611 599 Span1P HJ 9		611 600 Span1P HJ 9
Jillson 319		171 214 EL Prep HT 4	121 113 Eng10 Brg HT 5		121 116 Eng10 Brg HT 5	156 4900 Eng10P yl HT 1
Johnson, A 284	4331 990 Alg1Prp HM 8	4331 991 Alg1Prp HM 8		4350 989 Geom(mini HM 8		
Johnson, M 34	760 709 RecGames GYM	760 708 RecGames GYM				765 699 Wgt Tr GYM
Johnson- Okoro 41		340 358 Alg1P HN 9	341 369 Alg1Brdg HN 9		341 372 Alg1Brdg HN 9	340 359 Alg1P HN 9

Term 3 Master Schedule (continued)						
Junn 98	140 68 Eng 12P HT 3		127 121 En10HBrd HT 3		127 124 En10HBrd HT 3	126 42 Eng10 H HT 3
Karl 138		146 81 EngLitC A HH 8		9890 4913 EngDept. HH 8	6110 2905 SSR HH 8	146 83 EngLitC A HH 8
Keskeys 321	120 35 English10 HT 1	120 37 English10 HT 1		121 111 Eng10 Brg HT 1	117 5055 En9HBrg HT 1	
Kilby 174	9850 920 ActivDir. HC 6	1313 3252 TA HC 6	6853 941 Ldrshp HC 6	6950 947 LinkCrw HC 6	6853 942 Ldrshp HC 6	1313 3652 TA HC 6
Knock 22	340 382 Alg1P HN 5	336 448 GeoPrep HN 5				336 449 GeoPrep HN 5
Kozuma 32	651 641 Japn1P HJ11		653 648 Japn3P HJ 8	653 648 Japn3P HJ 8		651 642 Japn1P HJ 8
Kreis 140	389 492 CalcBCAP HL 9	376 480 PreCalH HL 9		376 481 PreCalH HL 9	376 481 PreCalH HL 9	
Laflam 15			6273 191 AVID10 HR 9		9870 592 AVIDCoord N/A	
Lemieux 201	4917 973 Eng 3 HM 5	4936 977 Math 3 HM 5	4970 981 PElfsc HM 5	4970 981 PElfsc HM 5	4980 5128 TA ILS HM 5	4980 5128 TA ILS HM 5
Link 294	450 539 ChemP HP 2		450 540 ChemP HP 4	450 540 ChemP HP 4		410 502 GenSci P HP 4
Mackey 178	955 853 Guitar HE15	949 841 M/C Band HE15		6943 850 Beg Band HE15		
Manzanetti 299	116 21 Eng 9 H HR 5	116 23 Eng 9 H HR 5		117 101 En9HBrg HH 1	117 103 En9HBrg HH 1	
Marks 247	340 355 Alg1P HN11	340 357 Alg1P HN11		341 368 Alg1Brdg HN 5	341 371 Alg1Brdg HN 5	

Term 3 Master Schedule (continued)						
Maxon 47	146 80 EngLitC A HH 5	106 89 Eng10B rp HH 5	136 63 Eng 11H HH 5	136 63 Eng 11H HH 5		136 84 Eng 11H HH 5
Maxwell 322		110 14 Eng 9 P HR 3	111 92 Eng9 Brdg HR 3		111 97 Eng9 Brdg HR 3	110 15 Eng 9 P HR 3
McDowell 169	410 498 GenSci P HR 7	470 580 Ecology HR 7		410 500 GenSci P HR 7	410 500 GenSci P HR 7	
McIntyre 145	1040 724 Comp Tech HG 2		737 686 PE 2 B GYM	737 686 PE 2 B GYM		1040 726 Comp Tech HG 3
McQueen 94		125 33 Eng10STEM HH 6	121 110 Eng10 Brg HH 6		121 112 Eng10 Brg HH 6	123 1922 En10GREEN HH 6
Meade 313	612 610 Span2P HJ 5	612 612 Span2P HJ 5				612 615 Span2P HH 9
Mendoza 28	226 259 WHistAP HK 9	226 261 WHistAP HK 9				275 350 ELGeog2 HK 9
Miller 143	850 859 Art 1 HF12	895 870 DigitalAr Lib Compt	850 861 Art 1 HF12	850 861 Art 1 HF12		
Moiseff 164	4250 1014 Econ HM11	4102 4988 Lngl HM11				4230 1009 US His HM 8
Monosso 274	250 294 Econ P HG 7		250 295 Econ P HG 7	250 295 Econ P HG 7		250 296 Econ P HG 7
Murphy 9	216 235 WGeogH HK 5	216 236 WGeogH HK 5				210 231 WGeogP HK 5
Nakamura 40	360 409 Alg 2 P HL11	360 5077 Alg 2 P HL11				360 410 Alg 2 P HL11

Term 3 Master Schedule (continued)						
Nazimko 310	220 250 WHist P HK 8	220 247 WHist P HK 8				220 251 WHist P HK 1
Newell 183	350 384 GeomP HL 7		6330 415 Alg2Lab HL 1		351 399 GeomBrdg HL 1	338 442 Alg2Prep HL 1
Nickerson S 102	370 476 PreCalcP HN 8	370 477 PreCalcP HN 8		6340 462 AdvMLab HM 7	6330 417 Alg2Lab HM 7	
Olson 13		268 331 Psych AP HK 7	6293 207 AVID12 HK 7		6283 199 AVID11 HK 7	268 333 Psych AP HK 7
Pagarigan 115		350 385 GeomP HL 6	351 397 GeomBrdg HL 6		351 400 GeomBrdg HL 6	350 387 GeomP HL 6
Parsons 51		737 684 PE 2 B GYM	737 687 PE 2 B GYM	737 687 PE 2 B GYM		720 657 PE 9 GYM
Peak 53		4140 1005 Eng 12 HM 1	4126 5184 Eng 10 IS HM 1	4126 5184 Eng 10 IS HM 1	6197 5149 CAHSEE En HM 1	4121 1000 Eng10Prep HM 1
Prahl 24	720 651 PE 9 GYM		720 656 PE 9 GYM	720 656 PE 9 GYM		720 658 PE 9 GYM
Retherford 12	1050 736 IntComp HG 3	1040 729 Comp Tech HG 3		9800 172 OCS HN 1	6530 762 Internet HG 3	
Robare 307	340 356 Alg1P HN 9	331 5146 Alg1 YL HN 6	341 370 Alg1Brdg HN11		341 373 Alg1Brdg HN11	340 360 Alg1P HN11
Rubio 149	495 584 InfecDisB HP 4	440 519 Bio P HP 4		6263 184 AVID 9 HR10		
Sanchez 23	356 424 GeomH HJ 9		357 428 GeomHBr HL 8		6330 418 Alg2Lab HL 8	386 490 CalcAB HL 8

Term 3 Master Schedule (continued)						
Sandoval 16	902 830 Theater 1 THEATER	917 833 AdvTheat THEATER				933 909 Stgcrft THEATER
Schanning 21	366 453 Alg 2H HL 4	366 454 Alg 2H HL 4				376 482 PreCalH HL 4
Shibata 159	338 440 Alg2Prep HL 1	366 455 Alg 2H HL 1				366 456 Alg 2H HL 9
Shuping 107		1040 725 Comp Tech HG 1	1040 727 Comp Tech Lib Compt	1040 727 Comp Tech Lib Compt		1040 728 Comp Tech Lib Compt
Siemens 80		450 541 ChemP HP13	466 568 PhysAP HP13	466 568 PhysAP HP13		466 569 PhysAP HP13
Silva 78	336 447 GeoPrep HN 6	331 434 Alg1 YL HM 7				
Slick 33		622 637 Fren2 P HJ 1	623 639 Fren3 P HJ 1	623 639 Fren3 P HJ 1		
Spalty 35		482 575 Physio B HP 2	482 576 Physio B HP 2	482 576 Physio B HP 2		450 542 ChemP HP 2
Spickelmier 82	440 517 Bio P HP 5	440 523 Bio P HP 5		440 522 Bio P HP10	440 522 Bio P HP10	
Steele,M 261	386 489 CalcAB HL 5	338 441 Alg2Prep HL 5	6283 200 AVID11 HL 5		6340 463 AdvMLab HL 5	
Stemmler 137	126 40 Eng10 H HT 2	126 41 Eng10 H HT 2				130 55 English11 HT 2
To 168	247 318 AmGovAP HK 4	247 317 AmGovAP HK 4				226 260 WHistAP HK 4

Term 3 Master Schedule (continued)						
Tobey 43	720 652 PE 9 GYM	720 654 PE 9 GYM	720 655 PE 9 GYM	720 655 PE 9 GYM		
Uher Sword 97		140 69 Eng 12P HH 9	6140 135 Myth HH 9		6140 136 Myth HH 9	
VanDePol 128	737 683 PE 2 B GYM		720 5114 PE 9 GYM	720 5114 PE 9 GYM		737 689 PE 2 B GYM
Walker 254	1273 781 Engin2 HF 5	1270 777 Engin 1 HF 5		1270 778 Engin 1 HF 5	1270 778 Engin 1 HF 5	
Wardlaw 170	840 820 Life AHS HR10	810 809 Health HR10			6293 208 AVID12 HR10	810 811 Health HR10
Weinstock 132	268 330 Psych AP HR 9		268 332 Psych AP HM11	268 332 Psych AP HM11		260 321 Psych1P HM11
Widler 11	458 555 Chem AP B HP12	458 556 Chem AP B HP12		455 561 APChem Br HP12	9800 173 OCS HN 1	
Wiest 87	130 49 English11 HH 4	130 52 English11 HH 4		6110 2904 SSR HH 4	6195 142 PSATPrep HH 4	
Williams 62	1313 3198 TA TV Studio	1391 883 ROP FilmV TV Studio		6180 155 Yrbook HF11	185 149 YrBook HF11	
Willis 296	4838 885 AlgReadin HM 6	4810 888 Eng 9-12 HM 6				4862 894 StudyStra HM 6

Term 4 Master Schedule						
Teacher	1st	2nd	3rd	4th	5th	6th
Adams, G 42		611 604 Span1P HJ 7	611 596 Span1P HJ 7	611 596 Span1P HJ 7		611 607 Span1P HJ 7
Ahmadinia 320	151 76 Eng9P yl HT 5	177 217 EL Int HT 5				151 77 Eng9P yl HT 5
Akuna 124	1090 912 WebDes HG 1		1040 732 Comp Tech HG 1	1040 732 Comp Tech HG 1		1056 770 CmptrSci HG 1
Akuna 124						
Alburn 219	1250 772 CAD HF 3	1260 775 Adv CAD HF 3		1250 773 CAD HF 3	1250 773 CAD HF 3	
Almas 83	613 627 Span3P HJ11		613 629 Span3P HJ11	613 629 Span3P HJ11		618 632 Conv Span HJ11
Arbegast 129		410 507 GenSci P HP 9	410 510 GenSci P HP 9	410 510 GenSci P HP 9		410 512 GenSci P HP 9
Ash 120	331 433 Alg1 YL HN 4	340 364 Alg1P HN 4				331 435 Alg1 YL HN 8
Baer 243	210 232 WGeogP HL 8	260 834 Psych1P HK11	210 234 WGeogP HK11	210 234 WGeogP HK11		
Baldini 323	611 603 Span1P HJ 1		612 619 Span2P HJ 4	612 619 Span2P HJ 4		612 622 Span2P HJ 1
Ballard 66				140 75 Eng 12P HR 5	140 75 Eng 12P HR 5	140 900 Eng 12P HR 5
Bandy M 37		160 86 LangCompA HR 1	117 104 En9HBrg HR 1		117 106 En9HBrg HR 1	160 87 LangCompA HR 1

Term 4 Master Schedule (continued)						
Bandy T	8	116 28 Eng 9 H HR 2	117 107 En9HBrg HR 2		9893 904 WASC HR 2	116 29 Eng 9 H HR 2
Bills	135	853 873 Art 2 HF11	870 857 Ceramics1 HF15		870 858 Ceramics1 HF15	
Black	151	219 243 HumGeogAP HK 8	230 267 USHisP HK 8			219 244 HumGeogAP HK 8
Buechler	148		445 528 Bio STEM HP 3	6440 591 Astron HP 3		445 533 Bio STEM HP 3
Buechler	148				6255 5065 AVID Spec HP 3	
Bunker	70	126 43 Eng10 H HH11	126 45 Eng10 H HH11		136 65 Eng 11H HH11	136 65 Eng 11H HH11
Cabanas	155	110 16 Eng 9 P HH 7		192 219 Eng9SDBri HH 7		110 1098 Eng 9 P HH 7
Candelaria	212	781 825 JzzDnc1 HD16	783 826 JzzDan2 HD16			785 827 JzzDan3 HD16
Clark	163	1110 784 Video1 HF 2		1140 787 Anim 1 HF 2	1140 787 Anim 1 HF 2	1140 788 Anim 1 HF 2
Clemons	96	240 5084 Govt P HK 6		240 312 Govt P HK 6	240 312 Govt P HK 6	240 313 Govt P HK 6
Coates	58	612 616 Span2P HJ 6		612 620 Span2P HJ 6	612 620 Span2P HJ 6	612 621 Span2P HJ 6
Cody	133	9860 4912 AthDir. N/A ****			6765 703 Wgt Tr GYM ****	6760 707 RecGames GYM ****
						774 712 Ath.PE t4 GYM ****

Term 4 Master Schedule (continued)						
Coggeshall 245		280 344 SuprCourt HG 7		230 276 USHisP HG 6	230 276 USHisP HG 6	285 905 Sociology HG 6
Collins 131	258 4905 MicrEconA HM 1	258 4906 MicrEconA HM 1				230 277 USHisP HK 7
Cooper 93		379 485 PreCalcPY HL 7	6330 419 Alg2Lab HL 7		6330 422 Alg2Lab HL 7	379 486 PreCalcPY HL 7
Cross 327	410 504 GenSci P HR 7	410 508 GenSci P HR 7				410 514 GenSci P HP 5
Curtis 79	450 5092 ChemP HP 1	460 566 Physics P HP 1				460 567 Physics P HP 1
Danielson 111	810 817 Health HR 9	810 814 Health HR 9			6274 194 AVID10 HR 9	830 823 AdolDevt HR 9
Davi 44	815 821 Food Nutr HR 8		810 815 Health HR 8	810 815 Health HR 8		810 818 Health HR 8
Decou 240		440 530 Bio P HP11	440 531 Bio P HP10	440 531 Bio P HP10		440 535 Bio P HP10
DeHerrera 119	9810 2980 STEMCoord HG Office	1072 749 BusFin B HG 7	9800 176 OCS HN 1		6532 764 FashMrktg Lib Compt	
Doyle 295	4320 986 Pre-Alg HM 4	4320 987 Pre-Alg HM 4			4350 988 Geom(mini HM 8	
Duncan 60	410 503 GenSci P HP11			414 5104 GenSci EL HP 1	414 5104 GenSci EL HP 1	410 513 GenSci P HP11
Evans 85	720 659 PE 9 GYM	720 662 PE 9 GYM				720 666 PE 9 GYM
Fahlen 84	621 636 Fren1P HJ 4	613 628 Span3P HJ 4				613 630 Span3P HJ 4

Term 4 Master Schedule (continued)						
Fletcher 136	167 213 EL Beg HT 4	172 215 EL Beg 2 HT 4		130 59 English11 HT 4	130 59 English11 HT 4	162 5107 Eng10SDAI HT 4
Forbes 38	238 286 USHis AP HK11	230 274 USHisP HK11				238 287 USHis AP HK11
Formaker, J 205	295 339 Sprt Psyc HK 1	240 311 Govt P HK 1		250 298 Econ P HK 1	250 298 Econ P HK 1	
Formaker, S 256	339 443 Alg 2 P HL 6	376 484 PreCalH HM 7				
Gatejen 26	440 527 Bio P HP10	440 529 Bio P HP10				440 534 Bio P HP12
Gibson 30				1336 594 ROP FI De HP11	1336 594 ROP FI De HP11	
Gibson 30	873 908 Ceram2 HF15	859 877 ArtHist A HF11				890 872 StainGlas HF15
Green 77		350 383 GeomP HN 9	351 401 GeomBrdg HN 6		351 405 GeomBrdg HN 6	356 432 GeomH HN 6
Hartmann 305	4130 1004 Eng 11 HT 1		4715 1022 Hmwrk Lab HM 9			4112 997 Eng 9 HM 4
Hauck 282	230 278 USHisP HJ 7		220 256 WHist P HM 1	220 256 WHist P HM 1		222 5125 WHist P N/A
Hayes 99	880 868 Photo 1 HF17	883 878 Photo 2 HF17				880 869 Photo 1 HF17
Hennessey 281		4122 1001 Eng 10 HH 1			4715 1023 Hmwrk Lab HM 9	4112 998 Eng 9 HM 9
Henry 104		130 58 English11 HR 4		127 120 En10HBrd HR 4	127 123 En10HBrd HR 4	130 54 English11 HR 4

Term 4 Master Schedule (continued)						
Hoffman 100		4235 5042 US His N/A		4220 1008 WldHis HM 4	4220 1008 WldHis HM 4	4711 1024 LearnCntr HM 9
Hogge 248		937 839 AdvChThtr HE18	6910 847 MusAppr HE18		6905 837 Vocal Ens HE18	951 845 Piano HE18
Holbrook 126	140 67 Eng 12P HH 1		111 93 Eng9 Brdg HH 1		111 95 Eng9 Brdg HH 1	140 2901 Eng 12P HH 1
Hsiao 123	390 472 Stat P HL 9		6340 466 AdvMLab HN 4		6340 468 AdvMLab HN 4	350 392 GeomP HN 4
Hubbard, S 258	9805 1094 GRNCoord HG Office	1065 744 Gen Bus HG 2				
Hurtado 292		651 643 Japn1P HJ 8				
Isaac L 108	350 388 GeomP HN 7	350 390 GeomP HN 7		357 394 GeomHBr HN 7	357 431 GeomHBr HN 7	
Jackson 221	611 5153 Span1P HJ 9	611 602 Span1P HJ 9	611 606 Span1P HJ 9	611 606 Span1P HJ 9		611 608 Span1P HJ 9
Jillson 319	120 31 English10 HR 5	120 34 English10 HR 5				156 4900 Eng10P yl N/A
Johnson, A 284	4332 992 Alg1 HM 8	4332 993 Alg1 HM 8		4350 989 Geom(mini HM 8		
Johnson, M 34	760 710 RecGames GYM	737 692 PE 2 B GYM				775 713 AthPEt4FB GYM
Johnson-Okoro 41	340 362 Alg1P HN 9		341 375 Alg1Brdg HN 9		341 378 Alg1Brdg HN 9	340 366 Alg1P HN 9
Junn 98	126 44 Eng10 H HT 3		127 125 En10HBrd HT 3		117 108 En9HBrdg HT 3	126 46 Eng10 H HT 3

Term 4 Master Schedule (continued)						
Karl	138	136 64 Eng 11H HH 8		9890 4913 EngDept. HH 8	6110 3961 SSR HH 8	136 66 Eng 11H HH 8
Keskeys	321	116 5054 Eng 9 H HT 1	121 115 Eng10 Brg HT 1		121 117 Eng10 Brg HT 1	120 1930 English10 HT 1
Kilby	174	9850 920 ActivDir. HC 6	6854 943 Ldrshp HC 6	6950 948 LinkCrw HC 6	6854 944 Ldrshp HC 6	
Knock	22	337 451 GeomP HN 5	341 403 Alg1Brdg HN 5		6320 461 GeomLab HN 5	337 452 GeomP HN 5
Kozuma	32	652 645 Japn2 HJ 8	656 649 JapnLangA HJ 8	656 649 JapnLangA HJ 8		652 646 Japn2 HJ 8
Kreis	140	370 478 PreCalcP HL 9	6386 487 CalcPrep HL 9		6386 488 CalcPrep HL 9	390 473 Stat P HL 9
Lafiam	15	140 74 Eng 12P HR 3	6274 193 AVID10 HR 9		9870 592 AVIDCoord N/A	
Lemieux	201	4918 974 Eng 4 HM 5	4937 978 Math 4 HM 5	4970 981 PElfsc HM 5	4970 981 PElfsc HM 5	4980 5128 TA ILS HM 5
Link	294	410 505 GenSci P HP 3	459 550 Chem Comm HP 4	459 550 Chem Comm HP 4		459 551 Chem Comm HP 4
Mackey	178	945 848 BegBand HE15	9800 175 OCS HN 1	6940 842 M/CBand HE15		
Manzanetti	299	116 27 Eng 9 H HH 9	117 105 En9HBrg HT 5		117 109 En9HBrg HT 5	116 30 Eng 9 H HH 9
Marks	247	340 361 Alg1P HN11	340 365 Alg1P HN11	341 374 Alg1Brdg HN 8	341 377 Alg1Brdg HN 8	
Maxon	47	146 82 EngLitC A HH 5	146 85 EngLitC A HH 5	6146 139 APLitCom HH 5	6146 140 APLitCom HH 5	

Term 4 Master Schedule (continued)						
Maxwell	322		1314 4263 TA N/A			
Maxwell	322		110 19 Eng 9 P HH 9	111 98 Eng9 Brdg HR 3		111 99 Eng9 Brdg HR 3 110 20 Eng 9 P HR 3
Mayo	203		102 91 Eng 9B rp HT 2		9800 177 OCS HN 1	9800 177 OCS HN 1
McDowell	169		410 509 GenSci P HP13		410 511 GenSci P HR 7	410 506 GenSci P HR 7
McIntyre	145		1040 730 Comp Tech HG 2	737 694 PE 2 B GYM	737 694 PE 2 B GYM	737 695 PE 2 B GYM
McQueen	94	120 38 English10 HH 6	120 39 English10 HH 6		121 114 Eng10 Brg HH 6	121 118 Eng10 Brg HH 6
Meade	313	612 617 Span2P HJ 5	612 618 Span2P HJ 5		612 611 Span2P HJ 5	612 611 Span2P HJ 5
Mendoza	28	226 263 WHistAP HK 9	226 264 WHistAP HK 9			270 345 ELGeog1 HK 9
Miller	143	850 863 Art 1 HF12	850 864 Art 1 HF12			888 879 DigPhoto Lib Compt
Moiseff	164		4711 1025 LearnCntr HM11		4103 4989 Lng!(mini N/A	4230 1010 US His HM 8
Monosso	274	250 299 Econ P N/A	250 297 Econ P HK 6			250 300 Econ P HG 7
Murphy	9	216 237 WGeogH HK 5	216 239 WGeogH HK 5			216 241 WGeogH HK 5
Nakamura	40	360 411 Alg 2 P HL11		6330 420 Alg2Lab HL11		6330 479 Alg2Lab HL11 370 479 PreCalcP HL11

Term 4 Master Schedule (continued)						
Nazimko 310	216 238 WGeogH HG 6	216 240 WGeogH HG 6				220 257 WHist P N/A
Newell 183	350 389 GeomP HL 7		6330 421 Alg2Lab HL 1		351 406 GeomBrdg HL 1	339 446 Alg 2 P HL 1
Nickerson S 102	396 474 StatAP HN 8	333 493 Alg1 Rdns HN 8				396 475 StatAP HN 8
Olson 13	233 1097 USHisGREE HK 7	230 275 USHisP HK 7	6294 209 AVID12 HK 7		6284 201 AVID11 HK 7	
Pagarigan 115		350 391 GeomP HL 6	351 404 GeomBrdg HL 6		351 407 GeomBrdg HL 6	350 393 GeomP HL 6
Parsons 51	737 690 PE 2 B GYM		720 664 PE 9 GYM	720 664 PE 9 GYM		720 667 PE 9 GYM
Peak 53	4140 1006 Eng 12 HL 6		4373 994 SrMth(min HM 1			4122 1002 Eng 10 N/A
Prahl 24	720 660 PE 9 GYM	720 663 PE 9 GYM	720 665 PE 9 GYM	720 665 PE 9 GYM		
Retherford 12	1050 738 IntComp HG 3	1055 5051 AdvComp HG 3				1055 5089 AdvComp N/A
Robare 307	340 363 Alg1P HN 5	331 5146 Alg1 YL HN 6	341 376 Alg1Brdg HN11		341 379 Alg1Brdg HN11	340 380 Alg1P HN11
Rubio 149	495 585 InfecDisB HP 4	495 586 InfecDisB HP 4		6264 186 AVID 9 HR10		
Sanchez 23	356 426 GeomH HL 5		357 430 GeomHBr HL 8		6340 469 AdvMLab HL 8	366 459 Alg 2H HL 8
Sandoval 16	902 831 Theater 1 THEATER	937 840 AdvChThtr THEATER				902 832 Theater 1 THEATER

Term 4 Master Schedule (continued)						
Schanning 21	376 483 PreCalH HL 4	366 457 Alg 2H HL 4		366 458 Alg 2H HL 4	366 458 Alg 2H HL 4	
Shibata 159	339 444 Alg 2 P HL 1	360 412 Alg 2 P HL 1				360 413 Alg 2 P HL 4
Shuping 107		1110 785 Video1 HF 2		6531 756 3D Game HG 2	6533 766 SptsEntMr HG 2	1040 731 Comp Tech HG 3
Siemens 80	450 544 ChemP HP13		450 546 ChemP HP13	450 546 ChemP HP13		450 547 ChemP HP13
Silva 78	337 450 GeomP HN 6	331 434 Alg1 YL HL11				
Slick 33		622 638 Fren2 P HJ 1	626 640 FrenLangA HJ 1	626 640 FrenLangA HJ 1		
Spalty 35	482 577 Physio B HP 2	482 578 Physio B HP 2		482 579 Physio B HP 2	482 579 Physio B HP 2	
Spickelmier 82	446 536 Bio AP HP 5	446 537 Bio AP HP 5		440 532 Bio P HP 5	440 532 Bio P HP 5	
Steele,M 261		339 445 Alg 2 P HL 5	6284 202 AVID11 HL 5		6340 467 AdvMLab HL 5	386 491 CalcAB HL 5
Stemmler 137	130 56 English11 HT 2		127 126 En10HBrd HT 2		127 127 En10HBrd HT 2	130 60 English11 HT 2
To 168	220 254 WHist P HK 4	220 255 WHist P HK 4		220 253 WHist P HK 4	220 253 WHist P HK 4	226 262 WHistAP HK 4
Tobey 43	720 661 PE 9 GYM		755 907 PersFitne GYM	755 907 PersFitne GYM		
Uher Sword 97	140 73 Eng 12P HR 3		186 138 Mythology HH 9	186 138 Mythology HH 9		

Term 4 Master Schedule (continued)						
VanDePol 128	737 691 PE 2 B GYM	737 693 PE 2 B GYM				737 696 PE 2 B GYM
Walker 254	1273 782 Engin2 HF 5	1270 779 Engin 1 HF 5				1270 780 Engin 1 HF 5
Wardlaw 170	810 813 Health HR10	810 816 Health HR10			6294 210 AVID12 HR10	
Weinstock 132	268 335 Psych AP HM11	264 323 Psych 2 P HM11		268 334 Psych AP HM11	268 334 Psych AP HM11	220 258 WHist P HM11
Widler 11	458 557 Chem AP B HP12	450 545 ChemP HP12		455 562 APChem Br HP12	455 563 APChem Br HP12	
Wiest 87	130 57 English11 HH 4	106 5131 Eng10B rp N/A	6110 3960 SSR HH 4		6190 144 CreatWr HH 4	130 2900 English11 HH 4
Williams 62	1385 792 ROP MornBu TV Studio	1391 884 ROP FilmV TV Studio		185 150 YrBook HF11	6180 158 Yrbook HF11	
Willis 296	4822 889 Wrld His HM 6	4839 886 AlgRdbrid HM 6				4860 899 Health HM 6

H. School Accountability Report Card

School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://lib.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index (API), Federal Adequate Yearly Progress (AYP)), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

Escuela		Distrito	
School Name	Franklin High School	District Name	Elk Grove Unified
Street	6400 Whiteoak Parkway	Phone Number	(916) 686-6085
City, State, Zip	Elk Grove CA, 95757	Web Site	www.egusd.net
Phone Number	(916) 714-8150	Superintendent	Steven M. Ladd, Ed.D.
Principal	Michael Reed	E-mail Address	sladd@egusd.net
E-mail Address	MAReed@egusd.net	CDS Code	34673143430873

School Description and Mission Statement (School Year 2011-12)

Franklin High School, the sixth comprehensive high school in the Elk Grove Unified School District, prides itself on providing students a multitude of opportunities to be successful. With a unique schedule, the school is able to offer a variety of AP and elective courses to motivate and challenge students in an array of subject areas. Franklin High School has also established a collaborative environment that includes a strong communication with Toby Johnson Middle School. The schools share the 19,000 square foot Franklin Community Library, which is operated in partnership with the Sacramento County Library system.

The school wide focus is to create a safe learning environment and increase academic achievement for all students. This aim is accomplished through standards-based instruction, using student achievement data to drive instruction, and culturally responsive teaching.

Franklin High School students are encouraged to take a rigorous course of study and are supported through multiple opportunities to connect with the school. With over 60 clubs, competitive athletic teams, and accomplished extra-curricular activities, the students and their families are encouraged to be involved in the four-year academic environment. Franklin's comprehensive academic guidance and support programs support students in achieving their post-secondary college and career goals.

Michael Reed, Principal Franklin High School

Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities.

Achieving our school's vision involves a partnership between school, home, and community. Parents are encouraged to take an active role in their child's education by visiting the school, regularly communicating with teachers, and monitoring their child's academic progress. Parents and community members are encouraged to join Franklin High School's many parent organizations, including the Parent Community Advisory Team, School Site Council, Wildcat Booster Club, Gifted and Talented Education Parent Advisory, and the English Learner Advisory.

Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	746
Grade 3	0	Grade 10	739
Grade 4	0	Grade 11	686
Grade 5	0	Grade 12	642
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	2813

Student Enrollment by SubGroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	14.17%	White (Not Hispanic)	24.12%
American Indian or Alaska Native	0.53%	Two or more	4.97%
Asian	25.86%	Socioeconomically Disadvantaged	32.74%
Filipino	9.73%	English Learners	5.01%
Hispanic or Latino	19.01%	Students with Disabilities	6.8%
Pacific Islander	1.60%		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.7	6	29	39	31	10	20	50	32.1	10	7	55
Mathematics	32.8	5	27	45	32	2	32	39	32.8	5	23	43
Science	34.6	1	4	29	31	4	20	24	33.3	1	8	26
Social Science	34.7	3	6	27	33	2	13	35	32.7	6	58	85

III. School Climate

School Safety Plan (School Year 2011-12)

Franklin High School provides a safe and positive learning environment for all students. Staff members maintain high expectations for appropriate and respectful student behavior. We reviewed and updated our school's Safety Plan in August 2011. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Many of our students serve as Link Crew Leaders and conflict managers to promote safe choices and conflict resolution on campus.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	7.5	10.80	13.43	19.5	19.58	18.05
Expulsions	0.2	1.12	1.39	0.3	0.67	0.65

*El rango de las suspensiones y las expulsiones es calculado dividiendo el número total de los incidentes por el número total de la matriculación.

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

Regularly scheduled site inspections and a facility survey ensure that Franklin High School is clean, safe, and functional. Franklin High School's facilities include three computer labs, and a performing arts building with a black box theatre, band room, choir room, and piano lab. Facilities also include audio-visual production labs, two gyms, and pod-style classroom buildings. The facilities are functional, adequate, and well-maintained.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status (School Year 2011-12)

Date of facilities inspection: 8/28/2011

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/Vermis Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary	x			

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	133	133	125	2913
Without Full Credential	9	6	6	139
Teaching Outside Subject Area of Competence	2	5	6	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	2	2	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/te/tp/qi/>

This School	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	97.55%	2.45%
All Schools in District	96.61%	3.39%
High-Poverty Schools in District	97.52%	2.48%
Low-Poverty Schools in District	98.39%	1.61%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8.0	355
Library Media Teacher (Librarian)	2.0	
Library Media Service Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)		
Other		

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-2011)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Core Curriculum Area	Quality & Currency, and Availability of Textbooks & Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Year and Month Data Collected:		
August 16, 2011 and September 6, 2011		
English/Language Arts	All English/Language Arts books are provided one per student.	
Open Court Reading Program by SRA/McGraw Hill ©2002 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Sounds & Letters Workbook, Pre-decodable book. 1st- Phonics Skills Workbook, Comprehension & ELA Skills Workbook, Decodable book, Anthology 1, Anthology 2 2nd - Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 3rd - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 4th-6th - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology	No; 2002 SBE adoption
Literature & Language Arts by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition	No; 2002 SBE adoption
Literature & Language Arts by HRW © 2003 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition	Yes
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local	AP Courses: 11th – Language of Composition ©2008,	Yes

governing Board of Education. The following materials are provided one per student by grade level:	Bedford/St. Martins 12th – Bedford Introduction to Literature ©2008, V.H.P.S.	
Mathematics	All Math books are provided one per student.	
California Mathematics by Scott Foresman © 2001 in grades K through 6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- 6th – Student Edition and homework workbook	No; 2002 SBE adoption
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th -12th - McDougal/Littell © 2001 Math- Concepts & Skills, Geometry, Geometry- Concepts & Skills; Prentice Hall © 2001 Pre-Algebra CA Edition, Algebra I CA Edition	No; 2001 SBE adoption
	9th-12th - McDougal/Littell © 2001 Algebra 2, Trigonometry 5th Edition, Precalculus with Limits © 2005, Glencoe/McGraw Hill © 2006 Elementary Statistics	Yes
AP mathematics books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: McDougal Littell © 2006 Calculus 8th Edition; VHP © 2003, Practice of Statistics	Yes
Science	All K-12 Science books are provided one per student.	
California Science by McGraw Hill © 2006 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K – Lab Activity Book 1st- Student Workbook 2nd - 5th - Student Edition, Student Workbook	Yes
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th – Earth Science, Student Edition, Student Interactive Reader, Workbook 7th – Life Science, Student Edition, Student Interactive Reader, Workbook 8th – Physical Science, Student Edition, Student Interactive Reader, Workbook	Yes
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th – Prentice Hall: Earth Science, © 2006 Student edition and workbook 9th – Pearson/Globe Fearon: Concepts and Challenges in Earth Science, © 2003 Student Guided Reading and Study (supplemental for English Learners) 9th-12th Glencoe/McGraw Hill © 2000 Biology: Dynamics of Life; ©1999 Physics McGraw Hill, ©2000 Biochemistry; ©2005 Environmental Science, Foundations in Microbiology HRW: © 2006 Modern Biology, © 1999 Modern Chemistry Prentice Hall: © 2002 Astronomy Today, ©2000 Essentials In Geology, ©2006 Fundamentals of Anatomy & Physiology, ©2004 Criminalistics, ©2006, Biotechnology: Science for the New	Yes

	Millennium including textbook, lab manual, and lab notebook. Deimar/Thompson Learning Agriscience: Fundamentals & Applications © 2004, Agriscience & Technology © 1998; Addison Wesley: ©1998 Conceptual Physics; American Society: ©1996 Recombinant DNA & Biotechnology		America- People, Politics, and Policy 12 th – Thompson/Wadsworth © 2006, Comparative Politics 12 th – Mc Graw Hill © 2008, Economics AP Edition 10 th -12 th – Pearson/Allyn & Bacon © 2007, Psychology		
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: Addison Wesley ©1999, Biology/Pearson; Harcourt Brace: ©2006 Chemistry & Chemical Reactivity; Wiley & Sons: ©2000 Physics, ©2003 Environmental Science	Yes	Supplemental for English Learners 9 th -12 th – AGS Globe Fearon © 2002, Pacemaker – World Geography & Cultures 9 th -12 th – AGS Globe Fearon © 2008, Pacemaker – World History 9 th -12 th – AGS Globe Fearon © 2004, Pacemaker – US History 9 th -12 th – AGS Globe Fearon © 2001, Pacemaker – American Government 9 th -12 th – AGS Globe Fearon © 2001, Pacemaker – Economics	Yes	
History-Social Science	All 1-12 History-Social Science books are provided one per student.		World Language	All 7-12 World language books are provided one per student.	
California Reflectors by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Our World Now and Long Ago, Student Workbook 1 st – A Child's View, Student Edition and Student Workbook 2 nd – People We Know, Student Edition and Student Workbook 3 rd – Our Community, Student Edition and Student Workbook 4 th – California: A Changing State, Student Edition and Student Workbook 5 th – The United States: Making a Nation, Student Edition and Student Workbook	Yes	World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	7 th -12 th Spanish I, II, & III, IV, Pearson/Prentice ©2000, Paso A Paso McDougal Littell ©2003 Abriendo puertas level 1 & 2; Heath ©1997 TuMundo & Nuestra Mundo 7 th -12 th French I, II, & III, HRW, ©2000, Allez venez! French IV, People's Publishing ©1999 Ensemble Grammaire, Ensemble Culture et Societe, Ensemble Literature 7 th -12 th Japanese I, II, & III, IV, Chery & Tsui, ©2004, Adventures in Japanese 7 th -12 th German I, II, & III, IV, EMC-Paradigm, ©1998, Deutsch Aktuell	Yes
Hot © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6 th - Ancient Civilizations, Student Edition and Interactive Reader Workbook 7 th - Medieval to Early Modern Times, Student Edition and Interactive Reader Workbook 8 th – United States History, Student Edition and Interactive Reader Workbook	Yes	AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: AP Spanish: McDougal Littell ©2003 Abriendo Puertas; EMC Publishing ©2008 A toda vela. AP French: McDougal Littell ©2001 En Bonne Forme AP Japanese: McGraw-Hill ©2004 Yookosol AP German: McDougal Littell ©1998 Übungsbuch Kaleidoskop	Yes
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9 th - Glencoe © 2008, World Geography and Cultures 10 th - McDougal Littell © 2006, Modern World History – Patterns of Interaction 11 th - HRW © 2007 American Anthem- Modern American History 12 th – Prentice/Pearson © 2006, Magnuder's American Government; Prentice/Pearson © 2007, Economics – Principles in Action 10 th -12 th – Glencoe © 2008 Understanding Psychology	Yes	Visual and Performing Arts		
AP social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses 10 th - 12 th - Houghton/Mifflin © 2006 The Earth and Its Peoples – A Global History 11 th - 12 th - Houghton/Mifflin © 2006 The American Pageant 12 th – Prentice/Pearson © 2008, Government in	Yes	All 7 th – 12 th school textbooks are from the most recent adoption of the local governing Board of Education.	7 th -8 th : Davis ©2000 Exploring Visual Design; McGraw-Hill ©1997 Exploring Theatre 9-12 th : Glencoe ©2000 Art In Focus, ©2005 The Stage & the School, ©2005 Art Talk; Davis ©2003 Exploring Painting, ©2005 The Visual Experience, ©1995 Photographic Eye; McGraw-Hill ©2000 Make It In Clay, ©2004 Hands in Clay, ©2005 Theatrical Design & Production, Play Production Today, West ©2002 Black and	Yes

	White Photography, ©1994 Jazz Dance Today; Human Kinetic ©1997 Choreography, ©2005 A Sense of Dance; Menwetter ©1996 Playing Contemporary Scenes; Princeton ©1995 Dance – the Art of Production; Brown & Benchmark – Art Context & Criticism	
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: Thomson/Wadsworth ©2005 Gardner's Art Through the Ages; Glencoe ©2003 Music in Theory & Practice.	Yes
Health	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	9 th -12 th Glencoe, © 2004, Glencoe Health	Yes
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.	

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Visual and Performing Arts	0%
Health	0%
Science Lab Equipment	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,725	\$858	\$4,867	\$64,903
District			\$5,826	\$66,544
Percent Difference – School Site and District			-34%	-2%
State			\$5,455	\$69,207
Percent Difference – School Site and State			-11%	-6%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ops/ed/ces/>. For information on teacher salaries for all districts in California, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ops/ed/ces/>. To look up expenditures and salaries for a specific school district, see the ES-Data Web site at: <http://www.esdata.org>

Types of Services Funded (Fiscal Year 2011-12)

We support special populations with a staff that includes five counselors, seven resource specialists, a psychologist, a health clerk, and a full-time librarian. In addition, the site shares a speech therapist with its feeder middle school. Franklin High School's support of special populations also includes a comprehensive Advancement Via Individual Determination (AVID) Program, Math, English Science Academy (MESA) Program, and two California Partnership Academies (STEM & GREEN). Special needs students are enrolled in the Jane Green Language curriculum and participate in classroom instruction that strengthens writing, reading, and comprehension skills.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$40,047	\$42,017
Mid-Range Teacher Salary	\$59,384	\$67,294
Highest Teacher Salary	\$82,031	\$86,776
Average Principal Salary (Elementary)	\$110,369	\$108,534
Average Principal Salary (Middle)	\$110,319	\$112,893
Average Principal Salary (High)	\$121,593	\$123,331
Superintendent Salary	\$255,030	\$226,417
Percent of Budget for Teacher Salaries	44.00%	38.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ops/ed/ces/>

I. CBEDS Data Verification Form

CBEDS DATA VERIFICATION FORM

I certify that the following report(s) have been reviewed and verified as of CBEDS count day. I have also attached a copy of the report(s). Check each item as applicable:

- School Enrollment Inquiry Screen
- Graduates/Dropouts/UC a-g Report for Graduates
- Graduates/Dropouts/UC a-g Report for Dropouts
- Graduates/Dropouts/UC a-g Report for UC a-g

Site Name: Franklin High School

Data Verified By: 10/22/12 Phone: 714-8150

Principal's Signature: [Signature] Date: 10/22/12

J. Graduation Requirements

GRADUATION REQUIREMENTS

Franklin High School Graduation Requirements & Credits

English	40 Credits (English 9, 10, 11 and 12)	
	Option 1	Option 2
Mathematics	40 Credits (includes Algebra 1, and math in the Senior Year)	30 Credits (includes Algebra 1, and math in the Senior Year)
	AND	AND
Science	20 Credits Science	30 Credits Science
Social Science	35 Credits World Geography, World History, US History, Economics and Government	
Physical Education	20 Credits (PE 9 and PE 10)	
World Language	20 Credits (two consecutive years of the same language)	
Fine Arts	10 Credits (Visual or Performing Art) Must be a 2 block, year-long course	
Health	5 Credits	
Technology	5 Credits or Proficiency Test	
Speech	5 Credits or Proficiency Test	
Community Service	Enrollment Requirement	
Academy	Recommended	
Credits Required:	220 Credits	
CAHSEE (CA High School Exit Exam)	Must pass CAHSEE ELA (English) and Math	

K. Plan to Achieve Bold Goals Funding Page

IV. Funding

Franklin High School

Plan to Achieve Bold Goals, Year 2011 - 2012
Final Budget (April 2012)

Object Codes	EIA/Title III BTA	EIA (EL Testing/Coordination/Supplies)	ELAP	EL Services	Title III - LEP - Allocation	Title III - Imm Ed - Allocation	State Comp Ed	State Comp Ed - One time	Title II (Prof. Dev't)	State Comp Ed - One Time (Summer Program)	Total														
Allocation	\$0	\$28,905	\$0	\$21,196	\$3,525	\$2,340	\$12,000	\$129,980	\$10,000	\$50,000	\$257,946														
Carry Over	\$0	\$4,416	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,416														
Subtotal	\$0	\$33,321	\$0	\$21,196	\$3,525	\$2,340	\$12,000	\$129,980	\$10,000	\$50,000	\$262,362														
1000	Certificated Personnel (+ Benefits) Contracted Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$129,980	\$0	\$0	\$129,980														
1000	Certificated Personnel (+ Benefits) Non Contracted Staff (timesheet/stipend)	\$0	\$11,659	\$0	\$3,525	\$2,340	\$11,500	\$0	\$7,190	\$42,551	\$78,765														
* (1900) Admin Others (Contracted) , * (1920) PAIS (Contracted) , (1100) Tchr Hourly / Stipend , * (1113) Tchrs (Contracted) , * (1315) VP (Contracted)																									
2000	Classified Personnel (+ Benefits) Contracted Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0														
2000	Classified Personnel (+ Benefits) Non Contracted Staff (timesheet/stipend)	\$0	\$1,041	\$0	\$0	\$0	\$0	\$0	\$0	\$4,457	\$5,498														
(2100) Class Instr Hourly / t/s , * (2200) Class Supp (Contracted) , (2200) Class Supp Hrly/ t/s , * (2100) Instructional (Contracted) , * (2400) Office Staff (Contracted) , (2400) Office Staff Hrly/ t/s																									
4000	Supplies & Equipment	\$0	\$17,521	\$0	\$0	\$0	\$500	\$0	\$0	\$2,992	\$21,013														
(4200) Books & AV Matrls , (4400) Equipment , (4300) Supplies & Inst Matrls																									
5000	Services	\$0	\$3,100	\$0	\$21,196	\$0	\$0	\$0	\$2,810	\$0	\$27,106														
(5900) Postage / Pagers / Phone , (5700) Printshop Reqs / Field Trips , (5800) Professional Fees/Services , (5600) Rentals/ Repairs , (5100) Subagreement for Svcs , (5200) Travel & Conference (pre-approved)																									
Balance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0														
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Notes: *Contracted employees Balance field should be zero Benefit rates: Certificated @ 14.31% Classified Hourly @ 24.64% </td> <td style="width: 50%; vertical-align: top;"> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Principal</td> <td style="text-align: center;">Michael Reed</td> <td style="text-align: center;">Signatures: (Must sign in blue ink)</td> <td style="text-align: center;">Date</td> </tr> <tr> <td style="text-align: center;">School Site Council Chairperson</td> <td style="text-align: center;">Alethea Lewis</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">EL Advisory Chairperson</td> <td style="text-align: center;">Zhishao Liu</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table> </td> </tr> </table>												Notes: *Contracted employees Balance field should be zero Benefit rates: Certificated @ 14.31% Classified Hourly @ 24.64%	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Principal</td> <td style="text-align: center;">Michael Reed</td> <td style="text-align: center;">Signatures: (Must sign in blue ink)</td> <td style="text-align: center;">Date</td> </tr> <tr> <td style="text-align: center;">School Site Council Chairperson</td> <td style="text-align: center;">Alethea Lewis</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">EL Advisory Chairperson</td> <td style="text-align: center;">Zhishao Liu</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table>	Principal	Michael Reed	Signatures: (Must sign in blue ink)	Date	School Site Council Chairperson	Alethea Lewis	_____	_____	EL Advisory Chairperson	Zhishao Liu	_____	_____
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