



**FRANKLIN HIGH SCHOOL**  
**WASC SELF-STUDY REPORT 2018-2019**

Franklin High School  
6400 Whitelock Parkway  
Elk Grove, CA 95757

Elk Grove Unified School District

Chantelle Albiani, Principal  
Dr. Mohammad Warrad, Vice Principal  
Pam Murphy, WASC Co-Coordinator  
Ruth Scribner, WASC Co-Coordinator

March 10-13, 2019  
ACS WASC/CDE Focus on Learning Accreditation Manual,  
2017 Edition (Edited for SY 2018-2019 School Visit)

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Dr. Mohammad Warrad, Vice Principal

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Susan De Herrera, Business Technology

Category B – Curriculum:

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David Kjargaard, English Language Arts

Category C – Instruction:

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Matt Felkins, English Language Arts

Category D – Assessment/ Accountability:

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Category E – Culture/ Climate:

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Category F – EL/SDAIE:

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### **To the WASC Visiting Committee:**

Welcome to Franklin High School, *Home of the Wildcats!*

Since the fall of 2013, the staff at Franklin High School have engaged in an in-depth, continuous, study to examine our overall progress since our last WASC visit. Franklin High School stakeholders have investigated the effectiveness of our current school-wide programs, based on WASC criteria, in relation to student achievement and the implementation of Common Core State Standards and Local Control Funding Formula Rubrics, as well as NCLB and ESSA benchmarks and standards. This report is a genuine assessment of those findings, and offers stakeholders a true assessment of where we are as a school and where we are headed over the next six years. Through this self-study process we have developed both short-term and long-term goals, with one imperative objective: ensure the success of ALL students. Franklin High School teachers and staff are dedicated to continuous improvement, self-reflection, excellence and life-long learning. We are confident that this will be confirmed during your visit as you read our report and conduct your own observations. We are proud to say that we excel in many areas, but understand that we have room to grow. We always welcome the opportunity to “*get better*” and to serve our students as they strive to achieve their goal of being college and career ready for the 21<sup>st</sup> century.

*Sincerely,*

*Pam Murphy & Ruth Scribner – WASC Coordinators*

### **To the Wildcat Family:**

The WASC Self-Study Report/ Accreditation process can be a formidable task, but because of your support, dedication and hard work, we achieved...and survived!

While this report is the work of many, several individuals deserve special recognition and our gratitude for taking on the roles and responsibilities of being a WASC Focus Group Leader. I would like to acknowledge Jennifer Hubbard, Susan DeHerrera, Margaret Karl, David Kjargaard, Ann Hennessey, Spencer Kuntz, Matt Felkins, Mark Bandy, Bryan Kilby, Will Baer, and Teresa Bandy for their hard work, guidance and leadership. I thank you.

I would also like to take this opportunity to highlight the efforts of our amazing WASC Coordinators, Ruth Scribner and Pam Murphy, and Vice Principal, Mohammad Warrad, who have worked at an intense pace after taking on this daunting task. Ruth, Pam and Mohammad have engaged in this work with patience, passion, knowledge and a level of dedication that highlights their commitment to the Franklin High School staff and student body. Their leadership was invaluable, and their work is of the highest quality. They are the leaders that helped the ship stay on course. I thank you.

*Sincerely,*

*Chantelle Albiani – Principal*

## Elk Grove Unified School District Mission & Vision



### Our Mission

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

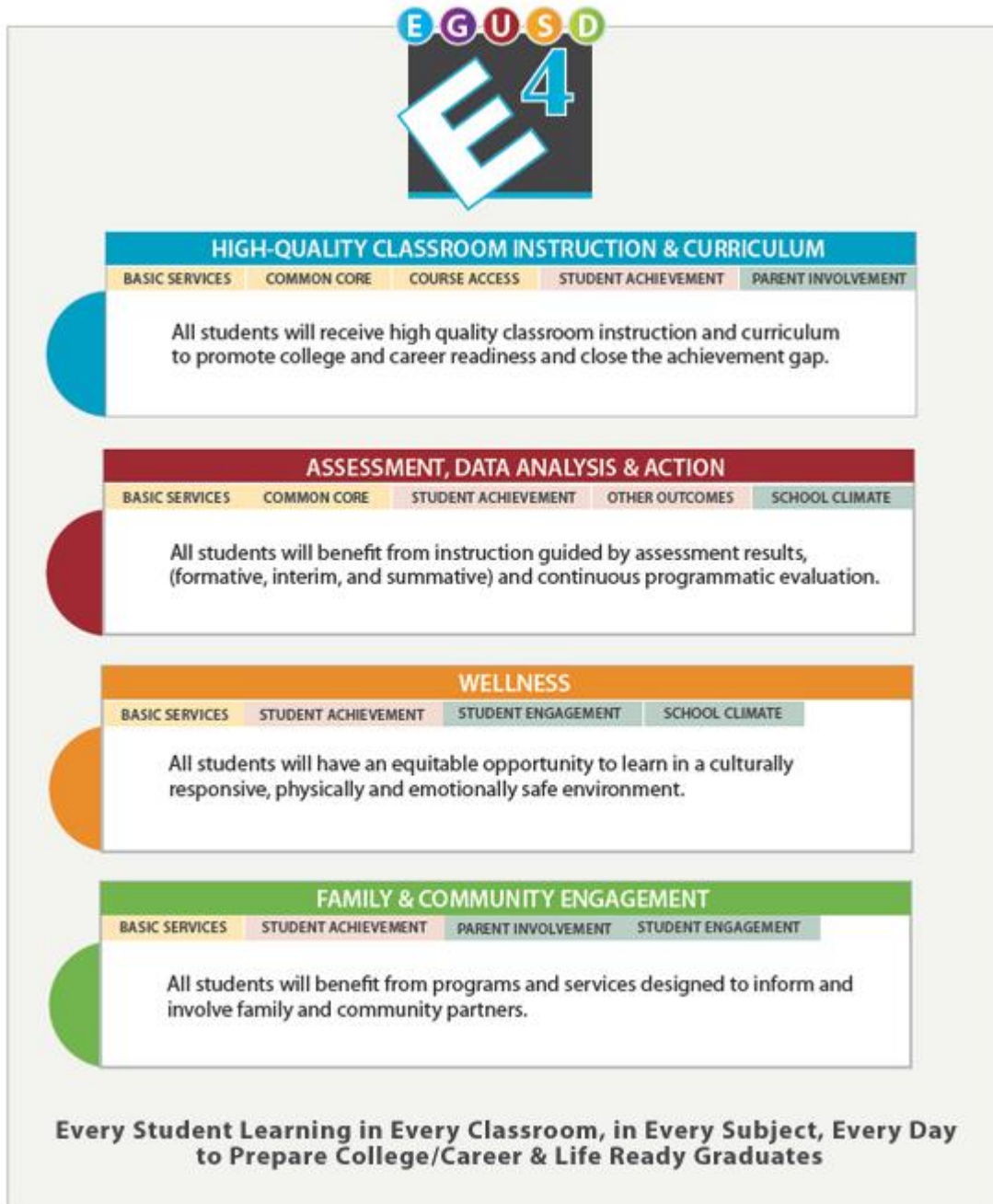


EGUSD is a learning organization comprised of interconnected processes and mutually supportive practices linked to the classroom, school, district, and community. E4 represents the District's comprehensive and cohesive integrated learning system. It is inclusive of key stakeholders, is systematic in design, implementation, and evaluation, and supports our goal of ensuring that every child is adequately prepared for post-secondary education, life-long learning, successful employment, and responsible citizenship.

**Elk Grove Unified School District**

### **EGUSD's Strategic Goals**

The District's four Strategic Goals are derived from the E4 Learning System. Collaboratively developed action plans, and resulting educational programs and services are strategically focused in support of our continued progress toward meeting our Strategic Goals.





## EGUSD's Graduate Profile



**An Elk Grove Unified School District graduate demonstrates readiness to succeed in college, career, and life through:**



### **Creative Problem-solving**

- Analyzes problems by exercising critical thinking to formulate and ask pertinent questions
- Develops solutions using innovative, inventive, and intuitive ideas and approaches
- Utilizes resources and processes necessary to solve problems



### **Self-awareness, Self-reliance, Self-discipline**

- Possesses and applies skills necessary for living independently
- Sets and meets realistic, measurable goals; makes adjustments as needed
- Articulates strengths, weaknesses, abilities, and limitations as these apply to achieving plans and goals after graduation
- Manages and balances time, resources, and responsibilities



### **Technical Literacy**

- Demonstrates mastery of technology necessary for college and career success
- Exhibits willingness to learn and utilize new technology
- Understands the evolving role of technology in industry and society



### **Communication and Collaboration**

- Articulates thoughts and ideas in all forms of communication: oral, written, and non-verbal
- Reads, listens, and observes effectively
- Relates to and collaborates with diverse groups to achieve a common purpose



### **Community Engagement**

- Demonstrates knowledge about school, local, and global issues
- Respects cultural differences
- Participates in diverse school and community organizations willingly and cooperatively



### **Integrity**

- Makes commitments and keeps them, giving full effort
- Takes responsibility for actions
- Acts with honesty, authenticity, and sincerity



## Franklin High School - Mission and Vision Statement



# FRANKLIN

## *Mission and Vision 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 and career opportunities.
2. The knowledge and skills necessary to attain optimal mental and physical health and fitness throughout their lives.
3. Opportunity for personal development through balanced participation in cultural, athletic, and extracurricular activities.
4. An atmosphere that fosters mutual respect, acceptance of diversity, accountability, professionalism, and cooperative, collegial behavior.
5. Curriculum that incorporates the use of technological skills necessary for academic and career success.

**Franklin High School – Schoolwide Learner Outcomes**

# Franklin High School

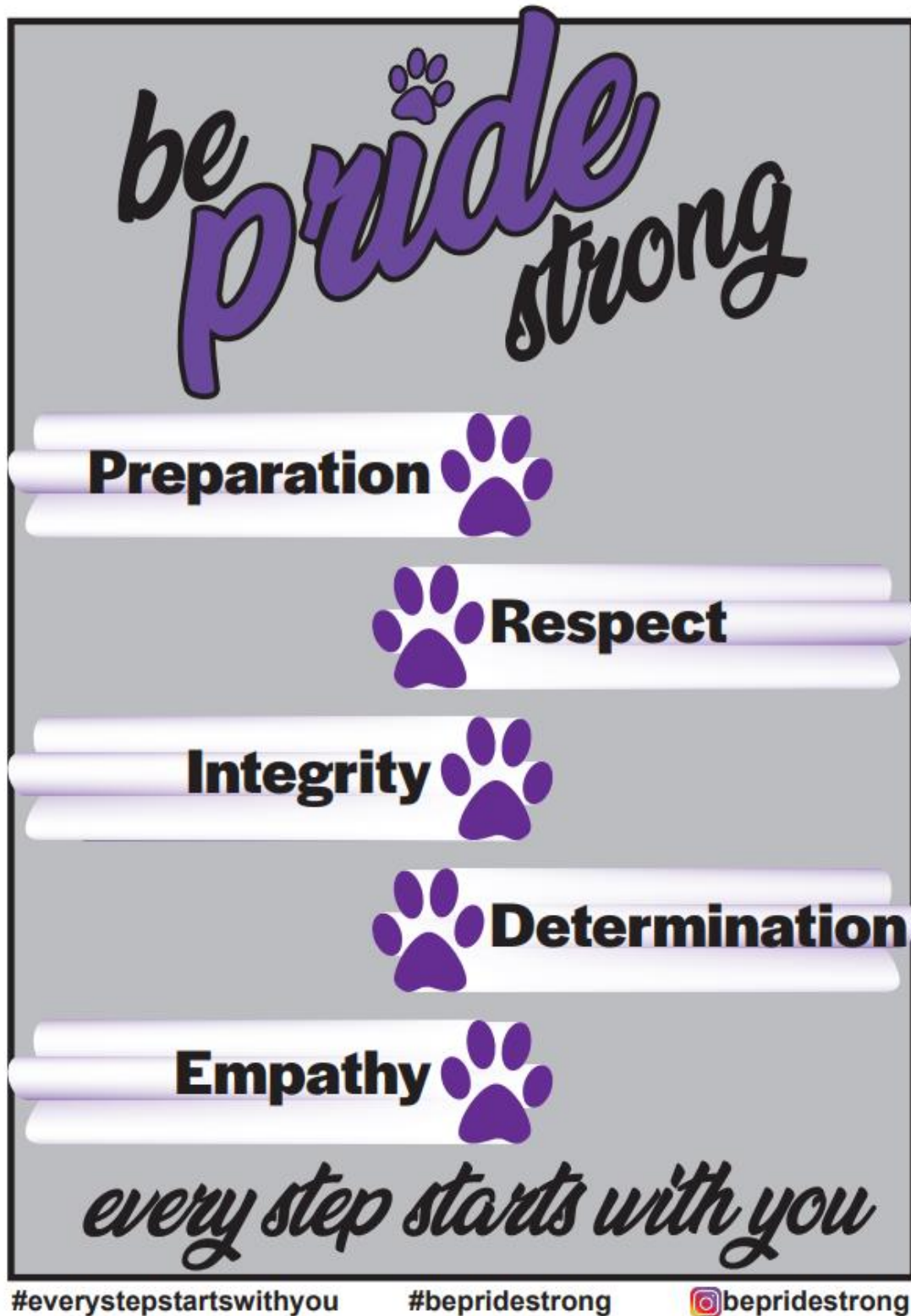
## Schoolwide Learner Outcomes

Franklin students will become independent, reflective learners who:

1. Communicate effectively in both academic and workplace environments
2. Think, analyze, and read critically
3. Achieve academic goals through rigorous, challenging courses
4. Work cooperatively with diverse groups
5. Make positive contributions to the school and community
6. Demonstrate P.R.I.D.E. – Preparation, Respect, Integrity, Determination, Empathy



Franklin High School – P.R.I.D.E. (PBIS Program)



### **Departmental Learning Outcomes:**

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, 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...

- Seek and utilize resources when solving problems and making decisions.
- Explore career interests and prepare for future employment.
- Graduate with a plan for college, career, and life ready skills.

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 **D**ecisions regarding scientific issues.
- Respect **N**ature by evaluating the effects of humanity on the environment and proposing possible solutions for problems affecting biological systems and natural resources.
- **A**pply a systematic approach to solve problems and evaluate new discoveries.

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## Preface

### Preparing for our Self-Study: The Leadership Team

Preparations for Franklin High School's 2018-2019 WASC/CDE Self-Study began during the summer of 2017 when Principal Chantelle Albiani asked Vice Principal Mohammad Warrad to provide administrative oversight of our efforts. In late August, an email was sent to all staff with an invitation to participate in District WASC team training. Another email was sent in September asking volunteers to serve as WASC Self Study Coordinator and Focus Group Leaders. Library teacher Ruth Scribner, who served in the position during our initial 2006-2007 Self Study, was selected as Coordinator.

Mrs. Albiani, Dr. Warrad and Ms. Scribner met regularly to identify tasks, create timelines, and prepare activities and reports for staff meetings. The focus in 2017-2018 was on preparing staff for the self-study and laying the foundation for our efforts. Much of the work occurred during regularly scheduled monthly staff meetings on late start Wednesday mornings. WASC updates were presented to department chairs and program coordinators during monthly site Leadership meetings. Initial Home Group and Focus Group meetings began in spring 2018. Focus Group and Home Group meetings and work sessions to occur in the 2018-2019 school year were also calendared at that time to occur on Late Start Wednesday mornings. Administration determined that Focus Group Leaders would not be covering Advocacy classes in the 2018-2019 school year in order to allow a common time to meet as a WASC Leadership Team.

Recruitment of Focus Group Leaders for Organization, Curriculum, Instruction, Assessment and Accountability, and School Culture and Support was a top priority. This was accomplished through email invitations to all staff, general announcements at staff meetings, and personal conversations. Several members of the staff came forward to volunteer to serve in the capacity of Focus Group Leader. During this time, our EL/SDAIE coordinator proposed the addition of a focus group comprised of our EL/SDAIE content teachers whose task would be to collect data and evidence to contribute to the five WASC Focus Group areas.

Ms. Scribner conducted an orientation for our Focus Group Leaders in April 2018. The Leadership Team Focus Group Leaders include:

### Franklin High School's WASC Leadership Team

<b>Principal</b>	Chantelle Albiani	Administration
<b>Vice Principal</b>	Dr. Mohammad Warrad	Administration
<b>Self-Study Co - Coordinator</b>	Ruth Scribner	Library Teacher
<b>Self-Study Co-Coordinator</b>	Pam Murphy	Social Science Teacher and AP Co-Coordinator
<b>Focus Group Leaders</b>		
<b>•Organization</b>	Jennifer Hubbard Susan DeHerrera	Counselor Business Teacher

•Curriculum	Margaret Karl David Kjargaard	English Teacher English Teacher
•Instruction	Matthew Felkins Mark Bandy	English Teacher English Teacher
•Assessment and Accountability	Ann Hennessey Spenser Kuntz	English Teacher Science Teacher
•Culture and Climate	Bryan Kilby Will Baer	Activities Director Social Science Teacher

## Mission and Vision

During our staff meeting in November 2017 we compared our Mission and Vision Statement to a compass or North Star. Through an activity -- Totems, Taboos, and Repetitive Interactions – we examined whether our behaviors and evidence aligned with our Mission and Vision statement. Collected written responses fell into seven taboo feedback areas.

The feedback areas and responses were shared at our February 2018 staff meeting as well as with parents and students through School Messenger, with the objective of either validating or modifying our Mission and Vision Statement. Staff and other stakeholders were asked to consider whether the identified taboos indicated the need to change our Mission and Vision Statement, or if they were concerns that needed to be addressed through our WASC process. Modifications were proposed, and they were accepted by all those involved.

An online ballot was sent via email to all Franklin High School Staff with the text of the Mission and Vision Statement and the question: *Do you affirm our mission and vision statement with the additions and changes proposed by table groups during February 7, 2018 staff meeting?* Full participation from certificated, classified, and administrative staff validated our revised statement during spring 2018.

**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:**

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

## **Schoolwide Learning Outcomes**

The ESLRs that came out of our 2013 WASC Self Study were reviewed by staff and other stakeholders in April 2018. The result was to focus the work of staff by presenting posters of our 2012-2013 ESLRs and our recently updated 2018 PBIS PRIDE to be examined side by side. Table talk discussion centered around the similarities and differences. Groups were then asked to choose which path to pursue in determining our SLOs – create completely new SLOs, combine and refine ESLRs and Wildcat PRIDE, or rename existing ESLRs. In order to address the identified changing needs of our student body, staff unanimously approved modifications proposed to our ESLRs and the embedding of PRIDE within our 2018-2019 Schoolwide Learner Outcomes.

Our updated Schoolwide Learner Outcomes are as follows:

**Franklin students will become independent, reflective learners who:**

- 1. Communicate effectively in both academic and workplace environments;**
- 2. Think, analyze, and read critically;**
- 3. Achieve academic goals through rigorous, challenging courses;**
- 4. Work cooperatively with diverse groups;**
- 5. Make positive contributions to the school and community;**
- 6. Demonstrate P.R.I.D.E. - Preparation, Respect, Integrity, Determination, and Empathy.**

## **Data Collection**

Over the course of the summer of 2018, in anticipation of the revision and determination of our school's Critical Student Learning Needs, Mrs. Albani and Dr. Warrad worked collaboratively to collect multiple sources of pertinent data. These large data sets were collected and prepared for use with staff in order to engage them in the process of determining our Critical Student Learning Needs. The data was inclusive of the 2014-15 through the 2017-18 school years and more often than not, disaggregated by subgroup. The data included, but was not limited to, the following:

- SBAC Results
- Honors/AP Enrollment AP Exam Scores
- “a-g” Completion
- UC-CSU Enrollment Rates
- UC-CSU Proficiency Test Scores (ELA and math)
- College/Career Ready Student Surveys
- Graduation/Drop Out Rates
- Suspension and Expulsion Rates
- EL Testing Performance
- CELDT Re-Designations
- Academy Enrollment



- ADA-Attendance
- Chronic Absenteeism
- Foster Youth
- Title I
- Student Participation in Sports, Clubs, VAPA
- District Social Emotional Learning Student Surveys
- Franklin HS Staff Surveys
- Parent Surveys
- Positive Behavior Intervention Strategies (PBIS) interventions and referrals

During our preservice meetings at the start of the 2018-2019 school year, staff was presented with the data, analyzed the data through small group discussions to determine what the data reflected about our educational program strengths and weaknesses, and participated in activities to determine priorities with regard to critical learning needs that emerged from our analysis of the data. Following these meeting activities, the WASC Leadership Team compiled a list of the needs identified by the staff, and sent that list through email to the staff. Common themes were identified, and over a period of several weeks of staff discussion and collaboration culminating in all staff members completing a digital survey prioritizing these needs, the WASC Leadership Team was able to narrow the most Critical Student Learning Needs to a condensed list of 3.

**Our Critical Student Learning Needs**, identified and articulated through this collaborative effort over time, are as follows:

<b>Proposed 2018-2019 Critical Student Learning Needs</b>	
<b>Critical Student Learning Needs</b>	<b>Supporting Data</b>
<p><b>Narrow the academic performance gap for lower performing subgroups as measured by SBAC by:</b></p> <ul style="list-style-type: none"> <li>•Expansion of use of intervention programs, such as SEASE, for all grade levels and underperforming subgroups.</li> <li>•Increasing student time in class by fully implementing PBIS and reducing suspension rates of underperforming subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>•As of the 2017-2018 school year, there is only one grade-level (structured) “whole student” intervention program at Franklin HS</li> <li>•Students w/ disabilities: 92% “not met” &amp; “nearly met” on ELA SBAC in 2018</li> <li>•Students w/ disabilities: 97% “not met” &amp; “nearly met” on Math SBAC in 2018</li> <li>•Socio-Econ Disadvantage Students: 48% “not met” &amp; “nearly met” on ELA for 2018 SBAC</li> <li>•Socio-Econ Disadvantage Students: 65 % “not met” &amp; “nearly met” on Math for 2018 SBAC</li> <li>•African American Students: 60% “not met” &amp; “nearly met” on ELA for 2018 SBAC</li> <li>•African American Students: 72% “not met” &amp; “nearly met” on Math for 2018 SBAC</li> </ul>



	<ul style="list-style-type: none"> <li>•Hispanic/ Latino Students: 45% “not met” &amp; “nearly met” on ELA for 2018 SBAC</li> <li>•Hispanic/ Latino Students: 74% “not met” &amp; “nearly met” on Math for 2018 SBAC</li> <li>•D &amp; F Rates: 2018-19: Q1 = 9%; 2017-2018: Q1 = 9%, Q2 = 10%, Q3 = 11%, Q4 = 15%</li> <li>•School-Wide PBIS Tiered Fidelity Inventory (success rate of PBIS implementation, 2016 - 2018): PBIS Tier I Self-Assessment Score: 19/35 = 53%. PBIS Tier II Self-Assessment Score: 0/126 = 0%</li> <li>•African American Students account for 13% of our population, have a 15% suspension rate, and account for 43% of all suspensions</li> </ul>
<p><b>Improve student learning through focusing on staff interdisciplinary collaboration and vertical teaming in order to:</b></p> <ul style="list-style-type: none"> <li>•Implement school-wide strategies to improve learning outcomes for English Learners and for Special Education students.</li> <li>•Implement meaningful student writing across subjects and disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>•EL Students: 80% “not met” &amp; “nearly met” on ELA for 2018 SBAC; 74% “not met” &amp; “nearly met” on Math for 2018 SBAC</li> <li>•In 2017-2018, Spanish-speaking students made up the highest number of EL students with at least one D or F grade in Quarters 1-3</li> <li>•2018 SBAC Writing Target #1 Narrative indicator: “worse than performance on the test as a whole”</li> <li>•2018 SBAC Writing Target #8 Writing (Language &amp; Vocabulary) indicator: “worse than performance on the test as a whole”</li> </ul>
<p><b>Address student wellness issues through promotion of self-awareness, self-reliance, and self-discipline by:</b></p> <ul style="list-style-type: none"> <li>•Increasing student mental health support services, programs and training.</li> <li>•Development of meaningful wellness instruction and life skills lessons developed for use in Advocacy and for students assigned to OCI.</li> </ul>	<ul style="list-style-type: none"> <li>•20% of students feel connected to school (CA HKS 2018)</li> <li>•33% of students are academically motivated (CA HKS 2018)</li> <li>•20% of students have considered suicide (CA HKS 2018)</li> <li>•12% of students reported that no adult on campus cares about them (CA HKS 2018)</li> <li>•8% of students have experienced bullying (CA HKS 2018)</li> </ul>

	<ul style="list-style-type: none"> <li>•31% of students report feeling sad or hopeless (CA HKS 2018)</li> <li>•27% of parents feel they can emotionally support their student (EGUSD Parent Survey 2018)</li> </ul>
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### **Preparing for our Self-Study: Focus Groups**

As a result of Franklin High School being such a large school, we found it beneficial to separate the criteria within criteria categories for Focus Groups B, C and D, and to create an EL/SDAIE group. Our goal was to allow for greater participation and opportunity for more laser focus in these areas, as well as to have a representative cross-section of certificated staff. At the site Leadership Meeting in March 2018, Ms. Scribner presented information about each Focus Group. Department chairs were tasked with determining how teachers in their subject areas were assigned to serve on each of the Focus Groups. Each of the five site administrators serve on a Focus Group. These groups had an introductory meeting in April 2018 to become familiar with their criteria and prompts.

Classified staff met with Dr. Warrad in fall 2018 and, with their input, were assigned to a specific Focus Group. Student members were invited to participate through Wolfpack-TV, Advocacy lessons, and Synergy messages, as well as outreach by our Focus Group Leaders and Mr. Kilby, our Activity Director. Parent outreach included Synergy messages and principal invitation at Senior Parent Night and fall Back to School Night. As a result of this broad outreach, we were able to obtain the participation of a representative cross-section of all stakeholders. Orientation to the WASC Self Study process occurred for the parents who chose to participate in the process during Home Group meetings early in the school year. Parents and students were all invited and encouraged to attend and participate in the Focus Group meetings as well. Through Focus Group and Home Group participation, as well as through communication via School Messenger which began in the spring of 2018, all stakeholders were involved in each of the various tasks of the self-study beginning with the review of the mission and vision statement, revision of our desired Schoolwide Learner Outcomes, and ultimately, determination of our Critical Student Learning Needs.

### **Working on the Self-Study: Focus Groups**

Focus Groups met during our late start Wednesday meeting time (7:30-8:30 a.m.) to begin working on responding to the prompts of their assigned area. The first of these meetings began on August 29, starting with a review of our work to date on updating our school mission statement, SLO's and Critical Student Learning Needs as well as discussion regarding the work that each individual Focus Group would be doing. Focus Groups continued their work during late start Wednesday meeting times on September 5, October 17 and 31, November 28, and December 5. In order for groups to have extended work time, reverse minimum days on October 24 and November 7 were designated for Focus

Group work time from 7:30-10:30 a.m. Because every department or discipline was represented on each Focus Group, requests for information or evidence could be relayed between Home Groups and Focus Groups. It was during this process that Pam Murphy, one of the original staff members of Franklin High School who had been working with one of the Focus Groups and who possessed extensive institutional memory as well as site leadership experience, was brought on to be the writer/editor of the WASC Self-Study Report.

### **Working on the Self-Study: Action Plan**

The first week in December, an email was sent out to all staff asking that everyone re-read our finalized Critical Student Learning Needs in order to ensure consensus on our needs before moving forward with our action plan. Staff was given the opportunity to voice any thoughts, questions or concerns about these Critical Student Learning Needs in response to that email. Through this process, we were able to confirm consensus and move forward on initiating a plan for first steps in creation of our action plan. In anticipation of moving forward, an email was sent to department chairs asking that they have each of their department members pre-select one of the three Critical Student Learning Needs upon which they would like to focus their attention. These selections led to the division of the staff into three groups for our December 12<sup>th</sup> meeting. Our administrator of WASC facilitated one group and each of our co-coordinators facilitated one of the others.

Each group met on the morning of December 12<sup>th</sup> in a different classroom to engage in discussions which were designed to identify and illuminate the behaviors, structures, values, and beliefs that staff felt had led to each of the identified needs. From there, the discussions shifted to brainstorming what behaviors, structures, values and beliefs we would like to foster in order to address each of the needs, and how we could foster each to address the three needs through specific actions. A long list of potential action steps emerged from the ideas put forth by staff with regard to ways in which we could foster the desired behaviors, structures, values and beliefs in support of addressing our Critical Student Learning Needs. In order to narrow the list to include the proposed actions steps that the staff believed we had the most capacity to be successful with and those deemed to have the most potential of effectively addressing our needs, group facilitators digitized the list from the discussions, and devised a plan to present the findings to the staff at the first staff meeting after winter break.

On January 7<sup>th</sup>, the whole staff met to engage in an activity in which they reviewed the ideas that emerged from the December 12<sup>th</sup> meetings, and placed dots on those ideas that the individual staff members felt should be the priorities in developing our action plan. The WASC Leadership Team met after the whole staff meeting to discuss the outcome of the activity completed by staff regarding their ranking of the potential action items. The WASC Leadership Team met over the next two weeks to sort through all of the staff's suggestions resulting from the group meetings and the whole staff prioritizing activity, and to decide how best to flesh out the action steps had the best chance of successfully addressing the three needs. From these meetings emerged an Action Plan that addressed the needs

through workable, measurable steps. It is anticipated that this Action Plan will be finalized in late January or early February, 2019 after the staff has the opportunity to review, give feedback on and approve it in its final form.

## Chapter I: Progress Report

Our 2018-2019 self-study represents Franklin High School's third full self-study in the WASC accreditation process. As a result of our second full self-study in 2012-2013, the visiting committee identified the following list of Critical Areas for Follow Up:

1. Increase enrollment of students in underrepresented subgroups in honors and AP courses;
2. Increase training and collaboration across departments to align curriculum, improve instruction, and implement Common Core standards;
3. Provide a broader range of Career Technical Education (CTE) options to meet the needs of all students;
4. Increase interdisciplinary implementation of CTE standards in core classes and increase the implementation of core academic standards in CTE courses;
5. Find ways to meet the needs of all math students, especially in Algebra 1;
6. Departments should determine essential skills for each subject area;
7. Departments and teams should collaborate effectively to focus on the purposeful use of student work and other data to improve teaching and learning;
8. Continue to improve systems of communication and implementation of individual learning plans to ensure academic success;
9. Use meaningful, consistent, formative assessments throughout to guide collaboration and improve student learning;
10. Continue to improve the use of students' achievement data in SISWEB to target the needs of underperforming students; and
11. The Advisory periods need targeted, intended learning that all teachers feel comfortable in using so that all students benefit from the program.

### **Critical Area #1: Increase enrollment of students in underrepresented subgroups in honors and AP courses.**

It has always been the intent at Franklin High School to promote an inclusive honors and AP program. To support and encourage all students to challenge themselves, pre-requisites of any kind in our honors and AP classes have been minimized. However, as recognized by the visiting committee during our last full self-study, the lack of exclusionary requirements in coursework, minimum GPA's or specific course grades, entrance exams, permission of teacher, or any other pre-requisites in most of these courses had not resulted in improvement in the number of students from under-represented groups registering for these courses. The staff readily acknowledged that this was an issue that needed to be addressed to improve our program here at Franklin High School.

### **Progress Report Critical Area # 1:**

In response to this critical area for follow up, our then AP Coordinator met with honors and AP teachers to develop a strategy for increasing the enrollment of underrepresented subgroups in honors and AP courses. The result of those meetings was a comprehensive

project with detailed tasks, completion dates, and intended outcomes. The tasks identified were as follows:

- Building staff awareness and support;
- Creating and utilizing a student outreach survey to collect data for analysis;
- Creation of a teacher referral/recommendation process to identify potential honors/AP students from underrepresented groups;
- Parent outreach;
- Provision of honors/AP information on the school website;
- Development of a Summer Boot Camp Program with courses designed to prepare students from underrepresented groups for success in honors/AP courses;
- Development and use of a student outreach survey to collect data to inform our efforts;
- Use of a Peer Recruitment Campaign;
- Articulation with Staff and TJMS to identify capable, underrepresented students;
- Development of a Video to Promote honors/AP enrollment;
- Add Honors/AP Rush during Academic Spirit Week to promote enthusiasm for enrollment in these courses;
- Ongoing staff professional development to support student success.

Since its creation, many of the tasks described have been completed and/or implemented.

Staff awareness was enhanced through a partnerships with District officials in designing and delivering a presentation on findings resulting from an OCR inquiry about disproportionality in the EGUSD. A student survey was released on the school website to determine attitudes about courses and student knowledge of benefits. 549 students completed the survey. A referral/recommendation form for use by general education teachers to identify students with potential from underrepresented groups was created, approved by leadership and then shared with staff at a pre-service on January 4, 2016. A PowerPoint presentation explaining the structure and benefits of honors/AP courses is a staple at our annual Honors/AP Parent Information Night. FAQ's about honors/AP courses have been added to the school website, shared with parents at Back to School Night, and included in parent newsletters. Boot Camp Courses were offered in the summer of 2016 in English 9 Honors, AP World History, AP US History and Pre-Calculus.

Our staff is committed to continuing to make progress in this area by completing/implementing the tasks identified in this project and continuing to monitor the effectiveness of the plan based upon course enrollment and completion data.

**Critical Area # 2: Increase training and collaboration across departments to align curriculum, improve instruction, and implement Common Core standards.**

In our WASC Midterm Progress Report of 2016, it was noted that teachers and staff have worked diligently to inculcate cross-curricular strategies for reading, writing and speaking throughout all campus programs and that professional development has been provided

giving many opportunities for teachers to add to their instructional repertoire regarding cross-curricular instruction. Specific training has come from research based strategies in language support, sentence frames, academic vocabulary, depth of knowledge, small group instruction, Cornell note taking, magic foldable graphic organizers, (ICARC) Introduction Concession Argument Conclusion, curriculum maps, AVID critical reading, mock business prospectus, formal art analysis/historical context/implications and significance and CCSS lessons/ideas with common assessments. This training had notably resulted in departments developing cross-curricular units of instruction and curriculum and specific department work was cited. Our work in follow up to this critical area has continued and will continue as a reflection of our school culture of continuous improvement.

### **Progress Report Critical Area # 2:**

Since our WASC Midterm Progress Report of 2016, our work has continued and some of the resulting progress in this area is as follows:

- Collaborative meetings between the Industrial Technology Department and science, English and math teachers to align academic goals across all subject matters, and the alignment of instruction in Science, English and Math Departments with CTE standards resulting from those meetings;
- District curriculum coaches are being utilized by the English Department, and the department is regularly participating in PLC training;
- Several staff members attended a week long District wide EL Institute for professional development to improve instruction for EL students across the curriculum. Many of the strategies learned can be observed in classes all over campus;
- Teachers in all departments continue to utilize an EL coach available on campus who meets with departments and individual teachers at their request;
- The Math Department has worked diligently since the adoption of the new math program and text to train in math teaching strategies, and through PLC's, to fully align curriculum, instruction and assessments within the department;
- Reading and writing prompts related to and embedded within each unit of study in the Physical Education Department have been developed and utilized;
- Collaboration between members of the English and Social Science Departments resulted in the Social Science Department revising and utilizing rubrics for constructing argumentative essays, and developing writing prompts that focus on subject matter specific content standards while addressing reading and writing literacy standards, grades nine through twelve. The Social Science Department also meets regularly in subject specific PLC clusters through which instructional strategies are shared and common assessments of student learning outcomes are designed and revised. That work is then shared with the whole department in department meetings.



While it remains a challenge to collaborate across departments at a site as large as Franklin High School, the cross curricular collaboration that does occur amongst individuals from various departments is resulting in a dove-tailing effect between departments, particularly with regard to Common Core standards, that is supportive of the efforts of our teachers to deliver quality instruction and of the efforts of our students to meet our Schoolwide Learner Outcomes (SLO's.)

**Critical Area # 3: Provide a broader range of Career Technical Education (CTE) options to meet the needs of all students.**

At the culmination of our last WASC mid-cycle visit, the committee noted several suggestions that were made by staff from various departments that might result in an increase in the number of students participating in CTE courses and/or completing certificate programs while simultaneously fulfilling their A-F coursework. These suggestions included enlargement of course selections, greater visibility of the CTE programs available to students, broadening the course offerings for CTE pathways, placement of CTE courses in a priority position for the master schedule, and the addition of a work based learning coordinator to help create industry partnerships with a wide variety of firms and industries to offer field trips, mentorships and internships so that students could gain relevant job skills that tie to the curriculum that they are learning in the classroom.

**Progress Report Critical Area # 3:**

Significant progress has been made in regard to this critical area for follow up since our last self-study. Franklin High School has focused on developing new courses in areas of student interest, marketing courses more effectively, modifying our two California Partnership Academies, developing High Quality Pathways, and aligning current courses to meet A-G eligibility. The staff has worked diligently to inform students of CTE course offerings, California Partnership Academies, and High Quality Pathways via advisory/advocacy lessons (as part of our A-G requirements topic,) through daily bulletins, course selection night presentations, flyers, and notations on the course selection forms denoting which courses are CTE classes. Students are directed to high quality CTE pathways through outreach by counselors, teachers and administrators. In addition, through Advisory/Advocacy, students take a career inventory which helps to provide them with ideas about potential career pathways. Courses are marketed at Course Selection Nights through guest speakers, and field trips to local businesses.

Franklin has been offering six new High Quality Pathways (HQP's) since fall of 2016. These pathways are open to all students who attend Franklin High School. Students who selected one of the classes within a HQP are encouraged to complete the other two courses to become completers. All staff members were provided with training on HQP's and CTE courses at several staff meetings.



The pathways currently available to Franklin students are:

- Design Arts, Animation, Digital Media, Web Design, Engineering Design, and Engineering Technology. There are plans to offer an Entrepreneurship and another pathway within the Computer/Information Technology Sector in the near future.

As an added incentive for students to take CTE courses at Franklin High School, we have maintained articulation agreements with local colleges so that many of our students can skip entry level courses and/or earn industry certifications. We have also joined with Online Expert to offer updated coursework in our advanced computing and intermediate computing courses. We plan to offer many of the certifications available within our Advanced Computer course as self-titled courses on student transcripts and course registration forms so that more students may be encouraged to take computer science courses.

We currently have two CPA's on campus, our GREEN Academy and our STEM Academy. Beginning with the fall of 2016, students in the STEM Academy have been able to study Media, Computer/IT, Engineering Design or a combination of the three. Students in the GREEN Academy will be able to study Principles of Engineering. This represents a shift which we hope will encourage more students to join our GREEN Academy. Preliminary data suggests that we were able to double our 9<sup>th</sup> grade GREEN Academy enrollment by adding a Robotics course and focusing Engineering Technology within GREEN. The Academy and the Science Department also hope to add a strand to the GREEN Academy focused upon the Environment and Environmental Science to meet student interest and increase enrollment in our CTE courses.

New CTE courses have been added in:

- Robotics, Audio Production, Advanced Graphic Design, Digital Media, Digital Art and Graphic Design, Engineering Design A & B, and Principles of Engineering A & B. Students can also now receive certifications in:

- Web Design, LAN, Basic, Microsoft Office, and Help Desk.

In the fall of 2016, students began being able to take online courses in Cybersecurity and programming using Python through Online Expert. The following courses have been approved for A-G credit: Digital Media, Digital Art and Graphic Design, Engineering Design A, and Principles of Engineering A.

Finally, we have hired a Work Based Learning coordinator to assist CTE teachers in identifying opportunities to develop student awareness, exploration and preparation for work. The WBL coordinator helps to identify field trips, internships, strengthen business partnerships, and create curriculum to help our students develop 21<sup>st</sup> Century skills needed in the workplace.

**Critical Area # 4: Increase interdisciplinary implementation of CTE standards in core classes and increase the implementation of core academic standards in CTE courses.**

In our last WASC full self-study, it was noted as a key issue to continue training and collaboration across departments to articulate and implement curriculum, instruction and assessment that combine the CTE and common core standards, with particular attention to increasing interdisciplinary implementation of CTE standards in core classes. Addressing this issue would align our program at Franklin High School with our District Graduate Profile in the specific area of Technical Literacy and fulfill our commitment to our Mission and Vision Statement with reference to challenging students through curriculum that incorporates the use of technological skills necessary for academic and career success. To address this area in a meaningful way, teachers have worked on cross-referencing the CTE standards with standards in specific courses, creating connections between the two to enhance student learning.

**Progress Report Critical Area # 4:**

To respond to this area of follow up, initially a committee was formed to generate ideas for how to encourage the staff to modify their curriculum to address CTE standards. The members of the CTE committee were volunteers from each of the departments on campus.

As a result of that committee's foundational work, each department began the process of assessing how teachers might be able to embed CTE standards in their core classes by meeting as teams and cross referencing the CTE standards with subject specific standards in their own department. Some of the progress made by various departments is as follows:

- In the English Department, since the CTE anchor standards themselves aligned with the CCSS ELA standards, the connections were fairly obvious and the outcome was to continue to develop lessons and assignments that reinforced communication skills, problem solving and critical thinking, the appropriate use of technology, and presentation skills of speaking and listening;
- In the Physical Education Department, the process required developing creative ways to address the CTE standards resulting in projects such as conducting sustained research with regard to a long term fitness plan that required problem solving utilizing information gathered over the course of a term and synthesizing information from multiple sources;
- In the World Language Department, changes included increasingly utilizing technology in the classroom and student use of chrome books, on-line textbooks and on-line websites;
- In the Social Science Department, this work was primarily conducted in subject matter PLC's focusing heavily on areas of perceived weakness which were determined to be meaningful academic vocabulary development, promotion of collaborative work with diverse partners, teaching processes to encourage civil, democratic discussions, and increasing the use of technology, including the internet, during

class. The use of an academic discourse strategy and supporting materials, and the application of ideas for vocabulary development, both gained specifically through professional development conducted by the district in a week long, EL Summer Institute and attended by individual teachers in the department, as well as a department wide increase in the use of chrome books, have become staple changes in department practice.

This work continues throughout the various departments into the present school year.

### **Critical Area # 5: Find ways to meet the needs of all math students, especially in Algebra 1.**

Our last WASC self-study revealed that Franklin High School staff needed to find ways to meet the needs of all of our math students, especially students enrolled in Algebra 1. At the time, Algebra 1 was the lowest math course offered for general education students at the site. Middle school students enrolling for their freshman courses had no other option than to enroll in Algebra 1 which meant that for many, when they arrived at Franklin High School, their introduction to high school level math was going to be a frustrating experience. Many students simply were not adequately prepared with the skills and knowledge necessary to be successful in Algebra 1. Combined with the Math Department policy reflecting their commitment to excellence of not passing students on to the next level of mathematics unless they showed mastery of the subject at a minimum of a 70% level, (in layman terms, a grade of C or higher,) the result was that many students were having to retake the class. This was an area that needed immediate attention and a well thought out set of solutions.

#### **Progress Report Critical Area # 5:**

The Math Department staff has gone through significant changes since our last WASC self-study. A new District math program and new texts have been adopted requiring extensive, time consuming teacher training. Throughout this period of change, the teachers have stayed committed to extension of support of all math students to ensure that their needs are met. Math Department staff continues to work within PLC's to fully align their program, with the needs of all students at the forefront of that work. As a result, the department has taken several steps to support all students including those who are low performing. These steps include:

- IXL expansion in order for all students in Math 1 – 3 to have access. This helps with remediation and mastery of foundational skills;
- Teachers are utilizing Mastery-based grading (SQ's) and Mastery Standards based assessment (ESQ) in all classes;
- Student progress statistics on Essential Skills Quizzes are kept and analyzed by staff;
- Students now have access to after school tutoring at least twice per week;
- Summer school remediation classes are offered (with the exclusion of Algebra Readiness which is a class no longer supported by the District);

- There are now Bridge classes for Math 1 and Math 2, and Applied Math is offered to students earning a D in Math 1 prior to moving on to the Math 2 course;
- Additional support opportunities exist for students through the after school recovery program known as APEX;
- The SEASE intervention program has been added to the mixture of support resulting in students “who are just off the radar” being identified and placed in a focused Math 1 section.

Teachers continue to meet regularly to review the impact that these various forms of support are having on the acquisition of math skills by all students.

**Critical Area # 6: Departments should determine essential skills for each subject area.**

In order to systematically improve our program with regard to ensuring quality education for all students, the visiting committee reported at the time of our last WASC full self-study that each department should determine essential skills to be taught department wide and for each course, and assess those skills using common rubrics, formative assessments and summative assessments, using the results to direct collaboration, instruction and improvement of student learning. The committee suggested that we should continue to find, share and adopt additional research based instructional strategies that will be used regularly to support student learning school wide. It was noted that teachers should prepare for Common Core by helping our students to master higher order thinking skills and by emphasizing literacy skills in all disciplines.

**Progress Report Critical Area # 6:**

Progress has been made in our overall instructional program here at Franklin High School as a result of our attention to this particular critical area of follow up. Each of the departments on campus has engaged in substantial work to determine the essential skills that all students are expected to acquire within each subject area. The following are some examples of the result of this work:

- In some departments, curriculum maps have been developed that include standards to be addressed, pacing at which instruction takes place, essential skills to be acquired per unit, materials to be utilized, and common assessments. These curriculum maps have been developed in ways that include the articulation of skills acquisition through all grade and/or course levels;
  - For example, in the World Language Department, courses offered such as Spanish 1, Spanish 2, and Spanish 3 have completely articulated curriculum maps currently in use.
  - Likewise, the English Department has also developed curriculum maps at each grade level that insure that all the CCSS standards are addressed. “Power standards” at each grade level no longer exist. Instead, the CCSS ELA standards are vertically aligned to build from K – 12 and no standard is “more important” than others.

- In the Math Department, the essential skills selected are aligned with the common core standards;
  - Teachers are teaching the Big 5 in Math 1, which was introduced this current school year, utilizing department essential skills quizzes for each term for each subject, are currently assessing exit skills for Math 1 and are in the process of doing the same in other math courses, and have created Math 2 guiding questions for each unit in order to focus student learning.
- In the Physical Education Department, essential skills for each subject area were selected from the CTE anchor standards and are employed daily as significant learning goals for every class;
- In the Social Science Department, ten essential skills were identified with the help of the History-Social Science Framework for California Public Schools, and are in addition to the reading and writing literacy skills for grades 9-10 and 11-12 that the department members embed in every course. The essential skills are taught in the Social Science Department through:
  - Critical reading assignments and analysis of primary source documents, argumentative writing assignments assessed with department created, grade level rubrics that are taught to students, projects that require independence and the use of creative problem solving and technology, and through discussion and assignments completed in collaborative groups.

**Critical Area # 7: Departments and teams should collaborate effectively to focus on the purposeful use of student work and other data to improve teaching and learning.**

The degree of collaboration within departments and between departments is a reflection of school culture in addition to being a significant determinant of student academic growth. In our prior WASC self-study cycle, it was noted that all departments needed more collaboration to determine essential skills in each course and to utilize student data to make communication rich and purposeful in guiding student learning. While our professional culture at Franklin High School is highly collegial, and the suggestion that more collaboration was needed was met by the staff with eager readiness, it is always a challenge both to provide teachers with needed time to collaborate, and to address the issue of how to best utilize that limited time. While the issue of how to utilize the time was specifically addressed by the visiting committee, the issue of how to provide that time was not. Franklin High School administration has worked to maintain support from the District level as well as maintaining its own commitment to a master schedule that protects our Late Start Wednesday time for these purposes. Additionally, they have acquired resources that have allowed provision of some release days for individual departments to address the creation of essential skills and the use of data to improve teaching and learning. Each department has utilized their collaborative time in ways that they deemed most effective. The results continue to be assessed at the department level.

**Progress Report Critical Area # 7:**

The collaborative focus on the purposeful use of student work and other data has resulted in a harvest of diverse and creative strategies for the improvement of teaching and learning. Briefly, some of the resulting evidence of this work by department is as follows:

**•English**

- Collaborative time is split evenly between various PLC groups so that teachers have time to meet with other teachers of every subject area that they teach to compare notes on student achievement, brainstorm ideas to solve problems, and improve student engagement;
- At individual grade levels, teams have developed prompts for common assessments after having broken assignments down to look at ways to tailor assignments to students of different levels of skill preparedness;
- Release days have resulted in opportunities to examine data. For example, the EL/SDAIE PLC has examined D/F data for EL, LTEL, and RFEP students as well as examining SBAC data for EL students and ELPAC data;
- The 9<sup>th</sup> grade intervention team identifies students who are failing or in danger of failing English 9 mid-year. The team meets to evaluate past SBAC reading scores, writing samples, discipline records, interventions, attendance, and high school transcripts. They create an action plan that includes referring students to intervention classes, counseling, attendance/home visits, etc.;
- The EL team is spearheading a mentoring program to support students who need encouragement, resources, or strategies to improve grades. Teachers meet to identify students and to discuss successes and challenges of mentoring.

**•Math**

- Teachers regularly have “Cluster” meetings where they engage in discussions of “best practices,” develop and revise common assessments and rubrics, and create and revise planning/pacing guides;
- Department meetings are used for the purpose of curriculum development, evaluation of assessments, sharing professional learning brought back from math conferences, planning projects, adjusting ESQ’s to identified student needs for scaffolding, and calibrating scoring/grading of student work.

**•Science**

- Earth Science, Biology, and Chemistry Cluster Groups meet regularly to progress through the NGSS curriculum, with work that focuses on Performance Task and Inquiry based lab development;
- Both formally and informally share results from common assessments;
- Provide common/shared lab experiments that highlight varied strengths of each of diverse learning styles;



- EL teachers share what works best in the EL/SDAIE science classes so that others can use the same activities and strategies in their own classes.
- **World Language**
  - Vertical and horizontal team meetings at level 1 and 2 involve analysis of student work, revising curriculum and assessments based upon those analyses, discussion of best practices to support student success, and strategies for re-teaching concepts;
  - Some collaborative time is spent devising letters to send home to provide parents with information and strategies to support their student's learning;
  - A tutoring schedule has also been created as a result of collaboration.
- **Physical Education**
  - Late Start Wednesdays and release days are utilized by the department curriculum teams to evaluate curriculum, current warm up routines, and cardio routines to check for effectiveness. This time is also utilized to collaborate on creating writing brochures that serve as resources for student use in current units of study;
  - Additionally, on Late Start Wednesdays, teachers collaborate on offering all students the opportunity to arrive on campus an hour early and be supervised in making up any points lost due to excused absences during the term.
- **Industrial Technology/STEM**
  - Collaboration has occurred on Late Start Wednesdays to calibrate grading to ensure equity in grading across the subject areas;
  - Department release days have been used to discuss student performance and strategies to improve success with focus on skills rather than standards;
  - Department meetings are utilized to align grading of student work to identify low, medium and high performing students. After analysis of student work, teachers collaborate on producing scaffolding of instructional materials to include video tutorials, models online with samples of exemplary student work, rubrics with detailed step by step instructions, and alternative assignments to address the needs of lower skilled students.
- **Social Science**
  - Teachers collaborate formally in department meetings as well as informally within the shared work area on a daily basis to share culturally relevant lessons to meet the needs of all students including the lowest performing subgroups;
  - Analysis of test data including AP scores and LPAC test scores occurs in department meetings;
  - Student writing rubrics have been developed collaboratively through vertical grade teams to align our instruction in cross curricular writing and writing

skills development and are utilized both in formative and summative assessments as well as for instructional purposes.

- VAPA

- Content area collaboration has resulted in development of prep demonstrations to clarify procedures to support student success, labs being open for students who need extra help, and adjustment of curriculum due to discussion of observed student needs.

- Special Education

- Collaboration in this department on Late State Wednesdays includes regular discussion of District updates, District Program Specialist updates, the development of an organized system to update progress for all students on caseload, review of SBAC data for subgroups, case discussion, BIP's and ongoing Special Education trainings;
- Release days have been utilized to update IEP benchmarks and plan scaffolding, monitor progress on student goals and compliance with IEP's, strategize methods to chart and track data related to student growth, collaborate with TJMS to ensure a smooth transition for students, and gain training in best practices through District level in-service.

- Counseling

- On Late Start Wednesdays, the Counseling Department facilitates college workshops, scholarship workshops, and support on the community college process so that we can support students without them having to miss a class;
- Release days are utilized for various workshops and conferences where we learn about various opportunities for students and supports/resources available to them;
- Some counselors in the department are assigned to different programs (AVID, STEM, GREEN, EL, CTE/HQP/SEASE) and when teachers in those programs have release days, counselors join them in collaboration to ensure that teachers can communicate the type of support that students and teachers need from the counseling staff.

**Critical Area # 8: Continue to improve systems of communication and implementation of individual learning plans to ensure academic success.**

It was indicated in our last WASC report that there was a need to continue to improve upon school wide communication with stakeholders through School Loop, the school website, the Advisory program, and other avenues. The site administration worked on making sure that all school wide communication came through leadership team meetings, administrative team meetings, staff meetings and District email. Parent and student communication was previously limited to School Loop and a District auto-dialer Phonemaster system. In 2017-



2018, the District adopted and implemented a new student information system called Synergy. In addition to the new student information system, the District also purchased a communication platform called School Messenger. School Messenger is primarily meant for administration to parent/guardian communications for both emergency and non-emergency information. The new systems allow us to contact parents/guardians and staff members in a number of ways. School Messenger will call all parents/guardians and staff members on their home and cell numbers and will also email all parents/guardians and staff members who have an email address in our database. In addition, the system can SMS Text message any parents/guardians who have opted into receiving Text Message Alerts. The new system can be accessed from any computer, inside or outside the District, and you can record a message from any phone you have nearby. In addition, the new system also allows multiple messages to be recorded at any time. We also have access to a Smart Phone App for School Messenger that allows us to create last minute messages. Recently, the District implemented Synergy mail that allows students and parents the ability to easily email staff members.

With regard to implementation of individual learning plans to ensure academic success, our counselors work with individual students to create four year plans through the course selection process. Students are given many different scheduling options to choose from with Academies, Honors and AP course offerings, CTE Pathways, and our Visual and Performing Arts program. The course selection forms of our 9<sup>th</sup> grade students indicates which avenue our students will pursue and sets into motion a clear pathway to ensure their academic success. Counselors then meet individually with students throughout their high school tenure to discuss and refine their course of study, post-secondary options and progress made toward graduation.

### **Progress Report Critical Area #8**

Both School Loop and SISWEB have been eliminated since our last WASC report. Synergy, Synergy Mail and School Messenger replaced these systems in 2017-2018. Staff members, parents and students are still in the process of learning how to fully utilize the program in order to improve the communication that supports the academic success of all students. Synergy has presented some challenges as staff members find it can be difficult to communicate with other professionals on staff about student academic progress due to some lack of access to information issues. We are continuing to work with staff to improve upon their ability to utilize the new systems to their fullest advantage and to address any and all challenges posed by the new systems.

### **Critical Area # 9: Use meaningful, consistent, formative assessments throughout to guide collaboration and improve student learning.**

An instructional issue cited in our last WASC self-study as a key issue to be addressed was the use of meaningful, consistent, formative assessments throughout to guide collaboration and to improve student learning. Specifically, it was noted that essential skills in each department that were department wide in addition to essential skills for each

individual course, should be created. Then, those skills should be assessed and the results used to direct collaboration, instruction, and to improve student learning. Additionally, formative assessments were noted as an important tool in frequent collaboration between teachers of similar courses to modify and to drive instruction. Since our last WASC full self-study, our staff has made significant progress in this area.

### **Progress Report Critical Area # 9:**

The development of meaningful, consistent, formative assessments for use in guiding collaboration and improving student learning is a work in progress. The staff has successfully engaged in the use of informal formative assessments in the task of creating essential skills for each department. The task remains, however, to systematically ensure that frequent and consistent use of formative assessment data in collaboration efforts designed to improve student learning becomes the norm. All departments have made some progress in this area, and some departments have done extensive work, making significant use of formative assessment data to guide collaboration and improve student learning. While work remains to be accomplished, some examples of how various departments and staff are using formative assessments toward these goals are as follows:

- The use of interactive notebooks that allow teachers to “see” areas where student understanding of concepts is limited or incorrect;
- The use of one-on-one quizzes taken orally with teacher;
- CER’s used in the Science Department (Claim, Evidence, Reasoning);
- The use of exit tickets to assess understandings of the days’ lesson;
- The use of Gradecam assessments that allow analysis of individual exams and test questions;
- Training in and use of Google Classroom, Quizlet, Seesaw, and Kahoot;
- FitnessGram test components to pre-assess aerobic capacity, muscular endurance, muscular strength, flexibility, and body composition;
- The use of self-assessment rubrics;
- The administration and calibrated scoring of collaboratively written pre-writing assessments at the start of a term;
- The use of descriptive rubrics through which students move on to a specific writing focus only after they have shown mastery of another, which, in effect allows for individualized writing instruction;
- Informal assessments at start of year to determine need for intervention programs such as transitional math, applied math, ELA literacy (Language Live!);
- Implementation of the Gradual Release of Responsibility instructional model;
- StudySync (adopted in 2017) provides formative assessments in text/reading assignments;
- “Think Questions” and daily “warm ups” provide quick and timely feedback to allow us to move on, slow down, or re-teach;
- Transcript reviews support student course placement and verify appropriateness / next level opportunities;

- D/F grade lists are utilized to foster conversations with students about their achievement and support available to them.

**Critical Area # 10: Continue to improve the use of students' achievement data in SISWEB to target the needs of underperforming students.**

So many of the key issues to be addressed that were noted in our last WASC full self-study are essentially tied to our ability to have student achievement data readily available to the staff, and to the development of a professional culture of utilizing that data regularly to guide our efforts in supporting the needs of underperforming students. The idea, of course, is that all aspects of student underachievement can be best addressed when staff is fully aware of the areas of weakness based upon objective data. It was noted that student achievement data should be utilized specifically to continue to evaluate the efficacy and design of support and intervention, special education, and English Language Development courses. It was also noted at that time that we should 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. The focus of our work was on promoting the ability of the staff to readily access this data for purposes of targeting student needs and promoting attitudes and practices of doing so. To that end, we continue to use the statewide California Assessment of Student Performance and Progress data, and Smarter Balanced Assessment Consortium data that continues to be provided in autopsy format. The disadvantage for most schools in California has been the lack of data that was available during the transition to the new statewide assessment system. The lack of data during this transition time forced staff members at Franklin High School to look more closely at anecdotal data such as the California Healthy Kids Survey, we well as data from surveys administered to parents, students and staff requesting feedback for our LCAP priorities. Disaggregated data and survey results were shared with staff, and then analyzed by the administrative team, the leadership team, and grade level/subject area teachers. The results of these analyses were then folded into the work of PLC teams tasked with developing essential standards quizzes and common assessments, the results of which would help drive their curricular focus.

**Progress Report Critical Area # 10:**

The continued improvement upon the use of students' achievement data to target the needs of underperforming students remains an important component of our school program and culture. The changes reflected in new federal and state legislations regarding public education and our District technology system capacity, have resulted in our staff having to rethink how best to review data, determine what data is meaningful for informing our programs and practices, and how to compensate to "fill in the blanks." While the State of California has continued to alter what data is being reported and the way in which data is reported, we continue to rely heavily for the time being upon anecdotal data such as the California Healthy Kids survey as well as the data from surveys administered to parents, students and staff requesting continuous feedback for our LCAP priorities. Last year, our

administrative teams received professional development on how to read and interpret our newly adopted California Dashboard indicators and in turn spent time at two different staff meetings explaining quarterly grade reports to access data regarding real time individual student performance. We also rely heavily on multiple sources of both analytical and anecdotal data such as our student culture and climate surveys, senior surveys, SAT/ACT data, AP pass rates and student UC a-g completion rates, to guide many of our decisions. Grade and subject area teachers work in their PLC teams to look at essential standards quiz results and common assessment results to help drive their curricular focus. At present, the California Dashboard results are shared with staff members during staff meetings, department meetings and grade level/subject matter team meetings. The data is then utilized to engage in discussions focused on the development of strategies to target the needs of those subgroups demonstrating poor performance. Data analyzed includes UC a-g completion rates, SAT/ACT data, D/F grade distribution, AP/honors enrollment, CSU-UC Proficiency, EAP results, California Physical Fitness Test, EGMAP and ELPAC.

**Critical Area # 11: The Advisory periods need targeted, intended learning that all teachers feel comfortable in using so that all students benefit from the program.**

During our last WASC full self-study, teachers expressed concerns about the value of our Advisory program with regard to its efficacy in ensuring quality education for all students. The need to have a program that consisted of targeted, intended learning that all teachers could feel comfortable and successful in using was strongly expressed. It was recognized by staff that without lessons designed to address targeted, intended learning, the optimum benefit for students of the Advisory program was not being maximized. There was also concern expressed that students with teachers who felt comfortable in being able to successfully teach the lessons provided were gaining more access to the benefits of Advisory than students in classes with teachers who were less comfortable in being able to successfully teach the lessons. The suggestion was to revise our Advisory program to insure targeted, intended learning for all students through lessons that were designed for teacher ease of presentation, and hence, success.

**Progress Report Critical Area # 11:**

Since the last WASC visit, two Advisory committees have convened to review the program. In 2014, an Advisory committee met to evaluate the program's structure. At the conclusion of the committee's meetings, it was determined that Advisory would take place one to two times per month during the school year, and that Advisory teachers would cover the following topics:

- Digital citizenship;
- Graduation requirements;
- A-G components;
- College and career information.

The issue of the community service component of the Advisory program was tabled until the following year. In 2015, a second Advisory committee met to evaluate the community

service component of the program. During the course of time that the committee met, discussion of the community service expectation at Franklin High School resulted in revising the basic requirements. Specifically:

- All students would need to engage in 25 hours of community service per year to meet the requirement, and students would be limited in the number of hours of community service that could be fulfilled through on-campus activities;
- Seniors who wanted to earn a cord for recognition upon graduation would need to go above and beyond by completing a minimum of 400 hours of community service during high school, writing and submitting a reflective essay about the experiences and learning outcomes of their community service to their Advisory teacher, and giving a presentation to a 9<sup>th</sup> grade Advisory class near the end of term 4 of their senior year. The scheduling of these presentations would be facilitated by the Counseling Department.

After the May 2016 Midterm Progress Report, PBIS (Positive Behavior Intervention and Support) was added to the topics to be covered in Advisory starting with the 2016-2017 school year. Our intention was that PBIS would become an integral component of our Advisory program. Prior to making that change, however, we await data to determine the degree of effectiveness of PBIS, and the degree to which we might want to include this topic in future Advisory periods. Additionally, the idea of giving students an opportunity to share their voices through Advisory has been suggested. In this way, through hearing perspectives of students on campus, we hope to make our Advisory classes more meaningful and impactful upon our students' lives.

While the value of an Advisory program (renamed Advocacy in 2017-2018) is recognized by the staff, this continues to be an area that requires collaboration and a program that requires revision based upon the reported needs of our student body and student needs perceived by staff. In the current school year, administration has been actively recruiting teachers to create and submit lessons on topics that they feel are important, for which they will be compensated. A suggestion has surfaced from staff this year is that we consider suggesting to leadership that a shift in the design of Advocacy lessons be made away from teacher directed instruction and more toward student focused learning activities designed with student identified needs in mind, including a focus on student wellness and life skills. The Advocacy program continues to require continuous follow up including determining various ways to continuously assess the effectiveness of the program upon meeting student needs and school wide learner outcomes.

## Chapter II: Student/Community Profile and Supporting Data and Findings

### General Background and History of Franklin High School

#### The Community

##### •Brief description of the community and family/community trends

Elk Grove is an economically prosperous city located just south of California's Capital, Sacramento. Although the community of Elk Grove only gained cityhood in the year 2000, the community of Elk Grove existed even before California gained statehood. Elk Grove was on the Monterey Trail between Sutter's Fort and Alta California's capital, Monterey. Though it was originally established in 1850 as a hotel and stage stop for travelers coming from Sacramento and the San Francisco Bay area and served as a hub for mail service, business, and a home base for gold miners in nearby communities, it eventually developed into a productive agricultural community. In the 1990's, developers bought up much of the agricultural land in the Elk Grove area and began building what was termed a "master-planned community," in essence, a series of expansive residential neighborhoods that attracted thousands of homebuyers into the area. Resulting from this development, the city of Elk Grove has grown to a population of approximately 172,000 people and has been ranked as one of the nation's fastest growing cities. The rapid growth of the city of Elk Grove community resulted in the equally rapid growth of the Elk Grove Unified School District, growth that took the District from one that served a relatively small, semi-rural population of students to a district that is currently the 5<sup>th</sup> largest school district in the state, serving a large and highly diverse population of students. Currently, the District serves students who speak more than 88 languages and represent the ethnic diversity that is reflective of the diversity of our state.

Franklin High School, the sixth of eight comprehensive high schools in the Elk Grove Unified School District, is located in the southwest corner of the district's sprawling 320 square mile attendance area. This portion of the district lies close to the town of Franklin which is where the school got its name. Franklin High School opened its doors in 2002 with only freshmen and sophomores in attendance. In each of the following two years, a new class was added and the first graduating group of seniors earned their diplomas in the spring of 2005. Since those early years, Franklin High School has maintained high numbers of student enrollment. At the time of our last accreditation report in 2012, the community surrounding our school was deemed to be "under stress due to the economy with the expected development of new neighborhoods not coming to fruition." Much of the area between Franklin High School and our neighboring high school, Cosumnes Oaks, was expected to remain sparsely populated if not completely empty. Since that report, there has been a significant change in circumstances leading to the continuation of residential developments in the surrounding area. The City's home page has a robust list of current residential and commercial development projects already approved, many within 5 miles of our campus.

Due to the renewed growth in housing starts and rising school age population, Franklin High School's enrollment remains substantial. In the current 2018-2019 school year, our student population is 2687. These numbers are due, in part, to the strength of the



reputation of Franklin High School in the community as it continues to be a school of choice. The Franklin Community Library which is located on site between our school and Toby Johnson Middle School, our feeder school, is a positive link between the school and families and community residents, and many in our region see Franklin High School as a centrally located, well maintained hub of the community as well as a welcoming, safe place.

Franklin High School prides itself on providing students with an extensive variety of opportunities to be successful. Our unique schedule allows the school to offer a large number of Advanced Placement (AP), honors and electives courses to motivate and challenge students in an array of subject areas. The myriad options available for our students is one key factor in the maintenance of the community's positive perception of the school. Franklin High School offers challenging course work that prepares students for both college and career pathways. Students are encouraged to enroll in rigorous courses and are supported through multiple opportunities to connect with the school. With over 60 clubs, the largest number of athletic teams of any high school in the district, and award winning visual, performing and digital arts programs, our students and their families are excited to be part of this comprehensive high school environment. The emphasis placed upon the importance of academics at Franklin High School, and the extensive co-curricular and extracurricular opportunities available to our students here amounts to a powerful combination for success. Franklin High School students graduate at a rate of 98% with 81% of our 11<sup>th</sup> grade students meeting or exceeding English Language Arts standards on the state mandated test.

#### **•State/federal program mandates**

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) which represents good news for our nation's schools, including Franklin High School. This act reauthorized the 50 year old Elementary and Secondary Education Act (ESEA) which reflected the nation's education law and longstanding commitment to equal opportunity for all students. The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country. As a result of the passage of ESSA at the federal level, and the adoption of Common Core State Standards, Franklin High School has a clear mandate from which to work.

#### **•Parent/community organizations and Community foundation programs**

Franklin High School staff recognizes the importance of parents as partners in their child's education. We encourage our parent community to get involved by taking an active role in providing the best educational experiences available to their students. Throughout the school year, parents are encouraged to attend various events such as Back to School Night where they visit classrooms and meet their student's teachers, AP/Honors Night where parents learn about various AP and honors courses available to their students as well as the benefits of having their students take AP/honors level courses, and Bring Your Parent to School Day which occurs during each term of the year and gives parents an opportunity to experience their student's typical day at school. Parents are invited to participate in the Wildcat Booster Club through which they find numerous opportunities to assist with various events such as Sober Grad Night and athletic and VAPA activities on

campus. At the start of each school year, parents are recruited to be members of the School Site Council (SSC) as well as the English Learners' Advisory Committee (ELAC.) In addition to on campus involvement, we encourage all parents to regularly communicate with teachers and to monitor their student's academic progress through Synergy.

### **•School/business relationships**

Franklin High School has developed many partnerships within our local community. One such partnership is the Apple Intern Program. For the past 9 years, Apple has partnered exclusively with Franklin High School to offer a paid student internship experience for STEM (now STEAM) students. The 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.

Other partnerships that have been developed are with BloodSource, through which Franklin High School conducts a highly successful annual blood drive event on campus, and the Sacramento Optimist Club, Evolve You Foundation, and Kids Helping Kids (a non-profit organization) through which our foster youth students benefit by being able to acquire backpacks and school supplies, and have received laptops, printers, and gift cards with which they can purchase college supplies.

The Elk Grove Regional Scholarship Foundation is a non-profit organization dedicated to support the college and career plans of students throughout the Elk Grove Unified School District. Scholarships are provided every year from the endowments and donations of community members, families, individuals, businesses, and organizations. The Foundation is managed by a board of directors whose members are community volunteers including representatives from several service organizations. In honor of Rene Mendoza, one of the founding members of Franklin's teaching staff who passed away in 2015, several members of the Franklin High staff and community donated funds to create an on-going scholarship for graduating students interested in studying international politics. Six Franklin High School students have already received money in Mr. Mendoza's honor through the Elk Grove Regional Scholarship Foundation. The Foundation now administers more than three million dollars and in 2018 offered 176 scholarships totaling over \$200,000.

## **The Staff**

### **•Description**

Franklin High School has experienced significant change in the administrative staff in the past six years. In 2014-2015, Chantelle Albiani became the Franklin's fifth principal since opening in 2002. We also have experienced a complete turn over in the vice principal staff. We currently have four vice principals including John Harrigan who was hired initially as Teacher in Charge in 2012-2013 and appointed as vice principal in the following year, Mohammad Warrad who was hired in 2014-2015, Carlos Castillo who was also hired in



2014-2015, and Natasha Lewis-Jones who was hired in 2016-17. We currently have 116 certificated faculty/staff members including 7 counselors, 10 resource specialists, a school psychologist, a speech therapist, a health technician, a librarian, and a school resource officer. Additional support staff of 37 including office staff and campus supervisors, plus a custodial staff of 8, contribute to the quality educational experience of our student body and the overall positive climate of the campus. Data on the gender and ethnicity of the staff is provided in the following pages under Data on Addressing the Eight State Priorities, LCFF # 1.

## **ACS WASC Accreditation History**

### **•School Purpose, Mission-Vision, Schoolwide Learner Outcomes**

With input from over 100 community members, Elk Grove Unified School District adopted a college and career readiness guide in 2015. It identifies six critical skills to prepare all college and career-ready graduates. These skills are Creative Problem-Solving, Technical Literacy, Community Engagement, Self-Awareness, Self-Reliance, and Self-Discipline, Communication and Collaboration, and Integrity. These critical skills lay the foundation for Franklin High School's purpose (i.e. beliefs, vision, and mission) and Schoolwide Learner Outcomes.

### **Elk Grove Unified School District Mission Statement**

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

### **Elk Grove Unified School District's 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 Purpose/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 and career opportunities.
- 2.The knowledge and skill necessary to attain optimal mental and physical health and fitness throughout their lives.
- 3.Opportunity for personal development through balanced participation in cultural, athletic, and extracurricular activities.
- 4.An atmosphere that fosters mutual respect, acceptance of diversity, accountability, professionalism and cooperative, collegial behavior.
- 5.Curriculum that incorporates the use of technological skills necessary for academic and career success.”

### **Franklin High School Schoolwide Learner Outcomes**

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 community.

### **ACS 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. A second self-study in 2013 resulted in a six-year accreditation. The critical areas for follow-up identified in our 2016 mid-term report, and the progress made to date on those critical areas for follow-up are explained in Chapter I. As evidenced in this self-study report, Franklin High School has experienced varying degrees of success through implementation of the recommendations.

**•Process for Revising our Schoolwide Learner Outcomes and Vision/Mission:**

Franklin High School's Mission and Vision Statement was carefully examined last year. We likened it to a stationary navigational aid like the North Star or a compass which guides our actions and keeps us on point. Staff participated in an activity called "Totems/Taboos/Repetitive Actions," wherein we examined whether our behaviors aligned with our current vision statement. Feedback from that activity was compiled and fell into 5 areas which were discussed in cross discipline groups at a subsequent staff meeting. After a robust group discussion and sharing out, proposed modifications were made to our Mission and Vision Statement. The current statement was overwhelmingly supported with 100% participation in an email vote by our entire staff, and was vetted through student and parent groups.

In a similar process, our Schoolwide Learner Outcomes were carefully reviewed and discussed. The most noteworthy change is the incorporation of our PBIS behaviors into our SLO's. An integral part of EGUSD's commitment to wellness, PBIS is a framework implemented by explicitly teaching expected behaviors, acknowledging appropriate behaviors and re-teaching when behavioral errors are made. Student and parent groups were integral partners in further implementation of PBIS at Franklin High School by developing Wildcat P.R.I.D.E. The acronym helps staff to teach and students to learn and remember that in order to promote their own success and to contribute to our school climate wherein we strive to nurture academic success, student wellness and a positive school culture, all students are expected to exhibit "Wildcat Pride". To have Wildcat Pride is to show Preparation, Respect, Integrity, Determination, and Empathy.

**LCAP Identified Needs and Goals, Actions and Services****•Parent and Community Input**

Franklin High School utilized the following methods and included the following stakeholder groups in the determination of data points and identification of critical areas of need:

- Staff Meetings
- School Site Council Meetings
- ELAC Meetings
- LCAP Parent Survey
- California Healthy Kids Survey
- SBAC Results

Specific data points provided the direction for determining our critical areas of need, with emphasis on all of the following:

- SBAC Results

- AP/Honors Enrollment and AP Exam Scores
- A-G Completion
- UC-CSU Enrollment Rates
- UC-SCU Proficiency Test Scores (ELA and Math)
- College/Career Ready Student Surveys
- D/F Rates
- Graduation/Drop Out Rates
- EL Testing Performance
- CELDT Re-Designations
- Academy Enrollment
- Chronic Absenteeism
- Suspension and Expulsion Rates
- Foster Youth
- Title I
- Student Participation in Sports, Clubs, and VAPA
- District Social-Emotional Learning Student Surveys
- Franklin High School Staff Surveys
- Parent Surveys
- PBIS Interventions and Referrals
- CA HKS

## **LCAP Identified Needs and Description of Goals, Actions, and Services**

Local Control Accountability Plan (LCAP Goals):

### **District Strategic Goal 1**

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap

#### **Site Goal 1.1:**

- Increase in the number of students who will attain proficiency in the core content areas, ELA, mathematics, social science, and science.
- Provide professional development as needed in ELA, mathematics, social science, and science through site and District release day(s) for cluster and grade level PLC's.
- Professional Learning Community Reinforcement which includes teacher team release days, PLC conference and seminars and teacher team planning days.
- Continued expansion and support of the Extended Day program to include additional course offerings in summer school, such as AP Boot camp, ASB Leadership camp, etc.

#### **Site Goal 1.2:**

- Implement consistent cross-curricular strategies for reading, writing and speaking.
- Provide release days to create curricula maps and analyze CCSS frameworks to continue implementation and integration into the curriculum.
- Provide release days to create curricula maps and analyze NGSS to continue implementation and integration into the curriculum.
- Provide release days for cluster and grade level PLC's.
- Regional articulation 7-12 focus on CCSS in bi-annual meetings.
- Continue to refine the Advocacy program to include more college and career, and social and emotional wellness topics.

#### **Site Goal 1.3:**

- Meet federally mandated AMAO's (Annual Measurable Achievement Objective) for EL students.
- Focus EL support services and interventions to increase post-secondary options through staff meeting professional development.
- Provide release time and professional development for staff members.
- Provide necessary supplemental materials, supplies and technology to support instruction and after school tutoring.

- Provide timesheet compensation for ELPAC, EGMAP and SBAC scheduling and organization.
- Provide timesheet compensation for teachers who complete home visits with the families of EL students.
- Provide after school tutoring for EL and RFEP students.
- Provide supplemental supplies for parent meetings.

**Site Goal 1.4:**

- Address the academic needs of the lowest performing subgroups.
- Provide professional development as needed in ELA, mathematics, social science, science, Special Education and EL through site and District release day(s) for cluster and grade level PLC's.
- Provide programs, workshops and other resources such as Challenge Days, AVID, EL/SDAIE, STEAM, GREEN to help connect students to school.
- Plan workshops and enrichment opportunities for underperforming sub groups.
- Support supplemental resources such as, but not limited to digital /technological materials/ resources to support the academic needs of our students.
- Continue to support academic achievement and enrichment learning with before and after school tutoring, including targeted EL and Special Education tutoring.
- Create a mentoring/intervention program for students failing two or more classes. (SEASE)

**Site Goal 1.5:**

- Increase the number of students participating in Career Technical Education courses and/or completing certificate programs available to all students.
- Increase the percentage of students participating in certificate or career pathways.
- Increase the number of CTE courses and pathways that meet UC a-g requirements.
- Expand the California College Going Initiative to ALL students.
- Increase opportunities for students to participate in Work Based Learning activities.

**District Strategic Goal 2**

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation

**Site Goal 2.1:**

- Increase the number of authentic and timely assessments to inform instructional needs.
- Provide release time for collaborative PLC planning.

- Provide Instructional support with coaches and workshops that teachers can attend.
- Provide access to resources to help create assessments and rubrics.
- Provide professional development and support for the use of interim SBAC/CAASPP assessments.
- District wide Solution Tree PLC training for site teams.
- Expand the Solution Tree PLC training to include more teams.

### District Strategic Goal 3

All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.

#### **Site Goal 3.1:**

- Identify and address the behavioral needs and disproportionality of the most often disciplined subgroups.
- Provide intervention programs such as Challenge Days, AVID, EL/SDAIE, STEAM, GREEN and after school programs that focus on a positive school climate and culture.
- Implement PBIS to ensure effective interventions for students.
- Provide workshops and enrichment opportunities for the most often disciplined subgroups.
- Utilize PBIS and similar programs/workshops that assist students to become positive decision makers.
- Create positive support and incentives for students.
- Provide professional development for staff members to help strategically develop and achieve equity goals.

#### **Site Goal 3.2:**

- Address the social, emotional, mental and physical wellness of our student population.
- Provide targeted services and workshops that promote the social, emotional well-being of our school community.
- Support programs that focus building a positive school climate and culture.
- Offer support and training for the expansion of our mental health awareness protocols and procedures.
- Create a wellness center on campus with a licensed clinical social worker/or counselor as the program coordinator.
- Continue to refine the Advocacy program to include more college and career, and social and emotional wellness topics.



**District Strategic Goal 4**

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

**Site Goal 4.1:**

- Increase the number of community and parent partnerships.
- Create more opportunities for parents/guardians and community members that promote positive school culture. Some examples are: Take Your Parents to School, Back to School Night, Sober Grad Night.
- Increase parent communication: Parent Vue, Principal's Newsletter 3 x year, School Messenger.
- Continue to host parent programs and services for the Franklin/Toby region.
- Expand the District partnership with Kaiser Permanente to offer to include courses/programs that help parents and staff understand the social, emotional, mental and physical wellness of their students.
- Provide translation services for EL parents when attending major school activities/meetings.
- Continue to support the programs that create effective partnerships: Apple internships, CTE classes and Career Pathways and Work Based Learning partnerships.
- Family and Community Engagement (FACE) liaison.

The following metrics will be used to measure progress toward obtaining the above identified needs.

**State LCAP Metrics**

<b>Staticgic Goal #1: All students will have access to standards alinged curriculum and receive high quality instruction to promote college, career, and life readiness and elimiante the achoievement gap.</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Teacher Assignments – percentage of core courses with crdentailed teachers	100%	100%	100%
Instructional Materials – percentage of students having access to materils	100%	100%	100%
Content Standards – percentage applyng and innovating, early applying, applying	54%	54%	60%
Access to courses: perecentage of students enrolled: AP/ Honors	52%	53%	55%

Access to courses: perecentage of students enrolled: CTE	48%	52%	44%
CAASPP: percentage of standard met or exceeded: ELA	82%	81%	65%
CAASPP: percentage of standard met or exceeded: Math	59%	58%	47%
EAP: percentage exempt from CSU placemnt exams: ELA	82%	81%	65%
EAP: percentage exempt from CSU placemnt exams: Math	59%	58%	47%
Redesignation: perecentage of EL Students redesignated	4%	31%	23%
A-G completion percentage:	73%	73%	71%
CTE Sequence Completion percentage:	6%	19%	21%
AP Exams: perecentage passing	34%	35%	36%
<b>Staticgic Goal #3: All students will have an equitable oppurtunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Attendance Rate	97%	97%	97%
Chronically Absent	8%	6%	5%
Dropout Rate	.8%	.8%	1%
Cohort Graduation Rate	98%	98%	98%
Suspension Rate	7%	6%	7%
Expulsion Rate	.15%	.04%	.08%
School Climate: Students	n/a	67%	63%
School Climate: Staff	n/a	74%	78%
School Climate: Parents	n/a	76%	82%
Facilities: percentage of facilities in good repair/standing	100%	100%	100%
<b>Strategic Goal #4: All students will benefit from programs and services desugned to inform and involve family and community partners.</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Parents indicating effective opportunities for involmment and participation	62%	64%	68%

## **Franklin High School Program Data**

### **Description of General Program**

#### **•Description of the Regular Program**

At Franklin High School, all students are encouraged to take challenging courses that will prepare them for college and/or career. We have maintained a “four-by-four” block schedule in which the school year is divided into 4 quarters, and students attend either four 90-minute blocks or three 90-minute blocks plus two 43-minute “mini” courses in each quarter. Our mini course offerings are a variety of high interest electives such as “You and the Law,” bridge courses to help students to build upon and maintain skills in math and English during the terms that they are not enrolled in math and English blocks, and some support courses for struggling students. Additionally, all students at Franklin High are enrolled in an Advocacy class that meets every other week on Wednesdays, wherein students gain regular access to information about college and career options and travel from their freshman year to their senior year with the same teacher. While a block schedule raises some concerns about loss of instructional time and/or lack of continuity throughout the school year, Franklin remains committed to the block concept as it provides the opportunity for students who are successfully passing their required courses to take two additional elective courses per year. With this additional room in their schedules, students can take a variety of enriching academic, vocational and arts focused electives. The block schedule also often affords students who are failing one or more of their required courses, 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 Franklin’s extremely high graduation rate. The success of Franklin High School can be measured by such standards as 81% of our 11<sup>th</sup> grade students meeting or exceeding English Language Arts standards on the state mandated test, the success of our California Partnership Academy program and our newly added High Quality Pathways, and the 98% graduation rate of our students.

#### **•Preparing Students for College and Career Planning**

Career Connected Learning in the Elk Grove Unified School District prepares students for college, career and life. Students are given the opportunity to explore their career interests by learning in a hands-on environment with real-world applications in 15 industry sectors. Career Connected Learning provides students with advanced skills needed to be successful, productive citizens. Marketed within the school district as “EXPLORE,” these programs are available in every high school in the Elk Grove Unified School District, including Franklin. Career Connected Learning offers small learning communities, learning through a career lens and business and community engagement.

Career academies are small learning communities that encompass a broad-based industry area that includes careers from technical through professional levels. They promote student/employer engagement through work-based learning experiences and give students the opportunity to earn industry certifications and/or articulate credits to post-secondary education. Most importantly, they prepare students for post-secondary pursuits, both for college and the workplace. All of the academies offer students A-G academic classes that are integrated with career classes and work-based learning opportunities. Students in career academies join a Linked Learning team of teachers and participate in an integrated

series of core academic and Career Technical Education (CTE) courses related to a career focus area. Much of the three-or-four year course of study is project-and-inquiry-based and features community service projects, interaction with business and industry and field trips to colleges. Students develop such critical 21<sup>st</sup> Century skills as communication, critical thinking, problem solving, creativity and teamwork that will ensure their success in college and career. Moreover, students develop strong relationships and systems of support in the “school-within-a-school” atmosphere of an academy. Local business leaders are involved in the academies through mentoring, job shadowing and participation in advisory meetings.

### **Franklin High School Academy and High Quality Pathways**

- STEAM, the Science, Technology, Engineering, Arts and Math Academy, (formerly known as STEM,) is a unique program that allows students to focus in one of four areas of study: Information Technology, Engineering and Architecture, Graphic Design, or Media Production. STEAM offers a “school within a school” program allowing students to explore a variety of technical fields based on industry standards. Formerly known as STEM, GREEN and Digital Arts, these programs are now united under this one umbrella program. In order for students to complete the STEAM program, they must complete the required courses for one of the aforementioned industry sectors, fulfill the Franklin High School Community Service requirement at each grade level, participate in STEAM activities which include leadership development, college/career field trips, competitions, mentorships and internships and maintain good standing in the academy per academy contract. Once students have passed Intermediate Computers and completed the Help Desk Standards for Internship Preparation prior to Quarter 4 of their junior year, they qualify for the Help Desk Internship. The requirements for each of the Industry Sectors is as follows:

- Information Technology

- Computer Science

- Exploring Computer Science
    - AP Computer Science A
    - AP Computer Science Principles
    - Internet Engineering 1 or Web Design & Development

- Web Design

- Exploring Computer
    - Web Design & Development
    - Intermediate Web Design & Development
    - AP Computer Science A or Internet Engineering

○ Engineering & Architecture

▪ Engineering Design

- Computer Aided Drafting (CAD)
- Principles of Engineering A
- Engineering Design A
- Engineering Design B

▪ Engineering Technology

- Computer Aided Drafting (CAD)
- Principles of Engineering A
- Robotics
- Principles of Engineering B

○ Graphic Design

▪ Design Arts

- Digital Art & Graphic Design 1
- Digital Art & Graphic Design 2
- Advanced Graphics Communication
- Advanced Graphics Communication or AP Studio Art: 2D Design

○ Media Production

▪ Digital Media

- Digital Media Arts 1 (Filmmaking)
- Digital Media Arts 2 (Filmmaking) or Audio Production 1
- Broadcast Production (20 credits)

▪ Animation

- Animation 1
- Animation 2
- Advanced Animation
- Advanced Animation or AP Studio Art: Drawing

Career pathways are a means to explore a potential career interest through hands-on learning. Pathways are a recommended sequence of CTE courses related to a career

focus area that include introductory and intermediate courses and conclude with a capstone course that often offers industry certification and/or articulation to post-secondary education. More specifically, a CTE pathway is a sequence of two or more CTE courses within a student's area of career interest. Pathways are designed to connect high school classes to college, industry certifications, and/or a career.

▪ Design Arts includes the following courses taught by Lorna Miller:

- Digital Art & Graphic Design I (Introductory Course)
- Digital Art & Graphic Design II (Concentrator Course)
- Advanced Graphics Communication (Capstone Course)

▪ Engineering Technology includes the following courses taught by Jason Martin:

- Principles of Engineering A
- Robotics
- Principles of Engineering B

▪ Engineering Design includes the following courses taught by Chris Alburn:

- Computer Aided Drafting
- Engineering Design A
- Engineering Design B

▪ Digital Media includes the following courses taught by Brad Clark and Dawn Williams:

- Digital Media 1
- Digital Media 2 or Audio 2
- Broadcast Production

▪ Animation includes the following courses taught by Brad Clark:

- Animation 1
- Animation 2
- Animation 3

▪ Web Design includes the following courses taught by Clay Dagler:

- Web Design and Development 1
- Web Design and Development 2

▪ Entrepreneurship and Innovation includes the following courses taught by Dennis McIntyre and Susan DeHerrera:

- General Business

- Empowering Entrepreneurs 1
- Empowering Entrepreneurs 2
- Computer Science includes the following Advanced Placement courses taught by Clay Dagler:
  - AP Computer Science A
  - AP Computer Science Principles

### •Specialized Programs

Visual and Performing Arts Program (VAPA) is a program that consists of concentrated, sequential instruction in advanced subjects within the Arts. Students who enroll in the Arts program complete 60 credits in the Arts with 10 of those credits in an advanced level class.

Courses taken within the program can include mini courses, arts courses taken when in middle school, college courses taken off-campus, special projects, and other off-campus classes taken. Additional requirements of participating students are that they must maintain an overall GPA of at least 2.50 and a GPA within the Arts program of at least a 3.00, maintain excellent citizenship and attendance, and demonstrate active involvement with Arts community events including attendance at performances, art shows, participation in performing arts events on and off campus and/or arts productions. Students successfully completing this program gain recognition of extraordinary involvement in the Arts at graduation by being awarded and wearing the Arts program cord at their graduation ceremony. They also receive recognition on their transcripts, opportunities to study with professional artists and Arts groups in the community, advanced preparation for transition into college entrance and careers in the Arts, opportunities for advanced and independent work at a very mature level, close and continuing faculty support and monitoring of student progress and opportunities for alternative scheduling to meet the needs of individual art students. Over the past five years, more than 80 students per year have met the requirements of the Arts program, earning all of these various types of recognition. After 9 years of existence, the Franklin High School Arts program continues to be very popular with our student population.

### Franklin High School Career and Post-Secondary Counseling Program

At Franklin High School, students are strongly encouraged to consider their career and educational plans early in their high school experience, and to review and refine those plans throughout their time in high school, selecting courses that will best help them to reach their goals. Counselors are available to assist students in making course selections and the Counseling and Career Center offer all of the following services to assist students in their on-going decision-making:

- Interest and aptitude testing to aid in career and post-secondary planning;
- Assistance with decision making;
- Specific information on over 45,000 jobs, including training requirements;



- Identification of high school prerequisites for college;
- Identification of high school courses and career technical education (CTE) pathways to prepare for various occupations;
- Information on college financial aid and scholarships.

### **Franklin High School Advanced Placement/Honors Program**

At Franklin High School, all students are encouraged to challenge themselves through accelerated learning by enrolling in one or more Advanced Placement and/or honors courses each school year. Franklin High offers a wide variety of AP and honors courses and the list of course offerings is extensive. Equal access to these challenging courses is ensured through the restriction of prerequisites for enrollment in AP and honors classes, as well as a teacher referral process for encouraging under-represented groups to enroll. Any student who wants to enroll is accepted and all are encouraged to take the AP examination for any and all courses in which they enrolled. The College Board's Advanced Placement program gives students the opportunity to earn college credit while in high school through their successful performance on culminating Advanced Placement examinations. Franklin High School has one of the largest AP programs in the district, annually administering over 1100 exams in the first two weeks of May, and large numbers of Franklin students pass these exams, with over 70% of the exams taken receiving a score of 3 or higher. As a result, many of our students are able to earn college credit at the college or university of their choice.

### **AVID Program (Advancement Via Individual Determination)**

AVID (Advancement Via Individual Determination) is an elective class that prepares students whose grades average in the middle but who show potential for high academic performance, for success in advanced high school classes and in college. The AVID Four-Year Elective program is three-pronged. Students receive academic instruction in writing, note-taking, studying, test-taking, and organizing. Students receive academic support from tutors through collaborative tutorial groups and peer counseling. Students are motivated to pursue academic excellence through goal setting, rigorous classes, cultural and college field trips, classroom guest speakers, and AVID team building. Students in the AVID program at Franklin High must maintain a minimum of a C average, and exhibit great citizenship and attendance. Many of them are enrolled in AP and/or honors classes for which they receive support through AVID. They receive assistance with preparation for the PSAT, the SAT, and the ACT tests as well as support in the college application process. In the current school year we offer 2 sections of AVID at each grade level for a total of 8 AVID sections. These sections support 71 students at grade 9, 78 students at grade 10, 52 students at grade 11 and 62 students at grade 12 totaling 263 students enrolled in the program in 2018-2019.

## **Los Rios Community College District Concurrent Enrollment**

Located less than 2 miles from Franklin High School, the Elk Grove Center location of the Los Rios Community College District has partnered with the Elk Grove Unified School district to provide an advanced education opportunity by scheduling a college course directly located on a high school campus. Franklin students may enroll in up to two courses during any semester or summer session and earn community college credit through the Advanced Education Program. The grades earned in these courses will be reflected on a student's permanent college transcript and the 3 credits earned for each course are CSU/UC transferable. The normal enrollment per unit fee is waived. To participate, a student must be at least 16 years old or have completed 10th grade by the first day of the college class, and have a high school GPA of 2.7 or higher. Currently, Sociology 321 is being offered here on the Franklin High School campus. In the fall of 2018, 22 Franklin students were enrolled. In the spring of 2019, 27 students are enrolled.

## **Online Instruction: APEX Learning**

Franklin High School offers students the opportunity for credit recovery by enrolling in one of our Apex classes. While APEX is not NCAA approved, credits earned do count toward graduation and A-G requirements. APEX is paid for out of the extended day budget. The coordinator of our APEX program is Mr. Dennis McIntyre. Through APEX, students are able work toward successful completion of a variety of courses to earn the necessary credit to proceed toward graduation. While attendance is mandatory, the class only meets on Tuesdays and Thursdays from 3:15-4:45. There is a lab in room HG 2 that is also available on Wednesdays from 3:15-4:15 for students who fall behind. Additionally, students are able to access the curriculum for the course that they need from most computers with internet access. If they do not have access from home, they may utilize the Franklin High School Library. A section of APEX is offered for a variety courses in every quarter of the school year, and also in summer school. The total number of students participating in APEX in a typical year including summer school, is approximately 800, with 85% successfully completing their courses and recovering the needed credits through APEX.

Course offerings for the current school year and the teachers who teach them have included the following:

- English 9A & B, English 10B, English 11A & B, and English 12A (Mr. Manzanetti)
- Applied Math A, Business Finance, Math 1A & Math 3A (Mr. McIntyre & Mr. Steele)
- World History A & B, U.S. Government, Economics (Alexis Limon)

## **Support and Intervention Programs, Actions, and Services**

### **•SEASE (Supporting Emotional, Academic and Social Excellence)**

Franklin High School students are fortunate to have a staff of teachers who are always looking for new and better ways to offer support. Our staff does an outstanding job of offering support through Special Education, EL and AVID. Many of the students in these specialized settings thrive as a result of the extra support that they receive. Unfortunately, not all students qualify for these special programs. In the fall of 2017, discussions between

teachers and counselors resulted in the development of the SEASE program meant to offer support to students who were facing challenges that hindered their success such as chronic attendance issues, wellness concerns, and even homelessness, but who did not qualify for any of the special programs already in place on campus. In the fall of 2018, after creating a workable plan and securing the support of school administration including needed funding, the SEASE program was initiated but limited to just one grade level.

Our first group of SEASE 10<sup>th</sup> graders are into the third quarter of the school year and the results are encouraging. Students with poor attendance histories are attending more classes. Many students are for the first time attending weekly tutoring offered on campus. There has been a slight increase in the overall GPA's of the participating students when compared to their GPA's during their freshman year. Many of the students are passing the majority of their classes and have begun to get themselves back on track for graduation. The staff will be analyzing data related to attendance, grades, student surveys, and behavioral interventions at the end of the school year, and using this data to determine the efficacy of the SEASE program and the potential of expanding it in support of another grade level of students and eventually to all grade levels if the results warrant such an expansion.

#### **•Extended Day**

The Extended Day program funds APEX, after school tutoring, and credit recovery classes that take place after school in a structured class setting. Currently, Franklin High offers credit recovery classes after school in Computer Technology, ELA, Math, Social Sciences and Speech. Students are identified for enrollment in the extended day program through the work of our Counseling Department. Counselors work with students, meeting with them individually to analyze their transcript and discuss various credit recovery options, being proactive by compiling lists of students with D's and F's in various courses and reaching out to students to encourage credit recovery participation, and actively enrolling these students in extended day courses. The budget for our extended day program in the current school year of 2018-2019 is \$41,000. In 2017-2018 the budget was \$38,000, and in 2016-2017 the budget was \$40,000.

#### **•Foster Youth**

Franklin High School provides a respectful and supportive environment for foster youth. When a student registers at Franklin High and is in the foster youth system or has been previously, they may choose to be in an Advocacy class that only has foster youth in it. The students in this group are provided for throughout the year with emotional and academic support and goal setting. The dedicated foster youth advocacy teacher provides support to these students on an "as needed" basis, along with access to academic supplies, personal items such as toiletries and clothing, and snacks. Students receive personal notes and gifts throughout the year on various holidays, including their birthdays, via donations from Franklin High School staff and the family and friends of the foster advocacy teacher. Foster youth seniors are also provided with additional support to help lessen the cost of the various senior year activities, as well as transitional support from high school to college including access to independent living information, help setting up new/independent living with furniture donations, etc. The dedicated Advocacy class ultimately becomes more than a class but rather a family of support and shared

experiences in order to feel connected to each other, the school, and an adult mentor that is looking out for and encouraging them throughout their high school experiences and beyond. Through a variety of business and community partnerships, all students gain access to relevant, powerful activities and co-curricular experiences that directly support student achievement and wellness.

### •English Learners

At Franklin High School, English Learner (EL) classes are available for individuals with English language development needs. The focus of these classes is on the development of language acquisition through the use of different instructional approaches modified to meet students' needs. In addition, there are EL/Transitional courses that allow students to complete graduation requirements as well as continue to learn English. A team of dedicated teachers have formed a close-knit PLC, meeting regularly under the guidance of our EL coordinator and a district EL coach to improve upon instructional practices and support for our English Learner student population. An important part of the EL Program at Franklin High School is the encouragement of parental involvement. We strongly encourage all parents and guardians of English Learners to join us for the English Learners Advisory Committee (ELAC.) ELAC members provide advice to the principal and school staff, learn about the programs offered on campus and of the importance of regular school attendance, voice concerns about problems on campus, participate in the school wide assessment of the needs of students, parents and teachers, and assist with the administration of the school language census. The number of non-re-designated EL students on campus has remained relatively stable over the past 3 years with 110 in 2015-2016, 107 in 2016-2017, and 118 in 2017-2018.

### •Special Education

The Special Education program is open to students who have exceptional learning needs and have an active Individualized Educational Plan (IEP.) A number of special education programs are available at Franklin High School for individuals with exceptional learning needs. These programs include:

- Special Day Class-Academic Behavior Social Supports (SDC/ABSS) is a program designed to meet the needs of individuals with severer emotional needs who are unable to benefit from instruction in a regular or less restrictive Special Education class. (This is an academic label, not a mental health label.)
- Special Day Class-Independent Living Skills (SDC/ILS) is a program designed for learning handicapped students who demonstrate significant needs requiring a life skills program. These students benefit from a curriculum that emphasizes the areas of functional academics, social skills, domestic skills, community training, Career Technical Education, and recreation/leisure activities.
- Resource Specialist Program (RSP) provides instructional planning, tutorial assistance, special instruction and other services to individuals with learning handicaps in regular classrooms and/or special programs.
- Adapted Physical Education (AdPE) provides direct physical education services by an adapted physical education specialist to students who have needs that cannot be

adequately satisfied in other physical education programs as indicated by an assessment and evaluation of motor skills performance and other areas of need.

- Language, Speech and Hearing Program (LSH) is a support services instructional program which seeks to help students learn and use better communication skills. Services may be provided in the following areas: Articulation, voice, stuttering, language, auditory processing, and/or hearing loss.
- Strategies or Study Skills course is designed to improve study skills. These may include time management, organizational skills, test-taking strategies, expository and narrative reading strategies, note-taking and other writing skills and awareness of individual learning styles and needs. Students are expected to bring coursework from other classes and use the strategies taught to increase their effectiveness as learners. The strategies program is limited to students placed in one of the above programs, or students identified and referred by the student study team.
- Strategy Center or Learning Resource Center provides academic support in all areas of the curriculum for students who are having difficulty in their classes. Teachers send students who would benefit from extra help to the Strategy Center for assistance with projects, written assignments, and reinforcement of curriculum concepts.

## Franklin High School Demographic Data

### •Socioeconomic Status

#### Parent Education Levels (2018-2019)

Decline to State/Unknown	707	13%
Not a High School Graduate	205	4%
High School Graduate	968	18%
Some College/Trade School	1,324	24%
College Graduate	1,583	30%
Graduate School/Post Graduate	541	11%
<b>Total Parents/Guardians</b>	<b>5,328</b>	<b>100%</b>

65% of our parents/guardians/caregivers have received education beyond the high school level. Nearly 41 percent have college or advanced degrees.

#### Free and Reduced Lunch Eligible

<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
979/2673 = 37%	879/2536 = 35%	946/2605 = 36%

The percentages of our students enrolled in the Free and Reduced Price Lunch program have remained fairly stable, varying only one to two percent over the past two years.

### •Student Enrollment

<b>Total Enrollment</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
9th Grade	677	699	722
10th Grade	588	668	696
11th Grade	661	604	666
12th Grade	610	634	603
<b>Total</b>	<b>2536</b>	<b>2605</b>	<b>2687</b>

The enrollment figures for Franklin High School have remained high since the school

opened in 2002. There was a slight dip in our enrollment figures in 2016-2017. This may be due to our neighboring high school, Cosumnes Oaks, being an open enrollment school.

<b>Enrollment By Gender</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>
Male	1234	1409	1428
Female	1302	1196	1233

We note that there is a small trend downward in the percentage of female students and a small trend upward in the percentage of male students attending Franklin High.

<b>Enrollment by Ethnicity</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
African American	15%	13.55%	13.26%
American Indian	0.37%	0.40%	0.23%
Asian	26.41%	27.66%	27.60%
Filipino	11.04%	10.72%	12.25%
Hispanic/Latino	19.08%	20.69%	20.65%
Pacific Islander	0.86%	0.84%	1.05%
White	20.31%	18.61%	16.41%
Two or More	6.92%	7.53%	8.55%

The student body at Franklin High School is a reflection of the diversity of our state and our community. The enrollment by ethnicity data reflected on the table above shows that while there has been a slight decline in our African American student population as well as in our white student population, other groups have remained fairly stable.

#### **•Predominant Primary Languages Other than English (2017-2018)**

Language	# of EL	# of FEP	Total # of EL & FEP	% of Total Enrollment EL & FEP
Cantonese	11	173	184	7.06
Spanish	23	151	174	6.68
Vietnamese	7	113	120	4.61



Filipino (Pilipino or Tagalog)	6	84	90	3.45
Punjabi	6	38	44	1.69
Mandarin (Putonghua)	10	31	41	1.57
Hmong	6	29	35	1.34
Farsi (Persian)	7	26	33	1.27
Hindi	3	25	28	1.07
Other Non-English Languages	7	16	23	0.88
Arabic	5	17	22	0.84
Urdu	3	12	15	0.58
Pashto	1	11	12	0.46
Russian	3	8	11	0.42
Korean	1	5	6	0.23
Cebuano (Visayan)	0	6	6	0.23
Ilocana	1	5	6	0.23
Japanese	0	5	5	0.19
Khmer (Cambodian)	1	4	5	0.19
Somali	0	4	4	0.15
Chaozhou (Chiuchow)	0	4	4	0.15
Amharic	0	3	3	0.12
Toishanese	0	3	3	0.12
Tongan	1	1	2	0.08
Tigrinya	2	0	2	0.08
Bengali	0	2	2	0.08
French	0	2	2	0.08

Serbo-Croatian (Bosnian, Croatian, Serbian)	0	2	2	0.08
Lao	0	2	2	0.08
Portuguese	0	1	1	0.04
Italian	1	0	1	0.04
Ukrainian	0	1	1	0.04
Swedish	0	1	1	0.04

Currently, 34.2% of Franklin High School students speak a primary language different than English. The total number of languages other than English spoken by our students is 34. The primary languages that are most predominant among our student population are Cantonese, followed by Spanish, Vietnamese, Filipino, Punjabi, Mandarin, Hmong, Farsi, and Hindi. The number of students speaking one of the other non-English languages is 23, then Arabic (22), Urdu (15), Pashto (12), Russian (11), Korean (6), Cebuano (6), Ilocano (6), Japanese (5) and Khmer (5).

### •Special Needs and Other Focused Programs

#### Language Proficiency/Acquisition Status

	2015-2016	2016-2017	2017-2018
EL Learners	120	112	106
Fluent English Proficient	823	767	785
Re-Designated Fluent English Proficient/% of EL Pop Re- Designating	4 3%	37 24.8%	26 19.6%
% of Total Population	30.9	31.7	34.2

<b>Languages of English Learners</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
All Other	44	44	30
Cantonese	24	20	11
Farsi (Persian)	0	8	7
Filipino (Pilipino or Tagalog)	0	0	6
Hmong	9	0	6
Mandarin (Putonghua)	8	10	10
Punjabi	0	8	6
Spanish	26	22	23
Vietnamese	9	0	7

The number of students on campus who speak a language other than, or in addition to, English has continued to grow over the past three years for an increase of 3.3%. Our EL students speak a wide variety of languages represented in the charts above and a substantial number of our students are Fluent English Proficient. As a result of our district adoption of new Common Core aligned EL curriculum, a district EL coach on campus, the addition of an EL coordinator and the increase in EL/SDAIE sections across the core subject areas, we have been able to increase the percentage of our EL students re-designating as Fluent English Proficient.

### **California English Language Development Test (CELDT)**

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Advanced	8 = 38%	7 = 23%	10 = 37%
Early Advanced	6 = 29%	8 = 27%	3 = 11%
Intermediate	5 = 24%	8 = 27%	6 = 22%
Early Intermediate	2 = 10%	5 = 17%	3 = 11%
Beginning	N/A	2 = 7%	5 = 19%
Number Tested	21	30	27

Over the three years represented on the table above, the number of students being tested on the CELDT was between 20 and 30 total annually and our results show that we continued to outperform the district's goals for re-designation. The ELPAC is aligned with the 2012 California English Language Development Standards and results of that assessment are report later in Chapter 2.

## Data on Addressing the Eight State Priorities

### LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)

#### Teachers by Ethnicity

	2016	2017	2018
African American	3	3	3
American Indian	0	0	0
Asian	5	5	5
Hispanic	8	8	8
Filipino	3	3	2
Pacific Islander	0	0	0
White	86	80	84
Two or More	6	6	6
No Response	9	8	8
Total	120	113	116

The teaching staff at Franklin High School has remained fairly constant with regard to the representation of various ethnic subgroups and is nowhere near as ethnically diverse as our student population. 72% of our teaching staff is white while only 16.41% of our student population is white. Only 4.3% of our staff is Asian, though Asian students make up our largest subgroup at 27.6%. 6% of our teaching staff is Hispanic, while our Hispanic student subgroup is 20.65% of our student body. Only 2.5% of our staff is Black/African American while 13.26% of our student population is Black/African American.

#### Teachers by Gender

	2016	2017	2018
Female	62	57	63
Male	58	56	53
Total	120	113	116

The teaching staff at Franklin High School remains fairly evenly balanced between males and females, with only slightly more female faculty than male.

**Teachers w/ Full Credentials & Advanced Degrees**

	<b>2016</b>	<b>2017</b>	<b>2018</b>
CTC Assignments	100%	100%	100%
Doctorate Degree	0	0	1
Master Degree	41	42	39

The staff at Franklin High is 100% appropriately assigned pursuant to Education Code and fully credentialed in the subject areas and for the pupils they are teaching. A significant percentage of the staff hold advanced degrees.

**Teachers Years of Educational Service (2017-2018)**

Average Years of Service	7
Average Years in EGUSD	15
Number of First Year Teachers	6

Less than 1% of the teachers on staff at Franklin High are in their first year of teaching. While new teachers are welcome, and many in the district have completed their student teaching in various departments on our campus, the turn-over rate for teachers at Franklin High is extremely low. The students at Franklin High have classes with experienced teachers devoted to the district, the school, their students and the community.

**National Board Certification**

Franklin High School currently has no teachers who are National Board Certified Teachers.

**Teachers with Short Term Staff/Provisional Instructional Permits**

Franklin High School currently has no teachers who are short term staff or who have provisional instructional permits.

**Teachers in Intern Programs**

Franklin High School currently has no teachers who are enrolled in an intern program.

**Professional Development/Activities**

<b>Programs/Activities</b>	<b>LCAP Goal</b>	<b># of Participants</b>
AP/Honors Action Plan/OCR presentation, August 2015	1	120
AP Teacher Training, 2015-16, 2016-17, 2017-18, 2018-19		12
Counselor's Conference, February, 2019	1.5, 3.2	7
CTE Presentation, September 2015	1	120
UC/CSU Counselor Conference, 2016-17, 2017-18, 2018-19	4	7
EL Professional Development, October, 2018– January, 2019	2.1, 3.2	11
EL Professional Development, September 2016, November 2017	1.2, 3.2	120
English Professional Development, Summer 2018	1	2
Area 3 Writing Project, Summer 2018	1.1	2
English Planning Release Time, November, 2018	1	
English 9 PLC Release Days, 2016-17, 2017-18, 2018-19	1.1,2.1,3.2	5
English 9 Intervention Planning Day	1	5
CP English Planning Day, Summer 2018	1.1,1.2,2.1	2
English CP 9 PLC, 2018-2019	1.1,1.2,2.1	6
English Planning and Assessment, Fall, 2018	1.1,2.1	4
English Book Study – “Making the Monster”, Fall, 2018	1.1,1.2	6
English Vertical Team Meeting, May, 2019	1.1	5
High quality pathways presentation, January 2016	1.4	120
Social Studies/English Inter-department FT, Spring, 2019	1.2	2
Special Education OCR compliance, October, 2015	1.1	120
Math 1 Cluster Release Day 2018	1	8
Mindset Math Curriculum Seminar, October, 2018	1.1	2
Math Professional Development, November, 2018	1.1,2.1	3
Science Dept. Professional Development, Summer, 2018	1	15
Professional Development – Biology team, 2018-2019	1	4
Professional Development – Chemistry team, 2018-2019	1	4
Science Seminar, SCOE, October, 2018	1.1	10
SEASE Team Planning Days, Spring, 2018 – Spring, 2019	1.4, 4.1	7
Special Education Collaboration Day, November, 2018	1	9
CA Education Theater Association Conference, Fall, 2018	1	2
ISTE 19 Conference	2.1,3.2,4.2	1
Mandated Reporter Training, May 2017, September 2018	4	120
PBIS, 2015-16, 2016-17, 2017-18, 2018-19	4	120
WASC, 2017-18, 2018-19	1.1, 2.1	120
Suicide Prevention – Staff meeting - October 2016	4	120

Our school offers a variety of professional learning opportunities for teachers and staff. Teachers from different departments or programs provide professional development during monthly staff meetings. In addition, teachers meet on late start Wednesdays to collaborate in professional learning communities in order to ensure that all students acquire the knowledge and skills essential to achieving their full potential. For the 2018-19 school year we focused on preparation for our WASC report and visit, in addition to the continuation of our work with professional learning communities. Many grade level and subject matter teams also have specific release days throughout the year to collaborate on common assessments, Integrated Math, Next Generation Science standards, AP/Honors vertical teaming, EL/SDAIE courses, as well as student placement in a variety of support/intervention programs.

### **ESSA Qualified Paraprofessionals**

<b>Special Education Program</b>	<b>Para-Professionals</b>
Academic, Behavior, Social Supports Self-Contained Classes	2
Independent Living Skills	3
Resource Specialist Program	4
Inclusive	9

Franklin High School is fortunate to have a high quality team of paraprofessionals who work with both Special Education teachers and our general education teachers to help support our students with special needs on campus.

### **Pupil Access to Standards-Aligned Instructional Materials**

The Board of Education is interested in providing instructional materials that support students' learning of the adopted curriculum. The body of instructional materials presents a broad spectrum of knowledge and viewpoints, reflects the diversity of our society, and enhances the use of multiple teaching strategies and technologies. The Board adopts instructional materials based on a determination that such materials are aligned with the state content standards, meet other criteria specified in law, and are an effective learning resource to help students achieve grade-level competency. To ensure that instructional materials effectively support the district's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests are aligned with the development and evaluation of the district's curriculum and standards. The district-adopted curriculum standards include the California curriculum content standards. The Superintendent or designee establishes a process by which instructional materials are reviewed for recommendation to the Board. This process involves teachers and encourages the participation of parents/guardians and community members. When the



Board determines that standards-aligned textbooks and instructional materials have been provided to all students in accordance with Education Code 60422, it shall so certify. A copy of the certification shall be kept on file in the district office. The Superintendent or designee ensures that the district satisfies the criteria necessary to access funds under the state's Pupil Textbook and Instructional Materials Incentive Account pursuant to Education Code 60252.

### **Franklin High School Facilities**

Franklin High School facilities are consistently maintained and continue to be in good repair and meet the UC a-g course requirements for laboratory time, chemical storage and facilities. The district takes pride in its schools to ensure that school buildings, classrooms and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. To assist in this goal, the district uses a facility survey instrument developed by the State of California. Our school received "exemplary" status based on the State's definition, the highest rating possible. The school consistently passes all inspections done by the state and fire department. The cafeteria maintains the top rating available from the state. Fire extinguishers are in every area and are checked periodically. Seven AED's are located strategically across the campus for quick access by staff. Each science classroom includes a demonstration lab area along with student lab stations in addition to the lecture area of the classroom. Each classroom is fully equipped to meet the UC a-g course requirements for laboratory time. Chemicals for science classrooms and lab assignments are appropriately stored, secured, catalogued and inspected each year. Risk Management works with our custodial, science and VAPA staff to pick up hazardous waste as necessary, but at least once a year. Eye wash stations, exhaust systems, and fire blankets are maintained in all classrooms with laboratory equipment. All custodial chemicals are stored in locked closets, meeting district and state requirements.

**LCFF Priority 2 – Implementation of Academic Standards****•State Standards Implementation Survey****2017-2018**

<b>Overall, what is your Current Level of Implementation of the Following State Standards?</b>	<b>#</b>	<b>Early Developing</b>	<b>Developing</b>	<b>Early Applying</b>	<b>Applying</b>
Total	111	16.2%	25.2%	32.4%	26.1%
ELA - California Common Standards	8	12.5%	12.5%	12.5%	62.5%
Math-California Common Standards	11	9.1%	18.2%	18.2%	54.6%
English Language Development	35	14.3%	25.7%	48.6%	11.4%
Next Generation Science Standards	7	14.3%	57.1%	14.3%	14.3%
History/Social Science	12	16.7%	16.7%	16.7%	50.0%
PE Model Content Standards	4	75.0%	0.0%	0.0%	25.0%
Business/Technology/Career Technical Education	3	0.0%	0.0%	66.7%	33.3%
Health	0	0.0%	0.0%	0.0%	0.0%
Librarian	1	100.0%	0.0%	0.0%	0.0%
VAPA	1	0.0%	0.0%	0.0%	100.0%
World Languages	3	0.0%	0.0%	66.7%	33.3%
Literacy Standards in History, Science, Technical	26	15.4%	38.5%	34.6%	11.5%

**2016-2017**

<b>Overall, what is your Current Level of Implementation of the Following State Standards?</b>	<b>#</b>	<b>Developing</b>	<b>Applying</b>	<b>Innovating</b>	<b>Applying + Innovating</b>
Total	195	45.6%	25.6%	28.7%	54.4%
ELA - California Common Standards	18	11.1%	33.3%	55.6%	62.5%
Math-California Common Standards	17	17.7%	11.8%	70.6%	54.6%
English Language Development	69	56.5%	31.9%	11.6%	11.4%
Next Generation Science Standards	12	75.0%	8.3%	16.7%	14.3%
History/Social Science	15	20.0%	26.7%	53.3%	50.0%
PE Model Content Standards	4	100.0%	0.0%	0.0%	25.0%
Business/Technology/Career Technical Education	3	0.0%	66.7%	33.3%	33.3%
Health	2	0.0%	0.0%	100.0%	0.0%
Librarian	1	100.0%	0.0%	0.0%	0.0%
VAPA	4	0.0%	75.0%	25.0%	100.0%
World Languages	2	0.0%	100.0%	0.0%	33.3%
Literacy Standards in History, Science, Technical	48	58.3%	16.7%	25.0%	11.5%

**2015-2016**

<b>Overall, what is your Current Level of Implementation of the Following State Standards?</b>	<b>#</b>	<b>Developing</b>	<b>Applying</b>	<b>Innovating</b>	<b>Applying + Innovating</b>
ELA - California Common Standards	11	9.1%	36.4%	54.6%	90.9%
Math-California Common Standards	9	22.2%	44.4%	33.3%	77.8%
English Language Development	30	63.3%	26.7%	10.0%	36.7%
Next Generation Science Standards	3	66.7%	33.3%	0.0%	33.3%
History/Social Science	9	11.1%	22.2%	66.7%	88.9%
PE Model Content Standards	2	100.0%	0.0%	0.0%	0.0%
Business/Technology/Career Technical Education	2	50.0%	0.0%	50.0%	50.0%
Health	0	0.0%	0.0%	0.0%	0.0%
Librarian	1	100.0%	0.0%	0.0%	0.0%
VAPA	2	0.0%	100.0%	0.0%	100.0%
World Languages	0	0.0%	0.0%	0.0%	0.0%
Literacy Standards in History, Science, Technical	20	60.0%	30.0%	10.0%	40.0%

Franklin High School staff has been working to ensure that the academic standards emphasized in CCSS are driving instructional practices to improve student learning outcomes. In the spring of 2016, EGUSD created a State Standards Implementation Teacher Survey. Districtwide results were reviewed during the summer and responses were taken into consideration for future professional development planning at the district level. Franklin High School has followed suit by using the data presented in the survey to help us determine our current level of implementation, as well as areas where we need further development. Teacher participation was relatively low the first year that the survey was conducted. We've worked hard to expand our participation in order that our results reflect a robust representation of teachers. Subject matter professional learning communities and grade level teams have received many hours of training and support in the form of PLC training and release days for grade level planning, pacing guides and common assessments. The administrative team continues to work with department

leaders to provide support where it is needed through release time and participating in outside workshops/conferences as they relate to CCSS, NGSS, Integrated Math, Honors and AP, and Career Technical Educational pathways. Our PLC teams and grade level teams work together to create and implement common pacing guides and unit plans along with both formative and summative assessments aligned with CCSS.

### LCFF Priority 3 – Parent Engagement

Franklin High School prides itself on the level of parental and community involvement in our educational program. Franklin encourages parents to get involved in their child's education by taking an active role. Parents and community members are encouraged through many means such as the school website, to visit the school regularly, communicate openly with staff, and monitor their child's academic progress closely through ParentVue in our Synergy system. Formal participation can include accepting the school invitation to sit on the School Site Council where important decisions leading to meeting our educational objectives are made, and/or on the English Learning Advisory Committee to discuss the needs of our EL student population. Additional opportunities to become involved are communicated with parents through our school website, as well as through Autodialer, and the staff at Franklin High utilizes a variety of communication tools to involve parents in their child's education including all of the following:

- Freshman Orientation
- Course Selection Nights
- Bring Your Parent to School Days
- Back to School Nights
- AP/Honors Course Registration Night
- Sober Grad Night
- Wildcat Booster Club
- Attendance at Athletic and Cultural Activities and Performances
- SEASE Meetings

### LCFF Priority 4 – Performance on Standardized Testing

#### • CAASPP Results:

#### Participation: 2015-2016 ELA

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met/Exceeded
All Students	624	602	96%	82%
Male	292	283	97%	77%
Female	333	325	98%	86%
Black/African American	86	82	95%	67%
Asian	163	159	98%	90%

Filipino	75	75	100%	85%
Hispanic or Latino	124	119	96%	78%
White	127	120	94%	82%
Two or More	43	41	95%	88%
SED	223	214	96%	72%
EL	n/a	17	n/a	24%
SWD	35	34	97%	17%
Foster Youth	n/a	1	n/a	0%

### Participation: 2015-2016 Mathematics

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met/Exceeded
All Students	624	601	96%	60%
Male	292	285	98%	58%
Female	332	324	98%	60%
Black/African American	86	82	95%	32%
Asian	163	160	98%	72%
Filipino	75	75	100%	70%
Hispanic or Latino	124	117	94%	48%
White	127	120	94%	68%
Two or More	43	41	95%	61%
SED	223	215	96%	46%
EL	n/a	17	n/a	18%
SWD	35	34	97%	6%
Foster Youth	n/a	0	n/a	0



**Participation: 2016-2017 ELA**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met/Exceeded</b>
All Students	643	633	98%	81%
Male	338	330	98%	79%
Female	305	304	99%	84%
Black/African American	99	94	95%	65%
Asian	177	175	99%	90%
Filipino	63	63	100%	87%
Hispanic or Latino	118	116	98%	76%
White	115	114	99%	83%
Two or More	65	50	77%	84%
SED	231	224	97%	75%
EL	n/a	26	n/a	27%
SWD	33	31	94%	16%
Foster Youth	n/a	3	n/a	0%

**Participation: 2016-2017 Mathematics**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met/Exceeded</b>
All Students	643	619	96%	58%
Male	338	324	96%	56%
Female	305	295	97%	60%
Black/African American	99	90	91%	36%
Asian	177	175	99%	79%
Filipino	63	63	100%	70%

Hispanic or Latino	118	112	95%	39%
White	115	111	97%	54%
Two or More	65	49	75%	59%
SED	231	215	93%	53%
EL	n/a	26	n/a	27%
SWD	33	27	82%	4%
Foster Youth	n/a	1	n/a	0%

**Participation: 2017-2018 ELA**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met/Exceeded</b>
All Students	589	567	96%	66%
Male	321	311	97%	60%
Female	268	258	96%	72%
Black/African American	76	72	95%	41%
Asian	165	162	98%	77%
Filipino	71	69	97%	71%
Hispanic or Latino	121	115	95%	55%
White	101	96	95%	69%
Two or More	47	44	94%	75%
SED	232	217	94%	52%
EL		30	n/a	20%
SWD	45	39	87%	8%
Foster Youth		0	n/a	0%

**Participation: 2017-2018 Mathematics**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met/Exceeded</b>
All Students	589	570	97%	47%
Male	321	311	97%	45%
Female	268	260	97%	49%
Black/African American	76	72	95%	28%
Asian	165	163	99%	65%
Filipino	71	70	99%	51%
Hispanic or Latino	121	116	96%	27%
White	101	96	95%	48%
Two or More	47	45	96%	53%
SED	232	220	95%	34%
EL	n/a	31	n/a	26%
SWD	45	39	87%	3%
Foster Youth	n/a	0	n/a	0%

Our participation rate for our students continues to be extremely high with 98% testing in 2015-2016, 96% testing in 2016-2017 and 98% testing in 2017-2018. When looking at individual subgroups, over 91% of all subgroups participated in testing in both ELA and Mathematics in all three years with a few exceptions. In 2015-2016, 77% of the students in the “two or more” subgroup tested in ELA and 75% of that same group tested in Mathematics. In 2017-2018, 87% of students with disabilities tested in Mathematics. In 2015-2016, 82% of our students met or exceeded the standard in ELA while only 60% met or exceeded the standard in Mathematics with males doing slightly worse in both test areas. Subgroups with the lowest percentage meeting or exceeding standards were students with disabilities at 17% in ELA and 6% in Mathematics. Our EL subgroup did slightly better at 24% meeting or exceeding the standard in ELA and 18% meeting or exceeding the standard in Mathematics. In 2016-2017, 81% of our student population met or exceeded the standard in ELA ( a 1% drop from the previous year) but only 58% met or exceeded the standard in Mathematics (a 2% drop from the previous year.) Looking at the various subgroups, percentages meeting or exceeding the standard in ELA dropped by 2% for Blacks/African American students, and Hispanic students. In Mathematics that year, the percentage of white students meeting or exceeding the standard dropped by 14%, and

there was a 2% drop in the percentage of students with disabilities meeting or exceeding the standard.

The results for 2017-2018 present a concern. While participation rates remained extremely high, the percentage of all students meeting or exceeding standards in ELA dropped by 15% and by 11% in Mathematics. In every subgroup, the percentage of students meeting or exceeding the standard decreased and in most subgroups the decrease was substantial.

The decreases were as follows:

ELA = Males -19%, Females -12%, Black/African Americans - 24%, Asians -13%, Filipinos -16%, Hispanics -21%, Whites -14%, Two or More -9%, SED -23%, EL -7%, and SWD -8%.

Mathematics = Males -11%, Females -11%, Black/African Americans -8%, Asians -14%, Filipinos -19%, Hispanics -12%, Whites -8%, Two or More -6%, SED -19%, EL -1%, SWD -1%.

### Performance Categories ELA (2016-2018)

	2016	2017	2018
Number of Students	602	633	567
Scale Score	2664	2661	2621
Distance from Met	+82.6	+81.5	+40
% Met or Exceeded	82%	81%	66%
% Exceeded	48%	47%	34%
% Met	34%	34%	32%
% Nearly Met	13%	13%	20%
% Not Met	5%	6%	15%
<b>Reading</b>			
% Above Standard	48%	52%	40%
% At or Near Standard	45%	38%	44%
% Below Standard	7%	10%	16%
<b>Writing</b>			
% Above Standard	62%	60%	43%
% At or Near Standard	32%	31%	39%
% Below Standard	6%	9%	19%
<b>Research/Inquiry</b>			
% Above Standard	57%	57%	43%

% At or Near Standard	38%	37%	41%
% Below Standard	5%	8%	16%

### Performance Categories Math (2016-2018)

	2016	2017	2018
Number of Student	601	619	570
Scale Score	2646	2642	2615
Distance from Met	+18	+16.3	-10.8
% Met or Exceeded	60%	58%	47%
% Exceeded	27%	26%	22%
% Met	33%	32%	25%
% Nearly Met	22%	23%	25%
% Not Met	18%	19%	28%
<b>Concepts &amp; Procedures</b>			
% Above Standard	43%	43%	37%
% At or Near Standard	35%	35%	30%
% Below Standard	22%	22%	32%
<b>Problem Solving &amp; Modeling/Data Analysis</b>			
% Above Standard	30%	30%	22%
% At or Near Standard	54%	54%	47%
% Below Standard	16%	16%	32%
<b>Communicating Reasoning</b>			
% Above Standard	31%	31%	29%
% At or Near Standard	57%	57%	53%
% Below Standard	11%	11%	18%

When analyzing the data by performance category in both ELA and Mathematics over the past three years, we can see that the percentage of our students who are above the standard declined slightly from 2016 to 2017, and then declined significantly from 2017 to 2018. The percentage of our students who are at or near standard decreased from 2016 to 2017 in ELA and then improved over 2016 numbers in 2018. In Mathematics, however,

the trend downward continued from 2016-2107 and again from 2017- 2018.

### California Dashboard Academic Performance: ELA and Mathematics (2017-2018)

#### •Distance from Standard:

	2015	2016	2017	2018
<b>ELA</b>	73.5 Above	82.6 Above	81.5 Above	40 Above
<b>Mathematics</b>	21 Above	18 Above	16.3 Above	10.8 Below

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level. The distance from standard numbers above show that our students performed substantially above the standard in ELA from 2015 through 2017, and while 2018 scores are still well above the standard, the drop from previous years is notable. In Mathematics, the distance from standard numbers, though not as strong as the numbers in ELA from 2015-2017, were still well above standard until 2018 when the number plummeted, putting our distance from standard in Mathematics in the negative for the first time in four years.

#### •Student Groups by Performance Level: ELA (2018)

	Points Below/Above Standard	Points Changed from Previous Year	Dashboard Color Category
Asian	82.7 Above	- 29.9	Green
Black or African American	20.9 Below	- 62.3	Orange
EL	47.8 Below	- 53	Red
Filipino	63.9 Above	- 30	Green
Hispanic	0 Above	- 55.6	Yellow
SED	1.9 Above	- 58.9	Yellow
SWD	119.9 Below	- 50.1	No color
Two or More	38.9 Above	- 42.3	Green
White	46.7 Above	- 43.2	Green

Looking at the disaggregated ELA data from 2018, we note that every subgroup had a significant drop in points from the previous year. While that is concerning, it is most concerning for those subgroups who were already performing well below the standard such as students with disabilities, EL students and Black/African American students who dropped 50.1 points to 119.9 points below the standard, 53 points to 47.8 points below the standard, and 62.3 points to 20.9 points below the standard respectively. Hispanics who had been performing above standard dropped 55.6 points to zero above standard.

**•Student Groups by Performance Level: Mathematics (2018)**

	<b>Points Below/Above Standard</b>	<b>Points Changed from 2017</b>	<b>Dashboard Color Category</b>
Asian	47.9 Above	- 21.9	Green
Black or African American	78.9 Below	- 36.5	Orange
EL	73 Below	- 39.5	Orange
Filipino	7.6 Above	- 24.2	Green
Hispanic	64.6 Below	- 36.2	Orange
SED	54.2 Below	- 52.8	Yellow
SWD	182.1 Below	+10.4	No color
Two or More	6.1 Above	- 16.6	Green
White	9.6 Below	- 24.6	Yellow

Looking at the disaggregated Mathematics data from 2018, we note that every subgroup with the exception of students with disabilities had a significant drop in points from the previous year. While our SWD group gained 10.4 points, at 182.1 points below standard, they are still so far below the standard that there is no color rating for them. Again, the drop in points is concerning, but most concerning for our subgroups like our students with disabilities, where performance level was already significantly below standard including Black/African American students who are 78.9 points below standard, EL who are 73 points below standard, Hispanic students who are 64.6 points below standard and low socioeconomic students who are 54.2 points below standard.



### •SAT/ACT Test Results

#### SAT Results: 2016-2018

	2016	2017	2018
Total Number of Test Takers/Percentage of Students	513/70%	436/72%	434/68.5%
Mean Critical Reading Scale Score/Mean Writing Scale Score OR ERW	518/507	567	572
Mean Math Scale Score	530	565	576
Mean Combined Scale Score (RMW)	1555	1132	1148

On the SAT, the percentage of students taking the test increased by 2% from 2016 to 2017 and decreased by 3.5% from 2017-2018. The average scores of our students are well above those needed for students to be admitted to the CSUs.

#### ACT Results: 2016-2018

	2016	2017	2018
Total Number of Test Takers/Percentage of Students	241/33%	157/26%	141/21.8%
Mean English	23.7	23.5	24.2
Mean Writing	7.6	7.3	7.6
Mean Reading	24.2	23.9	24.3
Mean Math	23.7	23.6	23.9
Mean Science	22.9	22.8	23.0
Mean STEM	23.6	23.4	23.7
Mean Score	23.8	23.6	24.0

On the ACT, our students' average scores have remained nearly identical over the past 3 years. The average scores, while meeting the admittance requirement for only a few universities in the UC system, are in line with admittance scores for universities in the CSU system.

**EAP Results: 2016-2018**

	<b>2016</b>	<b>2017</b>	<b>2018</b>
Number and Percentage of Students Who Met or Exceeded Standards	482/589 82%	520/643 81%	405/624 65%

Our EAP data, while not disaggregated, indicates percentages of students who fall into the exempt and conditionally exempt categories were high in 2016 at 82%, and in 2017 at 81%. Our data shows a significant drop in EAP results in 2018, however, to only 65% falling into the exempt and conditionally exempt categories.

**AP Exams: 2016-2018**

	Total Exams Administered /Total Enrollment in AP Courses	Percentage of Students Taking the Exam	Scores of 3 or Better	Percentage of Students Passing the Exam
<b>2016</b>	1133/1966	58%	830	73%
<b>2017</b>	1162/1864	62%	887	76%
<b>2018</b>	1285/1900	68%	974	76%

The table above depicts the numbers of students enrolled in AP courses and the numbers and percentages of those students taking the AP exam. It also shows the number of students receiving scores of 3 or better and the percentage that those numbers reflect. In 2016, 58% of our AP students took the exam with a 73% passing rate. In 2017, 62% of our AP students took the exam with a 76% passing rate. In 2018, 68% of our students took the exam with a 76% passing rate. It appears that the percentage of AP students opting to take the exam is steadily rising and that a large percentage of them are passing with scores of 3 or higher.

**AP Enrollment: 2016-2018**

	<b>2015-2016</b>		<b>2016-2017</b>		<b>2017-2018</b>	
	<b># of AP Students</b>	<b>% of AP Subgroup</b>	<b># of AP Students</b>	<b>% of AP Subgroup</b>	<b># of AP Students</b>	<b>% of AP Subgroup</b>
All Students	872	32.6%	857	33.8%	1010	38.8%
African	70	17.5%	70	20.6%	83	24.3%

American				
American Indian	0	0%	0	50%
Asian	364	51.7%	346	58.1%
Filipino	111	37.6%	123	46.3%
Hispanic	93	18.1%	106	25.2%
Pacific Islander	2	8.7%	3	34.6%
White	180	33.4%	150	31.9%
Two or More	52	27.7%	59	36.3%
EL	2	1.7%	7	7.6%
SED	232	22.6%	225	31.6%
SWD	2	1.1%	4	2.5%

The table above shows the number and percentage of students at Franklin High School who have been enrolled in at least one AP course a year for the past 3 years. Additionally, the table disaggregates the data by subgroup. As the numbers indicate, in 2016, 32.6% of Franklin High School students took at least one AP course. In 2017, the percentage increased slightly to 33.8% and in 2018, the percentage increased by 5% to 38.8%. The increase in the overall student percentage appears to be the result of efforts to encourage under-represented groups to enroll in these challenging courses. Looking at the data we can see that the percentage of Black/African American students enrolled in AP courses increased by nearly 7% from 2016-2018. The percentage of Filipino students enrolling in AP courses increased from 2016 to 2018 by 8.7%. The percentage of Pacific Islanders, though not a large group, increased by 25.9%. Hispanic student percentages increased by 7.1%, and students in the two or more group increased their participation percentage by 8.6%. Asian students continue to be highly represented in AP classes, increasing their participation percentages by 6.4%. White students were the only group showing an annual decrease in participation in AP going from 33.4% in 2016, to 32.1% in 2017, to 31.9% in 2018. It appears that our efforts to increase the participation of under-represented groups in our AP courses are producing the desired results.

**Enrollment by English Language Acquisition Status (ELS) and Grade (2015-2018)**

<b>2015-2016</b>	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	TBD	Total
9th Grade	416	48	30	130	0	624
10th Grade	464	47	29	137	0	677
11th Grade	426	48	29	137	0	640
12th Grade	480	90	32	130	0	732

<b>2016-2017</b>	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	TBD	Total
9th Grade	429	50	37	161	0	677
10th Grade	380	47	27	134	0	588
11th Grade	439	46	30	146	0	661
12th Grade	399	51	18	142	0	610

<b>2017-2018</b>	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	TBD	Total
9th Grade	486	43	20	149	1	699
10th Grade	417	52	36	162	1	668
11th Grade	385	46	30	141	2	604
12th Grade	422	44	20	148	0	634

## English Learner Progress Indicator Report: CA Dashboard – Fall, 2018

The California Dashboard reported EL progress in a more detailed fashion in 2018. Prior to 2018, the Dashboard reported the total percentage of EL students only as percentages “making progress” toward English Language Proficiency. The 2018 data reported on the Dashboard reflected more specific data by reporting the percentages of our EL student population who were in the “Beginning Stage-Level 1”, “Somewhat Developed-Level 2”, “Moderately Developed-Level 3”, and “Well Developed-Level 4”. In 2015, 72% of our EL students were “making progress.” In 2016, that percentage increased to 84.3%. In 2017, that percentage increased again to 92.5%. In 2018, the report indicated that 46.7% of our students were well developed (Level 4), 29% were moderately developed (Level 3), 15.9% were somewhat developed (Level 2), and 8.4% were beginning stage (Level 1) of development. While it’s difficult to compare data when the way in which it is presented on the Dashboard changes, it does appear that if we combine the percentages of all the groups with the exception of Level 1 Beginning Stage students, our EL students who were making progress to acquisition of the English language in 2018 was 91.6%, a slight drop from the 92.5% reported in 2017.

### LTELS: 2016-2018

	2016-2017	2017-2018	2018-2019
Percentage of EL Population that are LTELS	50%	52%	54%

One area that continues to require attention is that of our Long Term English Learner population. As the table above indicates, in 2017, half of our EL population were LTELS. The percentage of our EL population that are LTELS has increased by 2% each year since then, representing 57 of the 106 students identified as EL’s.

### ELPAC Results: 2017-2018

ELPAC 2017-2018	9th Grade	10th Grade	11th Grade	12th Grade
# of Students Tested	21	36	16	16
Mean Scale Score: Overall	1551	1604	1585	1575
Mean Scale Score: Oral Language	1532	1596	1576	1580
Mean Scale Score: Written Language	1569	1611	1569	1569

ELPAC testing is done with students who enroll at Franklin who have never been CELDT or ELPAC tested before, and therefore, not classified as an English learner. The Initial ELPAC assessment is used to identify students as either an English learner who needs support to learn English, or as proficient in English. The ELPAC is comprised of four domains: Listening, Speaking, Reading and Writing. The table above indicates the numbers of students tested across all four grade levels in 2017-2018, showing their mean scale scores.

### Other Local Assessments:

#### •D & F Grades (2016-2019)

<b>2016-2017</b>	Term 1	Term 2	Term 3	Term 4
D Grades	645	676	689	718
F Grades	478	599	610	644

<b>2017-2018</b>	Term 1	Term 2	Term 3	Term 4
D Grades	631	746	801	790
F Grades	476	590	615	668

<b>2018-2019</b>	Term 1	Term 2
D Grades	690	719
F Grades	512	557

Our D & F data over the past 2 and half years shows that the number of D and F grades increase from one term to the next throughout the entire year in 2016-2017, 2017-2018, and in the first two terms of the current school year, 2018-2019 (with the exception of D grades in term 4 of 2017-2018.) We recognize that more detailed monitoring, and reporting of these grade trends to staff, is needed in addition to disaggregation of D & F data in order to understand the problem better so that we can determine how to best support our students in successfully acquiring the knowledge and skills needed to pass their courses toward graduation.

**Physical Fitness Test**

<b>2017-2018</b>	Total	Number Grade 9 Students in HFZ	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement Health Risk
Aerobic Capacity	654	560	85.6	11.9	2.5
Body Composition	654	443	67.7	18.5	13.8
Abdominal Strength	654	573	87.6	12.4	N/A
Trunk Extension Strength	654	620	94.8	5.2	N/A
Upper Body Strength	654	458	70.0	30.0	N/A
Flexibility	654	603	92.2	7.8	N/A

<b>2016-2017</b>	Total	Number Grade 9 Students in HFZ	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement Health Risk
Aerobic Capacity	665	543	81.7	12.9	5.4
Body Composition	665	488	73.4	14.6	12.0
Abdominal Strength	665	597	89.8	10.2	N/A
Trunk Extension Strength	665	586	88.1	11.9	N/A
Upper Body	665	496	74.6	25.4	N/A



Strength					
Flexibility	665	615	92.5	7.5	N/A

<b>2015-2016</b>	Total	Number Grade 9 Students in HFZ	% Grade 9 Students in HFZ	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement Health Risk
Aerobic Capacity	586	509	86.9	9.6	3.5
Body Composition	586	421	71.8	14.8	13.4
Abdominal Strength	586	550	93.9	6.1	N/A
Trunk Extension Strength	586	527	89.9	10.1	N/A
Upper Body Strength	586	431	73.5	26.5	N/A
Flexibility	586	554	94.5	5.5	N/A

Health and wellness has been identified by students, staff and parents as an area of concern. We included the data from the Physical Fitness Test used to assess the fitness levels of our 9<sup>th</sup> grade classes over three years to show that our students arrive with varying degrees of health and fitness, and that utilizing tests such as this one can help students and their teachers to determine a baseline of fitness for each of their 9<sup>th</sup> grade students. The two right hand columns show the percentage of students who need improvement, and percentage of students who need improvement/health risk. In 2017-2018, 2.5% to 13.8% (depending on specific aspect of health tested) of our students tested in the needs improvement/health risk category. In 2016-2017, the percentage testing in that category was 5.4% to 12%. In 2016-2016, the percentage testing in that category was 3.5% to 13.4%. These results show that each class of students arriving at Franklin High School as freshmen vary in terms of their physical fitness, and in order to address concerns about health and wellness, we need to offer knowledge and support to our students in this area.

**LCFF Priority 5 – Pupil Engagement****Graduation Rate: Performance Category on the California School Dashboard.**

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
All Students	98%	98%	98%
English Learners	100%	93%	97%
SED	96%	97%	97%
SWD	83%	88%	77%
African American	92%	98%	92%
Asian	99%	99%	99%
Filipino	100%	100%	100%
Hispanic	97%	99%	99%
White	100%	96%	97%
Two or More	97%	98%	96%

Franklin High School is in the **Blue** Performance Category for Graduation Rate. Our students have an exceptionally high rate of graduation at 98%.

**Chronic Absenteeism**

The California School Dashboard data for Chronic Absenteeism is unavailable. District reported disaggregated data for the past two years is below:

	<b>2016-2017</b>	<b>2017-2018</b>
EGUSD	6770/66711 = 10%	6500/65527 = 9.9%
Franklin HS	159/2651 = 6%	148/2667 = 5.5%
African American	25/373 = 7%	19/358 = 5.3%
American Indian	1/10 = 10%	0%
Asian	20/705 = 3%	22/722 = 3%
Filipino	5/300 = 2%	8/318 = 2.5%
Pacific Islander	3/24 = 13%	5/28 = 18%

Hispanic/ Latino	48/544 = 9%	45/545 = 8%
White	38/490 = 8%	37/465 = 8%
Two or More	19/205 = 9%	12/225 = 5.3%

### Dropout Rates

	2014-2015	2015-2016	2016-2017
# of Total Dropouts/Dropout Rate by %	2/0.1%	5/0.2%	6/0.2%
Hispanic/Latino	1	0	2
Asian	0	0	2
Black/African America	1	3	0
Pacific Islander	0	0	1
Two or More	1	2	1

Franklin High School has an extremely low dropout rate of well below 1%.

### Tardiness Rates: 2016-2018

	2016	2017	2018
Total Number of Marks	1888	2729	2722
Percentage of Students with One or More Tardy Marks	75%	100%	100%

Student tardiness to first period has always been an issue at Franklin High School. The primary reason is the heavily congested traffic around the school. The school is located in the center of a densely populated community, on Whitelock Parkway, which is the major thoroughfare for the community. We are also adjacent to our feeder middle school. The combined enrollment of the two schools, when combined with the high numbers of parents who drive their children to school in the morning and the traffic from morning commuters, has resulted in a problem with high numbers of students arriving late to first period classes.

This has been a conversation at leadership meetings as staff and administration explore new ideas, best practices and policies to encourage students and parents to plan accordingly in order to arrive on time to maximize class time for our students. We believe that this explains why virtually 100% of our students have at least one tardy during the school year as well as the high number of tardy marks. These marks are mostly for first period.

**Average Daily Attendance**

	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Percentage Actual Attendance	96.82%	97.03%	98.05%

The average daily attendance rates for Franklin High School are quite high, improving slightly in each of the past three years to a rate of 98.5%.

**LCFF Priority 6 – School Climate****2016-2017 Suspension Rates**

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
FrHS	2,651	230	155	5.8%	72.9%	27.1%
EGUSD	66,711	5,317	3,154	4.7%	67.1%	32.9%
SAC Co.	258,720	27,086	14,815	5.7%	63.1%	36.9%
State	6,405,496	381,845	233,478	3.6%	69.3%	30.7%

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	373	98	56	15.0%	66.1%	33.9%
American Indian or Alaska Native	10	0	0	0.0%	0.0%	0.0%
Asian	705	16	15	2.1%	93.3%	6.7%
Filipino	300	10	9	3.0%	88.9%	11.1%
Hispanic or Latino	544	55	42	7.7%	78.6%	21.4%
Pacific Islander	24	2	2	8.3%	100.0%	0.0%

White	490	20	13	2.7%	61.5%	38.5%
Two or More Races	205	29	18	8.8%	61.1%	38.9%
Not Reported	*	*	*	*	*	*

Ethnicity	Percent of Cumulative Enrollment	Percent of Students Suspended
African American	14.1%	36.1%
American Indian or Alaska Native	0.4%	0.0%
Asian	26.6%	9.7%
Filipino	11.3%	5.8%
Hispanic or Latino	20.5%	27.1%
Pacific Islander	0.9%	1.3%
White	18.5%	8.4%
Two or More Races	7.7%	11.6%
Not Reported	*	*
Total	2,651	155

### 2015-2016 Suspension Rates

Suspension Rates 2015-16	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One	Percent of Students Suspended with Multiple
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					Suspension	Suspensions
FrHS	2,781	196	126	4.5%	74.6%	25.4%
EGUSD	66,529	4,642	2,847	4.3%	68.7%	31.3%
SAC Co.	255,588	27,604	14,659	5.7%	62.1%	37.9%
State	6,410,668	396,755	234,175	3.7%	67.5%	32.5%

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	428	80	43	10.0%	60.5%	39.5%
American Indian or Alaska Native	10	1	1	10.0%	100.0%	0.0%
Asian	726	12	9	1.2%	77.8%	22.2%
Filipino	298	6	6	2.0%	100.0%	0.0%
Hispanic or Latino	541	41	30	5.5%	80.0%	20.0%
Pacific Islander	23	2	2	8.7%	100.0%	0.0%
White	553	36	28	5.1%	85.7%	14.3%
Two or More Races	202	18	7	3.5%	57.1%	42.9%



Not Reported	*	*	*	*	*	*
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Ethnicity	Percent of Cumulative Enrollment	Percent of Students Suspended
African American	15.4%	34.1%
American Indian or Alaska Native	0.4%	0.8%
Asian	26.1%	7.1%
Filipino	10.7%	4.8%
Hispanic or Latino	19.5%	23.8%
Pacific Islander	0.8%	1.6%
White	19.9%	22.2%
Two or More Races	7.3%	5.6%
Not Reported	*	*
Total	2,781	126

### 2014-2015 Suspension Rates

Suspension Rates 2014-15	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
FrHS	2,859	203	141	4.9%	74.5%	25.5%
EGUSD	66,707	5,583	3,189	4.8%	64.5%	35.5%

SAC Co.	253,989	28,214	14,734	5.8%	61.4%	38.6%
State	6,417,261	420,878	243,052	3.8%	67.0%	33.0%

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	431	81	46	10.7%	63.0%	37.0%
American Indian or Alaska Native	16	0	0	0.0%	0.0%	0.0%
Asian	762	13	12	1.6%	91.7%	8.3%
Filipino	309	12	11	3.6%	90.9%	9.1%
Hispanic or Latino	555	34	26	4.7%	80.8%	19.2%
Pacific Islander	29	0	0	0.0%	0.0%	0.0%
White	583	42	30	5.1%	73.3%	26.7%
Two or More Races	174	21	16	9.2%	75.0%	25.0%
Not Reported	*	*	*	*	*	*

Ethnicity	Percent of Cumulative	Percent of Students
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	Enrollment	Suspended
African American	15.1%	32.6%
American Indian or Alaska Native	0.6%	0.0%
Asian	26.7%	8.5%
Filipino	10.8%	7.8%
Hispanic or Latino	19.4%	18.4%
Pacific Islander	1.0%	0.0%
White	20.4%	21.3%
Two or More Races	6.1%	11.3%
Not Reported	*	*
Total	2,859	141

When looking at the performance category for suspension rates on the California Dashboard, it is apparent that we are having some success in our efforts to reduce the number of suspensions across all subgroups. In 2016-2017, our suspension rates put Franklin High School in the orange category overall, with our suspension rates having increased over the previous year by 1.3%. Black or African American students, English Learners, and students in the two or more subgroup were in the red category. Asians, Filipinos and Hispanics were in the orange category. Students with disabilities were in the yellow category. White students in that year were the only group in the green category.

In 2017-2018 our suspension rate numbers were much better. Our suspension rates put Franklin High in the green category overall with a total percentage suspension rate decline of 0.9%. A decline in Black or African American student suspension rates put them in the orange category. A decline in Asian and Hispanic student suspension rates put both subgroups in the yellow category. A decline in the suspension rates of English Learners, Filipinos, students in the two or more subgroup, and white students put all of these subgroups in the green category. The only subgroup that had an increase in suspensions was students with disabilities. This is a finding that needs attention.

**California Healthy Kids Survey Data**

California Healthy Kids Survey Data *given every two years	<b>2015- 2016</b>  9th Grade	<b>2015- 2016</b>  11th Grade	<b>2017- 2018</b>  9th Grade	<b>2017- 2018</b>  11th Grade
Sample Size				
Sample Size Target	639	639	705	597
Sample Size	539	584	615	466
Response Rate	84%	91%	87%	78%
School Engagement and Student Well-Being				
School Connectedness	55%	51%	20%	20%
Academic Motivation	39%	31%	36%	30%
Caring Adult Relationship	35%	34%	25%	30%
High Expectations	48%	45%	33%	35%
Meaningful Participation	20%	18%	14%	17%
School Safety and Substance Abuse				
School Perceived as Very Safe or Safe	74%	72%	66%	66%
Experienced Harassment or Bullying	36%	29%	30%	30%
Had Mean Rumors or Lies Spread About You	33%	31%	31%	31%
Been Afraid of Being Beaten Up	17%	10%	13%	10%
Been in a Physical Fight	13%	7%	7%	10%
Seen a Weapon on Campus	20%	17%	13%	14%
Been Drunk or High on Campus	2%	9%	5%	11%
Mental and Physical Health				
Current Alcohol or Drug Use	11%	19%	7%	21%
Current Binge Drinking	2%	7%	3%	8%
Very Drunk or High 7 of More Times	2%	11%	3%	12%
Current Cigarette Smoking	1%	3%	2%	2%

Experienced Chronic Sadness/Hopelessness	26%	34%	29%	33%
Considered Suicide	18%	19%	20%	19%

The results from the administration of the CA HKS show responses of the same group of students, presumably, to the survey in their freshman year (2015-2016) and again in their junior year (2017-2018). Results reflect any changes in attitudes and perceptions which our students have. We are then able to analyze the collected data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. What our recent survey data indicates is that in the area of School Engagement and Student Well-Being, our students report a decline in all areas surveyed including school connectedness, academic motivation, existence of caring adult relationships, high expectations and meaningful participation in their school. School Safety responses reflect that our students are experiencing a sense of more *individual* safety in that there is a trend down in experiences of harassment, bullying, being afraid of being beaten up, being in a physical fight, or seeing a weapon on campus. However, as a whole, they report that they feel less safe at school as a group. In the area of Physical Health which includes questions about drug and alcohol use, from their freshman year to their junior year, in all areas, student responses trended up. This may be the result of age/developmental issues, but it warrants discussion. Additionally, in the area of Mental Health issues, our student responses trended up in both experiencing chronic sadness and hopelessness as well as considered suicide. The complete 2017-2018 CHKS can be found in the appendices section of this WASC Self-Study Report.

### **Expulsion Rates: 2017-2018**

The expulsion rates at Franklin High School are extremely low. In both the 2014-2015 and 2015-2016 school years, we had 3 expulsions for a rate in each year of 0.1%. In 2016-2017, we had 1 expulsion for a 0.0% rate. In 2017-2018 we had 2 expulsions for a rate of 0.08. Of the students expelled in 2014-2015, one was Filipino, one was Hispanic, and one was identified as “two or more.” One of these students was identified as a student with disabilities and two of the students were identified as low socioeconomic status. Of the students expelled in 2015-2016, one was Asian, one was Filipino and one was “two or more.” Of those students, one was identified as low socio-economic. In 2016-2017, the student that was expelled was Asian. Of the students expelled in 2017-2018, both were Asian.

**Discipline Referrals: By Grade Level and Male/Female**

	9th Grade Males	9th Grade Females	10th Grade Males	10th Grade Females	11th Grade Males	11th Grade Females	12th Grade Males	12th Grade Females
<b>2017-2018</b>	906	337	589	337	434	196	463	198
<b>2018-2019</b> <b>*Through Term 2</b>	322	95	219	77	166	90	168	70

The data for discipline referrals that is compiled and reported by the district does not differentiate between types of referrals. All referrals including administrative referrals for major behavioral infractions, referrals to OCI for minor behavioral infractions, referrals for tardiness to class, and referrals to Saturday School for excessive tardiness of multiple behavioral infractions all get reported as a single number. The data on the table below is for the first half of the 2018-2019 school year from August 16 to December 14, disaggregated by student subgroup. It shows the numbers of referrals by grade level as well as by gender. In both 2017-2018 and the first half of 2018-2019, 9<sup>th</sup> grade males received by far the most referrals, with 10<sup>th</sup> grade males receiving the next highest number of referrals, and 12<sup>th</sup> grade males receiving the third highest number of referrals. Males receive substantially more referrals than females in all grades. Of those females being given referrals, the numbers reduce steadily and significantly from 9<sup>th</sup> through the 12<sup>th</sup> grade levels.

**Discipline Referrals: By Subgroup in First Half of 2018-2019**

<b>Subgroup</b>	<b>Number</b>	<b>% of Total</b>
African American	331	32%
Hispanic	238	23%
Asian	174	17%
White	153	15%
Two or More	115	11%
Pacific Islander	31	3%
Free/Reduced	534	52%
IEP	224	22%

504	62	6%
Foster Youth	31	3%
Homeless	2	0%

Taking into account the inclusion of all types of referrals into the numbers in the table above, and looking at percentages of the total number of referrals by subgroup, students who qualify for free or reduced lunch were given 52% of the referrals in the first half of the current year. African American students were given 32% of the referrals. Hispanic students and students with disabilities were given 23% and 22% respectively. Asian students follow behind being given 17%, whites being given 15% and students in the two or more subgroup being given 11% of the referrals this year.

### Student Participation: Sports

School Year	School Name	CIF Section	Total Enrollment	Male Students	Female Students	Total Participants (male)	Total Participants (female)
2015-16	Franklin	Sac-Joaquin	2673	1390	1283	489	313
2016-17	Franklin	Sac-Joaquin	2525	1296	1229	432	256
2017-18	Franklin	Sac-Joaquin	2525	1359	1166	471	272

The sports program at Franklin High School is extremely strong, with a vast number and variety of teams. The numbers of students participating on a sports team is high, as is the numbers of students, parents and staff who come out to support our teams as spectators. While the total numbers of male participating students is higher than that of the total number of female participating students in all three years, as shown on the table above, our total female student participation numbers are still quite high.

Boys Sports Offerings:	Varsity			Junior Varsity			Freshmen		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Football(Coed)	50	51	48	47	36	33	39	27	42
Baseball	16	19	16	18	13	18	14	19	18



Basketball	13	15	11	13	9	13	14	13	13
Cross Country	23	25	39	0	0	0	0	0	0
Golf	22	10	9	0	0	0	0	0	0
Soccer	26	26	21	20	22	23	0	0	0
Swim	30	26	30	0	0	0	0	0	0
Tennis	18	24	22	0	0	0	0	0	0
Track & Field	51	62	62	0	0	0	0	0	0
Volleyball	17	12	12	0	0	0	0	0	0
Water Polo	21	14	18	0	0	0	0	0	0
Wrestling (Coed)	43	22	23	0	0	0	0	0	0

Girls' Sports Offerings:	Varsity			Junior Varsity			Freshmen		
	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
Football (Coed)	0	0	0	0	0	0	0	0	0
Softball	11	11	15	0	10	14	0	10	0
Basketball	11	12	12	13	8	13	0	8	0
Cross Country	16	17	18	0	0	0	0	0	0
Golf	7	5	8	0	0	0	0	0	0
Soccer	26	23	23	18	18	19	16	18	0
Swim	29	26	30	0	0	0	0	0	0
Tennis	27	23	23	0	0	0	0	0	0
Track & Field	38	46	38	0	0	0	0	0	0
Volleyball	11	11	10	11	12	12	12	12	12
Water Polo	14	18	18	0	0	0	0	0	0
Wrestling (Coed)	7	5	7	0	0	0	0	0	0

The number and variety of sports teams is identical for boys and girls, and Franklin High School has one of the most extensive and successful sports programs in the district.

**Student Participation: Clubs (2018-2019)**

<b>Club Name</b>	<b>Student Membership</b>
Academic Decathlon	41
Agriculture Club	4
American Cancer Society	46
Animation Pathway	75
ASB	250
AVID 10	73
AVID 11	55
AVID 12	65
AVID 9	75
AVID Social Club	21
Black Student Union	17
BTS Club	27
Bullet Journal and Planners Club	8
Challenge Day Team	39
Chess Club	5
Christian Club	34
Craft Club	14
Cyber-Patriots	42
Dungeons and Dragons	50
Elected Class Officers	20
Electronics Club	40
FCA	20
FHS Cares	10
Fishing Club	14
Food Bank Club	10
Franklin Chemistry Club	16
Franklin Film Makers	21

Franklin for the Homeless	43
Franklin Music Society	18
Freshmen Leadership	59
Fusion	35
Game Development Club	18
Gamer's Club	40
Garden Club	16
Graphic Design Club	15
Hmong Club	20
Indian Honors Society	90
Integration Club	5
Japanese National Honors Society	20
Key Club	276
Korean Dance Club	39
Latino Honors Society	50
Link Crew	140
Mathletes	89
MESA	83
Model UN and Jr. Statesmen of America	10
Moot Court	10
Muslim Student Alliance	26
National Honors Society	300
Ohnemus Union	9
Plastics Club	12
Poly Haka	93
Purple Pantheon	21
Red Cross	41
Robotics Club	18
Sikh Honors Society	15

Skate Club	21
Sp'out Club	12
STEAM Design Arts	50
STEAM Digital Media	120
STEAM Engineering and Architecture	248
STEAM Information and Computer Tech	188
Thespian Club	127
Tinikling	71
VHS Club	16
Vocal Ensemble	38
Vocal Women	28
WCTV	35
Yearbook	20

Franklin High School staff sponsors more clubs than any other high school in the district. With nearly 70 active clubs on campus, our students have ample opportunities through which they can become engaged and feel connected to the campus.

## LCFF Priority 7 – Access to a Broad Course of Study

### College and Career Ready (CCI) – CA Dashboard Release: 2017-2018

	2017 % Prepared	2018 % Prepared
Asian	84%	85.6%
Black or African American	41.5%	51.7%
EL	36.4%	29.4%
Filipino	64.8%	77%
Hispanic	50%	61.4%
SED	51.9%	62.9%
SWD	13.5%	2.9%
Two or More	59.5%	71.2%
White	64.2%	64.7%
Total	BLUE	BLUE

Franklin High School is in the **Blue** category on the California Dashboard with regard to our students' level of readiness for college and career. When looking at the levels of readiness by subgroup, it is apparent that some groups graduate from Franklin High more prepared than others with Asian students being the most prepared at 85.6% in 2018, and students with disabilities being the least prepared at 2.9% in 2018. Significant improvement in this area from the 2017 to 2018 report can be seen in all subgroups except our white student subgroup, of which only 64.7% were reported as fully prepared, our EL student subgroup, of which only 29.4% were reported as adequately prepared (a decline from 2017 of 7%), and our students with disabilities subgroup, of which only 2.9% were reported as prepared (a decline from 2017 of 10.6%).

### UC/ CSU Prepared (A-G)

2015-2016	2016-2017	2017-2018
75%	73%	71%

Virtually 100% of Franklin High School students are enrolled in UC approved courses. The person responsible for maintaining course approval is Jerrilyn Ewing in Curriculum and Professional Learning Department at the Elk Grove Unified District Office. The students meeting UC a-g requirements are reflected in the percentages on the chart above.

## LCFF Priority 8 – Other Pupil Outcomes

Franklin High School does not receive Title I funding. The EGUSD Budget for 2018-2019 is as follows:

Source	Amount
<b>General Fund</b>	\$700.9 million
LCFF Sources	\$562.4 million
Local Sources	\$5.09 million
State Sources	\$103.2 million
Federal Sources	\$35.4 million
Budgeted Per Pupil Expenditures	\$11, 184
Total General Fund Adopted Budget	\$706.2 million

## Schoolwide Learner Outcomes

The degree to which our students are acquiring the ability to communicate effectively in both academic and workplace environments (SLO #1) can be seen in the high number of our students scoring at met or exceeded standards in the ELA CAASPP results, the high percentage of our students who score in the exempt and conditionally exempt categories on the EAP and the over 90% of our EL students who are reported as progressing toward English Fluent Proficient as reported on the CA Dashboard. The percentage of our students who are achieving academic goals through rigorous, challenging courses (SLO #2) is also evidenced in a variety of methods as demonstrated in the data. The 98% graduation rate of our students combined with the high percentage of students who are college and career ready is an indication that our students are achieving well. Evidence can also be seen in the high percentage of our total student population taking AP courses and taking and passing AP exams. These students are increasingly becoming more representative of our diverse student body as our AP enrollment data shows. The large numbers of students enrolling in our CTE Academies and High Quality Pathways is another indication of how well they are meeting this particular SLO. The degree to which our students make positive contributions to the school and community (SLO #5) can be seen in the participation rates in clubs and on sports teams here at Franklin High. Many of our students participate in clubs that provide services to the school and the community at large, which allows significant numbers of our students to earn special cords of recognition at graduation for hours of service given to the community while at Franklin High School. Additionally, club involvement by a large number of our student body is an indication that students are learning to work cooperatively with diverse groups (SLO #4.) Our students are increasingly demonstrating PRIDE (SLO #5) in that our attendance rates are high, our dropout rate is low, and the responses of students in our survey data regarding things such

as coming to class prepared and listening carefully to others' points of view, reflect a strong degree of empathy and respect for their peers and a growing sense of personal integrity and determination. Much of what we are committed to through focusing on schoolwide learner outcomes is being achieved at Franklin High School. However, we recognize that there is still much work to be done in order to make sure that all of our students are meeting or exceeding standards, accepting and overcoming challenges, and feeling capable, connected and cared for.

## Perception Data

### Student Perception-Survey Data: 2016-2017

<b>Student Social Emotional Learning &amp; Culture/ Climate Survey</b>		
2016 Sample Size: 1663 students, grades 9-12		
2017 Sample Size: 2006 students, grades 9-12		
2018 data to be released in Feb. 2019		
<b>Self-Management</b>	<b>2016 Percent of "almost all the time and often"</b>	<b>2017 Percent of "almost all the time and often"</b>
I come to class prepared	92%	92%
Completed work right away	58%	60%
Paid attention w/ no distraction	70%	72%
Stayed calm when others criticized me	73%	73%
<b>Self-Efficacy</b>	<b>2016 % of "completely confident and mostly confident"</b>	<b>2017 % of "completely confident and mostly confident"</b>
Can earn an "A" in my classes	64%	67%
Can do well in tests, even when difficult	32%	31%
Can master hardest topics	37%	42%
Can meet all learning goals set by teachers	62%	63%

<b>Social Awareness</b>	<b>2016 Percent of “a tremendous amount, almost all the time &amp; often, quite a bit”</b>	<b>2017 Percent of “a tremendous amount, almost all the time &amp; often, quite a bit”</b>
How carefully you listen to others’ point of view	77%	80%
How much you care about others’ feelings (empathy)	76%	76%
Able to stand up for yourself without starting an argument	55%	57%
<b>School Connectedness / Sense of Belonging</b>	<b>2016 Percent of “strongly agree &amp; agree”</b>	<b>2017 Percent of “strongly agree &amp; agree”</b>
I feel safe at school	64%	62%
Teachers treat students fairly	58%	50%
I feel like I am part of this school	58%	50%
I am happy to be at this school	63%	55%
I feel close to people at my school	63%	58%
<b>Climate of Strong Academic/ Learning Support</b>	<b>2016 Percent of “strongly agree &amp; agree”</b>	<b>2017 Percent of “strongly agree &amp; agree”</b>
Teachers go out of their way to help students	54%	47%
This school is supportive and inviting	74%	68%
This school promotes academic success	79%	75%
My teachers work hard to support me	70%	64%
<b>Fairness of Discipline,</b>	<b>2016</b>	<b>2017</b>



<b>Rules and Norms</b>	<b>Percent of “strongly agree and agree”</b>	<b>Percent of “strongly agree and agree”</b>
If rules are broken, students know	78%	73%
The school rules are fair	58%	47%
Students are treated fairly when they break rules	49%	46%
Students treat teachers with respect	37%	33%
Adults treat students with respect	56%	49%
Students are aware of school rules	71%	66%
<b>Safety</b>	<b>2016 Percent of “very safe and safe”</b>	<b>2017 Percent of “very safe and safe”</b>
I feel safe at school	70%	70%
Safety	2016 % of “never and once”	2017 % of “never and once”
How many times I have been made fun of because of my looks	73%	75%
How many times I have had my property stolen or damaged	90%	90%
How many times I have been afraid of being beaten up	91%	91%
How many times I have been pushed, shoved, slapped or punched	90%	91%

Student participation in this survey was high in both 2017 and 2018, but highest in 2018 with 2006 students participating. Student survey data indicated that Franklin High School students feel fairly strong in the area of self-management. They come to class prepared to learn, feeling capable of paying attention and staying calm even in the face of criticism. With regard to self-efficacy, our students reported being less confident and many reported

that they cannot master difficult topics or do well on tests. With regard to social awareness, our students reported that they are able to empathize with others and listen to opinions that differ from their own. Their responses are mixed when asked about school-connectedness, although we have a high degree of participation in co-curricular and extra-curricular activities on campus. Most reported feeling safe at school and that the school promotes academic success. However, with regard to the perception of whether teachers will go out of their way to help students or whether teachers and other adults on campus treat students with respect, many of our students reported less agreement with those statements.

### Staff Survey Perception-Survey Data: 2016-2017

<b>Staff Culture and Climate Survey</b> 2016 Sample Size: 61/76% 2017 Sample Size: 104/80% 2018 data to be released in Feb. 2019		
<b>School Connectedness/ Sense of Belonging</b>	<b>2016 Percent of “strongly agree &amp; agree”</b>	<b>2017 Percent of “strongly agree &amp; agree”</b>
The school promotes participation in decision making	61%	57%
This school promotes trust among staff	73%	73%
This school is supportive and inviting	80%	81%
<b>Climate of Support for Academic Learning</b>	<b>2016 Percent of “strongly agree &amp; agree”</b>	<b>2017 Percent of “strongly agree &amp; agree”</b>
This school is a supportive and inviting place for students.	97%	98%
This school sets high standards for academic performance	95%	98%
This school promotes academic success for all students.	83%	94%

This school emphasizes helping students academically	85%	95%
This school encourages student to enroll in rigorous courses	87%	94%
<b>Fairness of Discipline, Rules and Norms</b>	<b>2016</b> <b>Percent of “strongly agree &amp; agree”</b>	<b>2017</b> <b>Percent of “strongly agree &amp; agree”</b>
If rules are broken, students know	66%	76%
The school rules are fair	88%	90%
Students are treated fairly when they break rules	60%	62%
Adults at this school treat students fairly	77%	75%
<b>Safety</b>	<b>2016</b> <b>Percent of “insignificant problem and mild problem”</b>	<b>2017</b> <b>Percent of “insignificant problem and mild problem”</b>
Lack of respect of staff by students	82%	80%
Racial/ ethnic conflict amongst students	85%	93%
Disruptive student behavior	65%	60%
Physical fighting between students	95%	98%
Harassment/ bullying among students	66%	74%

When looking at staff survey results, we noted that we had a much better participation rate in 2018 than in the previous year, with 80% participating. From the responses, it appears that most of the Franklin High School staff agrees that the school is supportive, inviting and promotes trust. Less staff agree that the school promotes participation in decision making. Most teachers report that they believe the school is welcoming and inviting for students, sets high academic performance standards, emphasizes helping students academically

and encourages students to enroll in rigorous courses. There is some degree of feeling that not all students are treated fairly when they break the rules. With regard to safety issues, disruptive student behavior is reported as more of a problem than racial conflict among students, physical fights or bullying.

### Parent Survey Perception-Survey Data: 2017 and 2018

<b>Parent Effectiveness &amp; Support Survey</b>		
2017: 4% Response Rate 81/2052		
2018: 5% Response Rate 104/2052		
<b>Overall Effectiveness</b>	<b>2017</b> <b>Percent of “strongly agree &amp; agree”</b>	<b>2018</b> <b>Percent of “strongly agree &amp; agree”</b>
Overall Effectiveness	68%	72%
Communication w/ Families	71%	74%
Parent Involvement	67%	70%
Quality of Instruction	70%	75%
Social / Emotional Wellness	60%	63%
Physical Wellness	71%	76%
<b>Communication w/ Families</b>	<b>2017</b> <b>Percent of “strongly agree &amp; agree”</b>	<b>2018</b> <b>Percent of “strongly agree &amp; agree”</b>
Suggestions Welcomed	46%	46%
Timely Responses	67%	67%
School Staff Is Helpful	75%	83%
Notification of School Events	92%	94%
Meaningful Parent Meetings	70%	75%
Maintaining Communication	77%	83%
<b>Parent Involvement</b>	<b>2017</b> <b>Percent of “strongly</b>	<b>2018</b> <b>Percent of “strongly</b>

	<b>agree &amp; agree"</b>	<b>agree &amp; agree"</b>
Welcoming Feeling	85%	85%
Treated w/ Respect	81%	87%
My Concerns Are Validated	66%	68%
Involvement Opportunities	68%	76%
Parent Input	60%	60%
<b>Physical Wellness</b>	<b>2017</b>	<b>2018</b>
	<b>Percent of "strongly agree &amp; agree"</b>	<b>Percent of "strongly agree &amp; agree"</b>
Safety: School & Neighborhood	71%	80%
Safe At School	85%	95%
Heathy Meal Options	40%	41%
Maintaining Facilities	87%	88%
<b>Quality Of Instruction</b>	<b>2017</b>	<b>2018</b>
	<b>Percent of "strongly agree &amp; agree"</b>	<b>Percent of "strongly agree &amp; agree"</b>
Effective Teaching Methods	67%	71%
My Student is Engaged	67%	73%
High Quality Instruction	75%	76%
High Expectations for All	78%	83%
Proper Amount of Homework	63%	77%
College/ Career Prep	81%	82%
<b>Social and Emotional Wellness</b>	<b>2017</b>	<b>2018</b>
	<b>Percent of "strongly agree &amp; agree"</b>	<b>Percent of "strongly agree &amp; agree"</b>
Encouraging Student Attendance	87%	93%
Sense of Belonging	80%	86%
Respectful Environment	82%	87%

Skills for Citizenship	76%	78%
School Rules Communication	83%	84%
Childs Background is Valued	49%	54%
Discipline is Fair	57%	65%
Counseling for Mental Health	37%	46%
Support w/ Student Emotions	24%	27%

Parent survey results reflected a participation rate of only 4% in 2017 and 5% in 2018, a very small sampling of parental perceptions and satisfaction. Nonetheless, the results show that with regard to overall effectiveness, these parents are satisfied with the quality of instruction and communication with families. Their main concern regarding effectiveness is the social / emotional wellness of their student(s). With regard to communication with families, these parents reported high satisfaction with maintaining communication and the helpfulness of staff, but less satisfaction with feeling that their suggestions are welcome. With regard to parent involvement, the parents reported that they feel welcome and are treated with respect, but that parent input is an area where we could improve. Parent perceptions of safety are quite high with regard to safety of their child while at school and having well maintained facilities, but the lack of healthy meal options is an area of dissatisfaction. Commenting specifically on quality of instruction at Franklin High School, our responding parents agreed strongly that we set high expectations for all students, students are engaged in the classroom, there is a proper amount of homework and that our students graduate ready for college and career. In the area of social and emotional wellness, while our responding parent group reported that we encourage student attendance, a respectful environment, and a sense of belonging, there is less satisfaction with regard to fairness of discipline, valuing of a child's background, counseling for mental health and support of students' emotions.

## Chapter III: Self-Study Findings

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

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators with Prompts

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

A1.1 Findings	A1.1 Supporting Evidence
<p>Franklin High School's vision is supported by its mission statement, which was revised in the 2017-2018 school year as a result of a combined efforts of staff through three staff meetings in which Franklin staff discussed, "Totems, Taboos, and Repetitive Actions".</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Rigorous standards-based curricula in preparation for advanced educational and career opportunities.</li> <li>2. The knowledge and skill necessary to attain optimal mental and physical health and fitness throughout their lives.</li> <li>3. Opportunity for personal development through balanced participation in cultural, athletic, and extracurricular activities.</li> <li>4. An atmosphere that fosters mutual respect,</li> </ol>	<ul style="list-style-type: none"> <li>▪ Franklin's Mission Statement Staff Meeting Agendas</li> <li>▪ EGUSD Mission Statement</li> <li>▪ EGUSD E 4</li> <li>▪ EGUSD Graduate Profile</li> <li>▪ P.R.I.D.E. Poster</li> <li>▪ Franklin High School's SLO's Poster</li> <li>▪ Franklin High School EL/SDAIE Norms, Values, Mission Statement, and Goals</li> <li>▪ (The Franklin High School EL/SDAIE</li> </ul>

A1.1 Findings	A1.1 Supporting Evidence
<p>acceptance of diversity, accountability, professionalism, and cooperative, collegial behavior.</p> <p>5. Curriculum that incorporates the use of technological skills necessary for academic and career success.</p> <p>Franklin High School's mission statement aligns with Elk Grove Unified School District's (EGUSD) mission statement (Elk Grove Unified School District will provide a learning community that challenges ALL students to realize their greatest potential) in addition to EGUSD's E 4 Mission Statement (Every Student, Every Classroom, Every Subject, Every Day) and EGUSD's Graduate Profile.</p> <p>Through a series of staff meetings during the 2016-2017 school year, Franklin staff developed our Positive Behavioral Interventions and Supports (PBIS) expectations:</p> <p>PREPARATION - Being ready physically and mentally.</p> <p>RESPECT - Showing consideration, appreciation, and acceptance.</p> <p>INTEGRITY - Being honest, sincere, and kind in words and actions.</p> <p>DETERMINATION - Setting goals and meeting expectations.</p> <p>EMPATHY - Showing the ability to understand and sharing the feelings of another.</p> <p>Franklin staff reviewed our previously adopted ESLRs in 2018 and engaged the entire staff to help develop our new Schoolwide Learner Outcomes (SLOs), incorporating our newly adopted P.R.I.D.E.</p> <p>Franklin students will become independent, reflective learners who:</p> <ol style="list-style-type: none"> <li>1. Communicate effectively in both academic and workplace environments.</li> <li>2. Think, analyze, and read critically.</li> <li>3. Achieve academic goals through rigorous, challenging courses.</li> <li>4. Work cooperatively with diverse groups.</li> </ol>	<p>team will provide a learning community that challenges ALL students to realize their greatest potential.)</p> <ul style="list-style-type: none"> <li>▪ April 2018: Looking closely at student data and planning responses/solutions</li> </ul>



A1.1 Findings	A1.1 Supporting Evidence
<p>5. Make positive contributions to the school and the community.</p> <p>6. Demonstrate P.R.I.D.E. (Preparation, Respect, Integrity, Determination, and Empathy.)</p> <p>Our EL/SDAIE Department regularly analyzes student data - whether it be data from standardized assessments, course grades, formative assessments, or anecdotal evidence. We do our very best to become aware of the whole EL student in order to craft our areas of focus and support. Our EL mission statement reflects this responsiveness in that we are always looking for opportunities to further challenge ALL of our students, and meeting them where they currently are to bring them toward greater success. The meeting that we held in April 2018 is an example of examining student data and determining how we can better meet their needs going forward.</p>	

### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2 Findings	A1.2 Supporting Evidence
<p>Franklin High school does communicate with all of these stakeholders through a variety of meeting agendas and modes of communication. The effectiveness is somewhat of a mixed bag. Several meetings have been held to engage stakeholders to develop the school's vision, mission and SLOs. This process happens mostly through staff meetings. Often staff is asked to review and reflect on the items that were established in the past. While this process checks the box that staff are discussing these goals, they do not affect the classroom as much as they could. Often these meetings result in posters that are hung in the classroom and that is more</p>	<ul style="list-style-type: none"> <li>▪ PowerPoint from Jan 7 Staff Meeting</li> <li>▪ Student Handbook</li> <li>▪ Leadership Agendas with Notes</li> <li>▪ Email from Albani on Oct 8</li> <li>▪ "School Site Council"</li> <li>▪ LCAP Final Approval</li> </ul>

A1.2 Findings	A1.2 Supporting Evidence
<p>or less the extent of the involvement of the school's vision, mission and SLOs.</p> <p>However, one of our SLOs addresses demonstrating PRIDE. Pride stands for Preparation, Respect, Integrity, Determination and Empathy. A small group of staff developed amazing lessons to implement the first week of school to communicate the expectations for students around these words. The bell schedule is altered to allow for extra time to address PRIDE, and teachers use the materials provided to define what PRIDE looks like on the campus. There are links to PRIDE videos on the website and other PRIDE support documents that students or parents can access at any time. Several staff meetings were dedicated to developing these documents. Franklin High School staff elected to pass out pride tickets as the primary vehicle to encourage students to demonstrate this particular SLO. It is acknowledged that this strategy may limit the effectiveness of PRIDE by reducing the reasons for students to demonstrate PRIDE to the value of the prize resulting in development of a purely extrinsic motivator.</p> <p>Recently staff members were invited to replace the current staff representative on the School Site Council. School Site Council is a group of parents, staff and students that are accountable for approving our LCAP budget. Mostly they ask for clarity about the spending plans and programs that Franklin High School staff design in order to support students. They ensure our LCAP expenditures match up with our vision at this school and the District Level Core Values. At the last meeting, they were presented with our SEASE program. SEASE is designed to support our typically low performing students in meeting our SLOs and matches up nicely with the Core Value number one of Outcomes for Students:</p> <ul style="list-style-type: none"> <li>• Achievement of Core Academic Skills</li> <li>• Confident, Effective Thinkers and Problem Solvers</li> <li>• Ethical Participants in Society.</li> </ul> <p>During our English Learner Advisory Committee meetings, parents are provided opportunities to provide</p>	<ul style="list-style-type: none"> <li>• ELAC Agendas</li> <li>• ELAC Agendas Past and Present</li> <li>• EL Team Agendas:</li> <li>• August 2016: Reviewing Data and LCAP Goals</li> <li>• June 2017 Review of SMART Goals, Mission and EL/SDAIE Core Values</li> <li>• May 2018 Student Panel - Input on Student Performance, Experience and Motivation</li> <li>• April 2018: Looking Closely at Student Data and Planning Responses/Solutions</li> </ul>

A1.2 Findings	A1.2 Supporting Evidence
input for and ask questions about our EL/SDAIE program at Franklin. Communication with students and families helps to guide our vision and mission as an EL department. Furthermore, the EL Department meets regularly to examine data and determine what approaches need to continue as well as what needs to change. The outcomes of these meetings often influence our focus as a department and school regarding serving our English Learners.	

### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

A1.3 Findings	A1.3 Supporting Evidence
<p>To accomplish the goal of communicating the school's vision, mission and school wide learner outcomes, Franklin High school has posters in each classroom, and links to these important items on the website and the Student Handbook.</p> <p>All classrooms have posters of our school wide learner outcomes in their classroom. One of our SLOs is about PRIDE. Our five key words are Preparation, Respect, Integrity, Determination and Empathy. There is a week of lessons presented around the word PRIDE during the first week of school. Links to supporting PRIDE documents are on the School website and accessible to the community at any time.</p> <p>Our school has several modalities to communicate with the above groups. The July Parent newsletter, emailed home, mailed home and archived on the school website, shares the practical ways the school vision, mission and schoolwide learner outcomes are carried out. Additionally, the student handbook is available on our school website. It delineates expectations for all undertakings here at Franklin.</p> <p>The EGUSD academic standards and the California academic standards are aligned through District</p>	<ul style="list-style-type: none"> <li>▪ 2018 LCAP Final Approval</li> <li>▪ P.R.I.D.E. Posters</li> <li>▪ PDF July 2018 Parent Newsletter</li> <li>▪ Student Handbook</li> <li>▪ EL Family Information Night Presentation</li> <li>▪ EL Family Information Night Flyer</li> <li>▪ ELAC Training Agendas</li> </ul>

A1.3 Findings	A1.3 Supporting Evidence
<p>committee work. Franklin High School staff communicates these through syllabi (hard copies are handed out, emailed to the school secretary and in some cases posted on Synergy) to students and parents. Curricular teams work diligently to maintain alignment between curriculum and standards through instruction. Standards-aligned common assessment are utilized in most departments. Additionally, as a follow up in response to our last WASC self-study, each department established EDLRs to further refine goals within each subject. These EDLRs and the District Graduate Profile are all included in the Student Handbook.</p> <p>Each year, families are invited to attend an information night to learn about the EL program and meet teachers and administrators. At these meetings, we also invite parents to participate in our English Learner Advisory Committee (ELAC). At the first ELAC meeting, parents receive training designed to help parents understand the purpose of ELAC, and how important their active participation is as a critical part of the EL/SDAIE program at Franklin High School. During the training, parents are introduced to Franklin High School's vision, mission, and schoolwide learner outcomes. Parents also receive information on the LCAP for Franklin High School and the District.</p>	

## A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Indicators with Prompts

#### Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and

community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.

A2.1 Findings	A2.1 Supporting Evidence
<p>The seven members of the Board of Elk Grove Unified School District serve four-year terms. The California School Board Association (CSBA) bylaws and standing rules govern the EGUSD board members in their decision-making as it relates to financial planning, textbook adoption approval, and approval of operational policy, new hires, and communication with the public. The CSBA and other governing LEA's use GAMUT to help write policy.</p> <p>To support the Board's policy, the Superintendent and District staff hold regular meetings with principals and vice principals to communicate and engage site staff with the development and implementation of board policy and procedures. The District also provides instructional coaches, professional development, etc. to support Student Learner Outcomes.</p> <p>The District goals are presented for Board approval as part of the LCAP process. The District goals are used in guiding the School Site Council in preparation of the LCAP. The EGUSD Learning Support Services Department provides staff development on how School Site Councils should be run, a guiding template for development of the site LCAP, and a site LCAP review process that provides feedback from all District departments. The EGUSD Research and Evaluation Department provides an LCAP PowerPoint of LCAP metrics with school-specific data to use at School Site Council meetings and other stakeholder meetings.</p> <p>The Board listens to monthly reports from teacher, student, and administrative organizations and individuals with regard to curriculum, staff development, student achievement, activities, athletics, and general information/events. During these reports, Board members ask questions of the presenters.</p> <p>Additionally, Franklin High School's Student Learner Outcomes (SLOs), reflect the Board's commitment to LCAP requirements. Students at Franklin are expected to: a) communicate effectively in both academic and workplace environments; b) think, analyze, and read critically; c) achieve academic goals through rigorous,</p>	<ul style="list-style-type: none"> <li>▪ Overview of Board Policies</li> <li>▪ EGUSD Board Policy (GAMUT) <a href="http://www.gamutonline.net/district/elkgrove/">http://www.gamutonline.net/district/elkgrove/</a></li> <li>▪ EGUSD Website under tab "About" "Our District" <a href="http://www.egusd.net/about/district/">http://www.egusd.net/about/district/</a></li> <li>▪ Franklin LCAP Metrics.pptx</li> <li>▪ Student Board Report</li> <li>▪ Franklin HS Student Learner Outcomes</li> <li>▪ P.R.I.D.E./PBIS Goals</li> <li>▪ Franklin HS Mission Statement</li> <li>▪ ELAC Meeting Minutes</li> <li>▪ EL Program Coordinator Job Description</li> <li>▪ EL Program Responsibilities Chart</li> <li>▪ ELAC Flyer</li> <li>▪ LCAP Plan</li> <li>▪ ELAC Agendas</li> <li>▪ DELAC Meeting Schedule</li> <li>▪ District LCAP Information</li> <li>▪ DELAC Minutes</li> </ul>

A2.1 Findings	A2.1 Supporting Evidence
<p>challenging courses; d) work cooperatively with diverse groups; e) make positive contributions to the school and community; f) demonstrate PRIDE (our PBIS goals).</p> <p>Along with our Student Learner Outcomes, Franklin High School's Mission Statement reflects the expectation that "students will maximize their potential as learners, achievers, and productive world citizens," which reflects the district LCAP Site Goal 1.1-1.6 as well as Site Goal 3.2.</p> <p>At the site level, monthly ELAC meetings are held to educate parents in understanding specific site level policies and procedures. For example, parents receive information on the LCAP plan and the process on how the site goals are developed. Parents are also asked to provide input on how funds should be allocated to support their EL student's academic success. The meetings also provide information on the following:</p> <ul style="list-style-type: none"> <li>Course selection</li> <li>Discipline procedures</li> <li>Accessing their student's counselor</li> <li>Accessing translator services</li> <li>SBAC and ELPAC testing</li> <li>Student placement</li> </ul> <p>Parent representatives also attend meetings of the District English Language Advisory Committee. The District provides additional information on its policies and procedures that support their students' academic success. The District also explains the District LCAP plan and how funds are allocated to support EL students across the District. Parents are also provided an opportunity to give feedback and suggestions on the District's LCAP plan. The meetings also give additional information on the following:</p> <ul style="list-style-type: none"> <li>Adult Education</li> <li>ESL classes</li> <li>Outside resources</li> </ul>	



A2.1 Findings	A2.1 Supporting Evidence
<p>Mental health</p> <p>SBAC</p> <p>ELPAC</p> <p>In addition, an ELAC parent representative also participates in School Site Council.</p>	

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

A2.2 Findings	A2.2 Supporting Evidence
<p>Franklin HS Parent Boosters' Club (an organization of parents and community members) is an IRS non-profit California Corporation. It is responsible for funding outside of school day activities (Sober Grad, athletics, and clubs). Monthly evening meetings are listed on the school website.</p> <p>Another way that parents are involved in school based decisions is through our School Site Council meetings. These meetings are held throughout the year and they include the principal, teachers, students, and parents and are open to the community. The agendas are placed before the meetings so stakeholders are welcome to come as they see fit. During these meetings, the team goes over our site's LCAP plan and makes decisions on how the funds will be allocated. The parents bring a great wealth of knowledge and another perspective to help our site see things in a way that is consistently student centered.</p> <p>Elk Grove Unified regularly seeks to involve students, parents and certificated employees to represent their school site and their fellow students, parents and teachers. These committees provide opportunities for parents, students and certificated staff to volunteer and serve as valuable assets to our schools and communities.</p>	<ul style="list-style-type: none"> <li>▪ Booster PTSO Meetings <a href="http://frhs.egusd.net/parents/boosters">http://frhs.egusd.net/parents/boosters</a></li> <li>▪ District Committees <a href="http://www.egusd.net/about/district/committees/">http://www.egusd.net/about/district/committees/</a></li> <li>▪ End-of-Year Parent Surveys</li> <li>▪ <a href="http://www.egusd.net/wp-content/uploads/2018/10/FrHS-2018-Survey-Results.pdf">http://www.egusd.net/wp-content/uploads/2018/10/FrHS-2018-Survey-Results.pdf</a></li> <li>▪ SSC Meeting Agendas</li> <li>▪ LCAP Plan</li> <li>▪ Franklin HS Parent Newsletter</li> <li>▪ Synergy Communications Between School and</li> </ul>

A2.2 Findings	A2.2 Supporting Evidence
<p>Superintendent's District Committees</p> <p>Parent Advisory Committee</p> <p>Student Advisory Committee</p> <p>Certificated Advisory Committee</p> <p>Engaging stakeholders in the development of the LCAP is a requirement of state law. Specifically, the Education Code requires that school districts and COEs consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students. Engaging stakeholders is one way to build a shared understanding of the LCFF and LCAP requirements, facilitate the successful implementation of these new laws and secure support for and ownership of improved outcomes for students.</p> <p>CAC: Community Advisory Committee (Special Education)</p> <p>CCSS Advisory: Common Core State Standards Advisory Committee</p> <p>CTEAC – Career Technical Education Advisory Committee (College and Career Options)</p> <p>DAC: District Advisory Committee</p> <p>DELAC: District English Learners Advisory Committee</p> <p>GATE: Gifted and Talented Education Planning Committee</p> <p>SSHS: Student Support &amp; Health Services Advisory (Foster Youth, Homeless)</p> <ul style="list-style-type: none"> <li>• Wellness Advisory Committee</li> </ul> <p>Measure M Oversight Committee</p> <p>The school community and parents are not only kept informed and asked for feedback and input by the aforementioned Superintendent's District Committees, but also by Franklin High School's use of the following:</p> <ul style="list-style-type: none"> <li>• District end-of-year parent surveys</li> <li>• Principal's Annual Parent Message</li> </ul>	<p>Parents</p> <ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Emails / Phone Calls</li> <li>• Back to School Night Flyer</li> <li>• Bring Your Parent to School Flyer</li> <li>• ELAC Meeting Information</li> </ul>



A2.2 Findings	A2.2 Supporting Evidence
<ul style="list-style-type: none"> <li>• School Messenger Phone/Email/Text Messages</li> <li>• School Site Council</li> <li>• Synergy communications</li> </ul> <p>The “Bring Your Parent to School” days are a great way for the school to connect with parents. Parents feel welcome on campus and spend time with their child. Back To School Night is a valuable opportunity for parents to meet teachers and learn about the curriculum.</p> <p>Each month, parents of students in our EL/SDAIE program are invited to attend and participate in the English Learner Advisory Committee meetings. Franklin High School uses several methods to invite parents to attend the monthly meetings. A request is submitted for bilingual assistance to the District so personal phone calls are made in their native language to invite parents to the monthly ELAC meetings. The school uses a program called School Messenger that sends out an email, phone calls, and text messages inviting parents to the meetings.</p> <p>The meetings are structured to help educate parents on the policies and procedures of Franklin High School and the District. For example, parents receive information on the school’s and District LCAP. Parents are also asked for their input on funds that should be allocated. Parents are also informed of School Site Council meetings, and the importance of having an ELAC representative to attend those meetings.</p>	

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: Evaluate the degree to which the school leadership ensures understanding and use of the district’s Uniform Complaint Procedures. (Priority 1).

A2.3 Findings	A2.3 Supporting Evidence
<p>District "Uniform Complaint Procedures" are posted online.</p> <p>Our webpage provides information about how we process UCP complaints concerning particular programs or activities in which we receive state or federal funding. A UCP complaint is a written and</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.egusd.net/wp-content/uploads/2016/02/1312-3-BP.pdf">http://www.egusd.net/wp-content/uploads/2016/02/1312-3-BP.pdf</a></li> </ul>

A2.3 Findings	A2.3 Supporting Evidence
<p>signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or noncompliance with the requirements of our LCAP.</p> <p>The District has a uniform complaint procedure that encourages parents and/or community members to speak first with site administration to address concerns; however, District staff routinely contacts site administration to follow up on complaints. The principal contacts the vice principal and/or staff member(s) involved in the situation. In most situations, staff is encouraged to address the matter at the site level and follow up with District staff who then loop back with the constituent.</p>	

### A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Indicators with Prompts

#### Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

A3.1 Findings	A3.1 Supporting Evidence
<p>Franklin High School regularly utilizes student achievement data, discipline data and the teachers' expertise in their curricula areas to make decisions and create activities that focus on all students' achievement of the school wide learner outcomes. Based on examined data, Franklin implemented research-based</p>	<ul style="list-style-type: none"> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\PBIS training.docx</li> <li>• P:\WASC FG A-</li> </ul>

A3.1 Findings	A3.1 Supporting Evidence
<p>programs such as PBIS to aide students in meeting some of the Schoolwide Learner Outcomes. In addition, a team of teachers gathered data on academically struggling sophomores to create a program called SEASE.</p> <p>As mentioned previously, the EL/SDAIE PLC takes student data into consideration regularly to inform our practices. The information gleaned from this data determines how we might better serve our students. The notes from one of our meetings in April of 2018 demonstrate the extent to which we collaboratively consider how we can improve our program based on students' needs. In the document, you will see responses to student data as well as ideas for solutions. Those ideas were then explored more deeply in a follow-up meeting in May where we narrowed our focus and determined our approaches and goals for the coming school year in 2018-2019.</p> <p>Commitment and investment in our EL/SDAIE program on behalf of the students as stakeholders continues to grow as we find more opportunities to bring student voices forward. Our primary efforts to gather more student voices in the last year have consisted of forming a student panel to field questions from instructors as well as creating a focus student project where many of the teachers on our EL/SDAIE are taking on focus students to mentor and with whom to build relationships. The goals of the focal student program include increasing our awareness of the student's perspective on his or her education. The EL/SDAIE team can then use that information to help increase effectiveness in meeting the needs of our English Learners, with a special focus on our Long Term English Learners (LTELs.)</p> <p>In April and May of 2018, the EL/SDAIE PLC analyzed student performance data, especially that of our LTELs and devised a plan for responding to the needs we found as a result of this data. Also part of our PLC time together in May, we felt that it was important to take into account the voice and experiences of our students, so we invited a student panel of LTELs to talk about their experiences and answer our questions. This gave us the opportunity to work collaboratively with</p>	<p>Organization\Evidence\A3-Leadership\SEASE Admin Presentation 4-25-18.pptx</p> <ul style="list-style-type: none"> <li>• P:\WASC FG A-Organization\Evidence\A3-Leadership\SEASE Program Flyer for Admin 4-17-18.docx</li> <li>• P:\WASC FG A-Organization\Evidence\A3-Leadership\SEASE Program Parent Meeting Handout.docx</li> <li>• April 2018: Looking Closely at Student Data and Planning Responses/Solutions</li> <li>• May 2018 Meeting - Planning Priorities</li> <li>• Focal Student Approach Overview for 2018-2019</li> <li>• May 2018 Student Panel - Input on Student Performance, Experience and Motivation</li> <li>• Nov 14 2017 Notes</li> <li>• May 5 Meeting Notes: Alignment of Skills and</li> <li>• Language Used for Writing</li> <li>• Approaches to Academic Vocabulary and Structured Student</li> </ul>

A3.1 Findings	A3.1 Supporting Evidence
<p>students and offered us invaluable insights into the student perspective concerning their performance and experiences.</p> <p>The November 14, 2017 meeting demonstrates the collaborative nature of our EL/SDAIE team in terms of determining what our strengths, challenges, and solutions are as we continuously re-evaluate our program, services, and the instruction within the program. Page 3 of the notes document is a result of collaborative brainstorming on the following topics: key strengths of the program, other successes, key challenges, other challenges (for teachers, for students), key solutions and other potential solutions.</p> <p>It is the culture within our EL/SDAIE team to continuously evaluate the work we are doing together so that we can be responsive to the needs of students as well as the needs of teachers.</p> <p>In our EL/SDAIE PLC meetings, we spend time determining other ways by which we can determine and implement strategies and actions. Because we are an interdepartmental team of teachers, it is important that we determine ways by which the instruction in one course can support not only the language development of students, but also the ability to achieve success in all content areas through the use of academic English. In order to determine ways by which we can support students in a more focused, streamlined approach, it is important that we continuously work together to align our practices. The “May 5 meeting notes” is one example of how this is accomplished. In this meeting, we were able to align our practices in regard to teaching writing across the content areas to English Learners; we collaborated on how our approaches, and the language we use, correspond and support the teaching of writing in all courses. The “Approaches to Academic Vocabulary” also provides evidence of our collaboration to implement strategies. In this document, you will see a common approach to teaching academic vocabulary throughout the subject areas.</p> <p>Some of the most important decisions we make as an EL/SDAIE team involve the placement of our individual English Learner students and the courses we are able to run to serve their needs. In January of every year,</p>	<p>Interaction</p> <ul style="list-style-type: none"> <li>▪ January 2017 Placement Meeting Notes and Agenda</li> <li>▪ January 2018 Placement Presentation</li> <li>▪ EGUSD EL Walkthrough Form</li> </ul>

A3.1 Findings	A3.1 Supporting Evidence
<p>we get together as an EL/SDAIE team to determine how and where we will be placing each individual student. We work together to examine student data, and to speak to each student's abilities as well as any factors that may impact performance. The January placement notes and presentations provide evidence of our EL/SDAIE team collaboratively determining key recommendations related to placement in an effort to have a common understanding, approach and purpose in placing our English Learners in a way that best meets our students' needs.</p> <p>In addition to the measures above, we also use the data generated from the EGUSD EL walkthrough form. Our Vice Principals use this form as they do informal observations of classes in which English Learners are enrolled. The purpose of the data is to be informative and representative of the instructional practices that English Learners receive at Franklin. This data is used by the EL/SDAIE team to inform professional development on instructional practices regarding strategies and approaches to better meet the needs of our English Learners.</p> <p>There are a variety of ways in which we promote ELAC communication regarding program improvements/informed changes. Each year, parents are asked to provide input and feedback on the sites LCAP plan. Parents are informed of how the LCAP is developed and how funds are allocated to support their student's academic success. Once the plan is presented, parents are given an opportunity to review the plan and provide input on possible changes they feel would best support their student's academic success and mental health. ELAC representatives also participate in providing input for the District LCAP plan. The ELAC meeting also gives parents an opportunity to voice any concerns or ask questions about school policies and procedures.</p>	

#### Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: How do staff ensure that the analysis of student achievement of the critical

learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

A3.2 Findings	A 3.2 Supporting Evidence
<p>At the beginning of each school year, the administration and staff examine data from previous years. This overview allows each department to reflect on and evaluate its specific growth or decline and how its instructional program and practices are reflected in their students' scores. As a result, departments refine their programs/practices based on which aspects appear to have been successful and which appear to need revision. Based on their needs, departments can make requests for funding for instructional resources and professional development opportunities of the school-site council which is comprised of the Principal, teachers, parents &amp; students. School-site council meets 4-6 times a year to discuss and approve LCAP funds.</p>	<ul style="list-style-type: none"> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\SSC Meeting Minutes April 24 (1).docx</li> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\Staff Meeting Sept 2018.doc</li> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\World language agenda 9-5-18.docx</li> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\1718FrHS LCAP Funding Req (calculators) .doc</li> </ul>

#### Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

A3.3 Findings	A3.3 Supporting Evidence
<p>Through our staff meetings, discussions regarding PBIS (Positive Behavior Intervention Support)/PRIDE helped with the development of a behavior matrix and with forming some consensus on major vs. minor behavioral infractions. As a staff, we engaged a group activity in which we read about various infractions and had teachers choose whether they felt the infraction</p>	<ul style="list-style-type: none"> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\PBIS training.docx</li> <li>• P:\WASC FG A-Organization\Evidence\</li> </ul>



A3.3 Findings	A3.3 Supporting Evidence
<p>was major or minor. Then, we had a group discussion about it to see why people felt the way they did about the various infractions. Teachers were able to hear from their colleagues and gain ideas for handling behavioral issues in class in a variety of ways that might result in avoidance of the need to send students out of class on referrals.</p> <p>Through staff meetings, information is also shared with regard to schoolwide programs that involve students in a variety of activities. Teacher awareness promotes teacher involvement in the encouragement and support of student learning that research shows is enhanced through school wide programs and activities.</p> <p>One way that Franklin High School supports student learning and social development is through Link Crew sponsored events. Link Crew is composed of students who apply to be in the program. These student leaders are trained over the summer and throughout the year to provide support to our Freshman student population. Cocoa and Cram is one event that Link crew promotes and runs each quarter to help all students study for their finals during finals week. Teachers are also available at Cocoa and Cram to offer support and last minute tutoring to students.</p> <p>A new program on our campus is the SEASE Program. This program targets pre-identified 10th graders with academic needs and supports them in class and beyond. The SEASE program consists of a small group of teachers, a counselor, and an administrator to help create a small learning community on campus that supports the students within the program.</p> <p>One way that Franklin implements the SLOs is via various meetings including all stakeholders. These meetings provide an avenue to discuss the implementation and support of schoolwide programs. Some of these programs that meet regularly are the ASB (Associated Student Body) leadership program, the Student Senate, the School Site Council, the Staff Leadership Team, Departments and EGUSD Board Meetings.</p> <p>Franklin High School's main office is in charge of the daily attendance for students. In order for this process</p>	<p>A3- Leadership\Minor-Major Worksheet.docx</p> <ul style="list-style-type: none"> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\Major-Minor Determining Levels of Behavior Activity EDITED.pptx</li> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\Staff Meeting Sept 2018.doc</li> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\Quarter 1 2018 Freshmen Newsletter .docx</li> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\Cocoa &amp; Cram on Website Calendar.docx</li> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\Link Crew Teaching 8.22.18.docx</li> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\SEASE Admin Presentation 4-25-18.pptx</li> <li>• P:\WASC FG A-Organization\Evidence\A3- Leadership\1718FrHS LCAP Funding Req ( calculators) .doc</li> </ul>

A3.3 Findings	A3.3 Supporting Evidence
<p>to run smoothly with over 2,600 students, the attendance staff needs to have a process and procedure that is effective and efficient. All late students sign in on the late "Attendance Log" sheet with time, student number, name and reason. Unexcused late is given a red pass and excused late receives a purple pass. Students give these passes to their teacher when arriving late to their class. The "Student Sign-In Log" reports all students who arrive late. Red slips are for all unexcused or unexcused verified. This includes "L" for up to 30 minutes and "B" for beyond 30 minutes. Purple slips are for all excused late arrivals for that period. The office assistants input all attendance. If there is a period with an error, the student involved must ask for an "Attendance Clearance Slip" from the teacher to clear or confirm this code and then return with it to the (front) Attendance Office to correct the attendance. The "Daily Attendance Report" is printed by the office assistants to call the parent/guardian for verification of attendance. We talk with students who are chronically late.</p> <p>The EL/SDAIE PLC works collaboratively to reflect, implement and decide upon practices, programs, actions and services that support learning in a variety of ways.</p> <p>In regard to instruction, the EL/SDAIE PLC has collaborated to determine areas of need for our English Learners. As a result, the team has implemented common instructional practices and approaches to meet these needs. Some evidence includes common writing rubrics and organizers. Our EL/SDAIE team values shared decision-making as very few of the decisions we make are done without the input of all EL/SDAIE team members. In the cases where decisions on areas of instructional focus are team-wide, everyone has a voice in this decision-making as well as roles and tools for implementation. When the focus was on academic vocabulary and structured student interaction, for example, part of the plan that the team outlined was to go into one another's classrooms and look for and provide feedback on agreed-upon elements (see the "walkthroughs").</p> <p>Observations were then discussed as a team to determine notable approaches to vocabulary and</p>	<ul style="list-style-type: none"> <li>• Truancy Report and Phone Log</li> <li>• Common Writing Rubrics and Organizer</li> <li>• Approaches to Academic Vocabulary</li> <li>• Walkthroughs</li> </ul> <p>Professional Development/Team Needs</p> <ul style="list-style-type: none"> <li>• May 2018 Meeting - Planning Priorities</li> </ul>



A3.3 Findings	A3.3 Supporting Evidence
<p>structured student interaction. Through reflections and initiatives, teachers who are part of the EL/SDAIE PLC hold themselves accountable for implementing practices and actions that support the learning of our English Learners.</p> <p>Prior to executing professional learning for the EL/SDAIE team, it is our intention to survey everyone to determine the most critical areas of need and interest. We feel that this makes our professional learning more applicable, and promotes collaboration/sharing in the decision-making process.</p> <p>As the EL/SDAIE team re-examined student data at the end of the 2017-2018 school year, we collectively decided to try an additional approach in the hopes of understanding our LTEL population better. The intent is to try a focal student approach where many teachers on the EL/SDAIE team mentor 1-2 students throughout the school year. The priorities that the team decided upon are listed in the May 2018 meeting - planning priorities document.</p>	

#### Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.

A3.4 Findings	A3.4 Supporting Evidence
<p>Franklin High has a set structure for monthly meetings. These meetings include Leadership Meetings comprised of Administration and Department Chairs, Staff Meetings for ALL staff to attend where information is disseminated, Department Meetings and PLC (Professional Learning Communities) Meetings mainly comprised of smaller department clusters.</p> <p>Staff and administration use email, staff meetings, and written correspondences in staff mailboxes for internal communication.</p> <p>EGUSD has an established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws</p>	<ul style="list-style-type: none"> <li>▪ P:\WASC FG A-Organization\Evidence\A3- Leadership\Staff Meeting Sept 2018.doc</li> <li>▪ P:\WASC FG A-Organization\Evidence\A3- Leadership\Dept Agenda 2018 August.doc</li> <li>▪ P:\WASC FG A-Organization\Evidence\A3- Leadership\ldrshp_ag</li> </ul>

A3.4 Findings	A3.4 Supporting Evidence
<p>governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). Notices regarding the UCP are sent out twice a year.</p> <p>Certificated employees can contact Elk Grove Education Association (EGEA) representatives to get assistance with policy and procedures.</p> <p>In the main office, the attendance personnel are tasked with checking the “Truancy Report” for students who are late and truant for a period and/or the day. Once they check the report, they call the parents to verify the attendance before they are sent to an administrator. The administrator then assigns a detention for 3 or more late arrivals for one period. A “Saturday School” can be assigned for a truant period.</p> <p>Our regular EL/SDAIE PLC meetings give us the opportunity to communicate regarding issues and struggles we are facing. During this time, we have opportunities to resolve differences through constructive conversations.</p> <p>When the EL/SDAIE team is between meetings, communication takes place via group email and shared Google Drive folders. Email is used to follow up on meeting items and address issues that arise. When there are issues that need personal follow-up, the EL/SDAIE team knows to contact the EL coordinator or EL coach directly. The third email within the “Sampling of EL/SDAIE team Email communication” shows an example of the EL coordinator soliciting input regarding budget decisions. The other two exemplar emails show how the EL/SDAIE team uses email to share resources and continue conversations from the PLC meetings.</p>	<p>enda_05012018_albini.doc</p> <ul style="list-style-type: none"> <li>▪ Uniform Complaint Procedures</li> <li>▪ ASB Leadership Agenda/Minutes</li> <li>▪ EGUSD Website</li> <li>▪ EGEA Website</li> <li>▪ EGEA Site Rep List</li> <li>▪ P:\WASC FG A-Organization\Evidence\A3-Leadership\SaturdaySchoolDetention.docx</li> <li>▪ Sampling of EL/SDAIE Team Email Communication</li> <li>▪ Google Drive Folder</li> </ul>

#### A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

##### Indicators with Prompts

##### Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.

A4.1 Findings	A4.1 Supporting Evidence
<p>EGUSD ensures that all teachers are credentialed and highly qualified. According to the SARC Report, 100% of FrHS teachers are credentialed in the areas in which they teach. This includes teachers who provide additional instruction for APEX online courses which are offered to students for credit recovery. A credentialed teacher serves as the APEX coordinator and works with credentialed math, English, and social science teachers who assist students in successfully completing the online program.</p> <p>Both the district and the site provide support to new teachers in the development of their pedagogy and classroom management. New teachers participate in the research based BTSA (Beginning Teacher Support and Assessment Program) training provided by the District. FrHS also provides a New Teacher Orientation for all teachers new to the campus which includes training prior to preservice days in August with follow-up meetings throughout the year.</p> <p>The District also provides a variety of professional development workshops and trainings throughout the year which teachers can access easily through the ERO (Electronic Registrar Online) system. These professional development opportunities allow teachers to strengthen their content knowledge, develop their philosophy of and skills in classroom management, and support their efforts to provide quality student learning experiences.</p> <p>In terms of site staffing, teachers have the opportunity annually to request the courses they wish to teach in the coming year. These requests are forwarded to the department leaders who assist in developing staff</p>	<ul style="list-style-type: none"> <li>▪ SARC Report</li> <li>▪ APEX Credentialed Teacher</li> <li>▪ BTSA Information</li> <li>▪ New Teacher Orientation</li> <li>▪ List of Professional Development Available in ERO</li> <li>▪ Staffing Requests</li> <li>▪ Sample of EL Coach Meeting/Appointments with Teachers</li> </ul>

A4.1 Findings	A4.1 Supporting Evidence
<p>assignments based on teachers' requests and the number of sections needed per student selection. This process of creating staff assignments allows teachers to maximize the use of their background and training to facilitate student learning.</p> <p>All teachers of English Learners have access to our concentrated EL Coach, Caroline Martin. Our EL coordinator and coach provide support to both new teachers AND teachers with experience teaching our EL students. This support consists of co-planning as well as observations and feedback. Last year, we had teachers new to SDAIE Economics, SDAIE US, SDAIE World and SDAIE Government. The EL coordinator and EL coach worked closely with these teachers so that they felt supported as they instructed our English Learners.</p>	

#### Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

A4.2 Findings	A4.2 Supporting Evidence
<p>Franklin High School administration works closely with teachers to communicate the policies and procedures through the review and implementation of the staff handbook. The staff handbook provides all teachers with information regarding school procedures and policies, as well as the mission, vision and community values shared at Franklin High School.</p> <p>The staff handbook, which is updated annually, introduces new teachers to the mission statement and shared values of all Franklin High School administration and staff. By providing new teachers with a history of the schools founding and its place within the significant historical context regarding the development of Southern Sacramento County, new staff members are able to realize their essential place within the staff</p>	<ul style="list-style-type: none"> <li>▪ Staff Handbook PDF</li> <li>▪ EL Program Decision Making Process</li> <li>▪ EL Budget Example</li> </ul>

A4.2 Findings	A4.2 Supporting Evidence
<p>community and their responsibilities to the organization as a whole.</p> <p>At the beginning of each school year a planning meeting is held between the principal, EL coordinator, and vice principal to discuss the following items:</p> <p>Discuss roles and responsibilities.</p> <p>EL annual budget.</p> <p>LCAP</p> <p>Parent involvement</p> <p>Tutoring services</p> <p>Annual Assessments</p> <p>ELPAC</p> <p>EGMAP</p> <p>SBAC</p> <p>Review of annual assessments</p> <p>Additional meetings are held through the school year to monitor program effectiveness and to review EL budget. These meetings are designed to monitor student academic progress.</p>	

#### Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?

A4.3 Findings	A4.3 Supporting Evidence
<p>Professional development is a great opportunity for our site to plan and prepare for the school year. All departments are given the opportunity to have release days and attend professional development opportunities as they see fit. The staff utilizes a LCAP staff professional development funding request form where teachers/staff can complete the form to show how the</p>	<ul style="list-style-type: none"> <li>▪ LCAP Funding Request</li> <li>▪ Curriculum and Professional Development Release</li> <li>▪ District Professional Development</li> </ul>

A4.3 Findings	A4.3 Supporting Evidence
<p>professional development has been determined effective and how it will help the students and the school. This is one way in which, as a staff, we remain mindful of the importance of evaluating professional development in light of student learning outcomes.</p> <p>The administration and staff of Franklin High School value professional development and there are many opportunities for it. The District has worked professional development days into our contract through pre-service days before the start of the school year and then again on the first day that the staff returns from Winter Break in January. One of these days is led by the District where departments are separated out by focus area and have different professional development opportunities that they can select based upon department or individually determined needs.</p> <p>With the new standards in science and the new textbooks in English, our school has used LCAP funds to provide release days and professional development opportunities for teachers. With the new NGSS standards, science teachers have utilized the professional development opportunities to develop processes to implement the new standards in their curriculum.</p> <p>Counselors utilize professional development opportunities to go to conferences on wellness and academic/college updates. One of the wellness conferences that some counselors attended recently helped them to develop the idea of having a wellness center on site. This is still a work in progress, but we are making connections with other districts and opportunities to get the center going. We anticipate being able to have the wellness center open soon, making needed resources available. Regarding college conferences, Franklin High School counselors are able to attend the CSU and UC conferences every year to learn updates and new ways of helping students with their applications, and to see what majors and opportunities are available to the students.</p> <p>In addition, our site has a new Student Information System called Synergy, and the District offered trainings for people in advance of the system roll out, so we could have a better understanding of how to utilize the</p>	<ul style="list-style-type: none"> <li>▪ Science Agendas NGSS Standards</li> <li>▪ CIW Online Expert PHET</li> <li>▪ Alignment of PHET Simulations</li> <li>▪ Napa Wellness Conference</li> <li>▪ UC/CSU Conferences</li> <li>▪ Synergy Trainings</li> <li>▪ Spring 2017 Dashboard for English Learners</li> <li>▪ Fall 2017 Dashboard for English Learners</li> <li>▪ 2017 and 2018 Reclassification Lists</li> <li>▪ Professional Development/EL/SDAI E Team Needs</li> <li>▪ Sample of EL Coach Meeting/Appointments with Teachers</li> <li>▪ November 14th Demo Lesson for EL Team Lesson Plan</li> <li>▪ January 2018 Staff Meeting: ELPAC</li> <li>▪ Admin/EL Coordinator Budget Planning Meeting Agenda</li> <li>▪ Academic Language in Math Workshop</li> </ul>



A4.3 Findings	A4.3 Supporting Evidence
<p>system. In addition, the District trained a group of TOT (Trainers of Teachers) to help teachers throughout the year with various issues that arose.</p> <p>In comparing the EL achievement data on the California Dashboard, English Learners' academic achievement increased 8.9% in the Spring of 2017, and then increased another 8.2% in the Fall of 2017. As of Fall 2017, the Dashboard indicated Franklin High School's EL achievement as blue, the highest level.</p> <p>One of the indicators of program success is considering our rates of reclassifying English Learners as Fluent English Proficient. When comparing the most recent reclassification (2018) with the past year (2017), we see a large increase in students who were reclassified. In 2017, 11 students were reclassified, and in 2018 24 students were reclassified, an increase of more than 100%.</p> <p>Although direct correlations cannot be explicitly made, we surmise that the increase in EL student achievement has been, directly or indirectly, a result of professional development/learning activities on campus. As mentioned in previous indicators, the EL/SDAIE team is regularly revisiting data produced from our students and looking at ways to better inform our practice through collaboration and professional development. Examples of professional development and coach support are listed to the right.</p> <p>The Professional Development/EL/SDAIE Team Needs demonstrates our desire to be responsive to teacher needs and provide them with the professional learning that will have the biggest impact on their classroom instruction and students' achievement.</p> <p>The EL coach meeting/appointments with teachers shows a sampling of meetings that the EL coach had with newer teachers of ELs.</p> <p>The November 14th Demo Lesson for the EL team lesson plan is a demo lesson that was done by the EL coordinator and the EL coach in front of the EL/SDAIE team with a focus on learning targets and success criteria. This lesson was immediately followed up with a</p>	

A4.3 Findings	A4.3 Supporting Evidence
<p>team debrief and some professional learning on the topics of learning intentions and success criteria.</p> <p>The January 2018 staff meeting represents staff professional learning that was done in an effort to get all teachers to understand the expectations of the new test for English Language Proficiency, and how to support students with the skills necessary to succeed.</p> <p>In the Spring of 2017, the Math Department co-chairs and EL coach attended a workshop that focused on English Learners using Academic Language in mathematics. At this workshop, teachers learned various ways to structure conversation in the math classrooms.</p>	

#### Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: How effective are the school's supervision and evaluation procedures?

A4.4 Findings	A4.4 Supporting Evidence
<p>The Franklin High School Administration ensures that all staff are developing as highly qualified professionals through a supportive observation and reflective evaluation process. This process is organized by designated vice principals and expectations are clearly defined and communicated before the observation process begins.</p> <p>The potential for certificated staff to learn and grow as educators is seen through the implementation of the observation process. Observations are completed on a regular basis with the scheduling of pre-meetings, sharing of lesson plans, and through post-observation conferences. This multi-step process allows staff to discuss areas of strengths and focus on the targets for growth.</p> <p>Though not used for evaluation purposes, Franklin High School utilizes the EGUSD EL Walkthrough Form as a way to generally assess specific areas of instruction site-wide in courses where English Learners are present. The data that is collected from this walkthrough form is presented without teacher names, and is intended to give an idea of the extent to which</p>	<ul style="list-style-type: none"> <li>▪ Evaluations Document</li> <li>▪ EGUSD EL Walkthrough Form</li> </ul>



A4.4 Findings	A4.4 Supporting Evidence
the school is using effective practices for ELs.	

#### A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

#### Indicators with Prompts

#### Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

A5.1 Findings	A5.1 Supporting Evidence
<p>Starting in 2013-2014, Mike Reed, the former principal, created Franklin High School's first LCAP plan. He took the CANs and created the LCAP plan based upon those CANs. Prior to 2016-2017, our LCAP budget only consisted of money for EL students. Since then, we have received an increase in fiscal allotments to our site, so that meetings are now held on a regular basis to ensure that our actions relate to our school wide goals. Some of our funding increase has gone to SEASE, intervention, math tutoring, department release days, and for special education tutoring.</p> <p>Franklin High School holds School Site Council meetings four to six times a year, to provide staff, students, parents, and community members with access to LCAP funding for allocation of resources to meet the school's vision, mission, and schoolwide learner outcomes. At these meetings, all stakeholders are involved in the allocation of the funds and then the departments are able to fill out a LCAP funding request</p>	<ul style="list-style-type: none"> <li>▪ Leadership Agendas</li> <li>▪ School Site Council Agendas</li> <li>▪ Staff Meeting Agendas</li> <li>▪ LCAP Budget</li> <li>▪ LCAP Funding Request</li> <li>▪ Science and English Release Days</li> <li>▪ Admin/EL Coordinator Budget Planning Meeting Agenda</li> </ul>

A5.1 Findings	A5.1 Supporting Evidence
<p>to acquire funds through this process.</p> <p>The increase in financial offerings has allowed for more professional development to promote student learning and increase awareness. It also has helped students gain more support through various programs and tutoring opportunities. Teachers were given release days to help develop updated curriculum for new standards or develop new lessons to keep learning current.</p> <p>The EL site administration team includes the principal, vice principal(s), and EL coordinator. On a regular basis, this group meets to discuss the program's needs and plans. As demonstrated by the evidence, the topic of resource allocation is a large part of the EL/SDAIE team's conversations and action plans. The purpose of these meetings is to be sure that the EL program at Franklin is responding to the needs of students and teachers of ELs. This has impacted student learning in a positive way with the purchase of Chromebook carts, printing resources, interactive notebooks, and tools for visual and kinesthetic learning. As a result, our students are more prepared, organized, have a higher interest in learning, and have access to the technology needed to be successful in both school and life through our allocation of resources.</p>	

### Practices

A5.2. Indicator: There are district practices and processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

A5.2 Findings	A5.2 Supporting Evidence
<p>Franklin High's school site controller annually reviews and ensures that Franklin High School is in compliance with all EGUSD funding mechanisms. With the oversight of the principal, the school site controller manages department budgets, ASB accounts, and all incoming/outgoing funds. The site controller works with</p>	<ul style="list-style-type: none"> <li>▪ School Site Controller</li> <li>▪ SSC Minutes and Agendas</li> <li>▪ LCAP Budget</li> </ul>

A5.2 Findings	A5.2 Supporting Evidence
<p>staff to identify discrepancies and resolve issues so that there are few, if any, audit exceptions, keeping the school in good financial standing. The School Site Council approves all LCAP expenditures as required by State and Board mandates. The site review expenditure process includes teachers, administration, parents, students, and the site controller. All site budgets are determined by the administration with input from leadership and School Site Council.</p> <p>Accounting checks and balances are handled through the school site controller and the EGUSD's budget department. They have put adequate procedures in place to guard against institutional misuse of funds. Department chairs and administration have ongoing budget discussions. School Site Council allocates funds for the sites. Departments are allocated funds, which are expended by department chairs on classroom supplies and electronic subscriptions to supplementary test preparation.</p> <p>During the school year, the principal, vice principal, and EL coordinator meet to review the EL budget and LCAP. The purpose of the meetings is to ensure funds are being allocated appropriately to support student academic success and parent involvement. Parents are also presented with the EL budget and the LCAP plan at ELAC meetings. Parents are asked to review the EL budget and are encouraged to give input on how EL funds should be allocated. Furthermore, parents are also asked to review and provide input on the LCAP plan.</p>	<ul style="list-style-type: none"> <li>▪ Department Budgets</li> <li>▪ Leadership Minutes</li> <li>▪ Budget Request Forms</li> <li>▪ Forms for ASB Spending and QSS Purchasing Procedures</li> <li>▪ Admin/EL Coordinator Budget Planning Meeting Agenda</li> <li>▪ ELAC Meeting Agenda</li> </ul>

### Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

A5.3 Findings	A5.3 Supporting Evidence
<p>The SARC (School Accountability Report Card) report is a snapshot of everything our school does to accomplish the vision, mission and the school wide learning outcomes including maintaining school facilities.</p>	<ul style="list-style-type: none"> <li>▪ SARC - School Accountability Report Card</li> </ul>

A5.3 Findings	A5.3 Supporting Evidence
<p>Measure M funding was given to our school starting last year as a way to help meet the need to update some of our facilities on campus. The main project that has been completed thus far is the new track and all-weather field. The next phase includes fencing, gates, shade structures, and more seating areas.</p> <p>In addition to Measure M, our District received the Career Technical Education Incentive Grant (CTEIG) where the CTE staff decided to update our TV studio as well as our Digital Media Arts classroom. Both of these facilities house 2 of our Career Technical Education pathways. We are in the process of some smaller projects like getting updated projectors, and updating items for our Computer Aided Drafting tables to allow for more hand drawing possibilities.</p> <p>Once funds are available, our site needs to complete work orders for the facility enhancements that they would like to see. Those work orders are submitted to our site administration, so they can fill out the site modification forms in order to alter or add structures to the campus and send them in to the District's Maintenance and Operations Department to start the process.</p> <p>At Franklin High School, we make sure that EL students are incorporated into the larger school community. Classes for EL students are in the same classrooms as other classes, such as AP and honors. In doing this, our English Learners are intermingled with the larger Franklin community.</p> <p>EL students are also encouraged to get involved in larger campus activities, such as the many clubs on campus. Also, the EL Department tries to keep EL students aware of events on campus and connect them with such events. For example, sign-up sheets may be posted as well as announcements on the classroom whiteboard. When we talk about these events and activities with our ELs, it gives them a safe space to learn more about them and ask questions that they have. We feel that the more comfortable and involved students are on campus, the better and safer they tend to feel overall, which in turn enhances student learning.</p>	<ul style="list-style-type: none"> <li>▪ Site Modification Forms</li> <li>▪ Measure M Funding</li> <li>▪ CTEIG Modifications</li> <li>▪ Work Orders</li> <li>▪ Site Modification Form</li> <li>▪ Sampling of EL/SDAIE Teachers' Courses Taught alongside EL/SDAIE</li> <li>▪ Quarter 2 Movie Day Sign-up on Whiteboard &amp; and In-Class Advertisement</li> </ul>

## Instructional Materials and Equipment

A5.4. Indicator: The policies and 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.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

5.4 Findings	5.4 Supporting Evidence
<p>In accordance with Board Policy 6161.1, all instructional materials used within the Elk Grove Unified School District require adoption by the EGUSD Board of Education. Requests for any new curriculum, which includes instructional materials, require an approval process up to and including formal adoption by the EGUSD Board of Education.</p> <p>One online resource for students to use is IXL, which helps increase the effectiveness of teaching math. This program gives opportunity to reach all learners and styles to provide other ways of differentiated learning to support both teachers and students.</p> <p>With the increased LCAP funds, our site felt Chromebook carts were a high demand need on campus for both instruction and state testing. Over the years, we have purchased several carts for all departments to help increase the use of technology for learning and to provide differentiated learning opportunities for all of the different students. Chromebook carts are available to all teachers. Teachers can access a school wide calendar to check out the necessary carts for classroom use.</p> <p>Our EL coordinator works closely with our administrators and district administrators to ensure that the EL students and EL/SDAIE team have access to adequate instructional materials and equipment for all EL and SDAIE courses.</p> <p>For example, Chromebook carts have been purchased specifically for EL and SDAIE teachers to use with their English Learners. There are three carts spread throughout campus where teachers may access them for their classes: in the Science Wing (at the center of</p>	<ul style="list-style-type: none"> <li>▪ IXL online resource for math students</li> <li>▪ Chromebooks</li> <li>▪ EGUSD Curriculum Adoption</li> <li>▪ Chromebook Calendar and Location Chart</li> <li>▪ LCAP Request for Chromebooks</li> <li>▪ LCAP Request: EL Program Books and Supplies</li> </ul>

5.4 Findings	5.4 Supporting Evidence
the campus), in the HR Wing (located in the heart of the English Department,) and in the HT Wing, which is at the far end of campus.	

#### Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5 Findings	A5.5 Supporting Evidence
<p>When new staff is hired, each department has standardized interview questions to ensure high quality recruits proficient in their subject matter. The interviews have a group of people on their panel to ensure a wide variety of expertise.</p> <p>All certified and classified staff have training, skills, and documentation needed when hired to provide the best support for the students.</p> <p>All certified and classified staff can sign up for professional development opportunities through the District ERO program. These opportunities are available to all staff to learn new skills and/or to refresh their skills to help support students.</p> <p>EGUSD holds Job Fairs every year to recruit new hires ranging from recent graduates to veteran teachers looking to relocate.</p> <p>BTSA is a District wide program provided for support of new teachers in helping them to clear their credential as well as to have access to resources for their support during their first few years of teaching. This support comes in a variety of forms including opportunities to make ongoing connections with other teachers.</p> <p>A highly sought after program on our campus is PBIS. The District allocates funding to provide our site with a PBIS coordinator and resources on-campus to support teachers in providing positive management strategies in</p>	<ul style="list-style-type: none"> <li>▪ Standardized Interview Questions</li> <li>▪ EDJOIN</li> <li>▪ ERO EGUSD Professional Development</li> <li>▪ Job Fairs</li> <li>▪ BTSA</li> <li>▪ PBIS Personnel</li> <li>▪ CPA Information Flyer</li> <li>▪ Instructional Coaches</li> <li>▪ Counseling Support Staff Lesson Debrief and VL Introduction Presentation</li> <li>▪ January 2017 Staff Meeting EL Professional Development</li> <li>▪ January 2018 Staff Meeting: ELPAC</li> <li>▪ SDAIE US Government Cartoon Analysis with</li> </ul>



A5.5 Findings	A5.5 Supporting Evidence
<p>the classroom as well as a positive behavior system for the school as a whole. The District also funds two teachers to serve as coordinators for our California Partnership Academies (CPA's.)</p> <p>EGUSD provides funding for a variety of instructional coaches to support various programs on campus as well. The CPL (Curriculum and Professional Learning) Department provides math and English instructional coaches for Franklin High School and a full-time, on-site coach for English Learners. The CCC (College and Career Connections) Department funds our CTE sector coaches in the area of Information Communication Technology, Engineering, and Media to help our High Quality pathways and CPAs with industry partners and up to date learning standards.</p> <p>To help meet the mental health and wellness needs of our students, we have 7 counselors, 1 school psychologist, a mental health therapist (one day a week), a psychology intern, a health technician, a counseling and guidance technician, a Career Center technician, and counseling secretary. These supports are housed in our Student Services building and they collaborate with teachers, administration, parents and students to ensure a safe and healthy environment for all.</p> <p>Professional development is offered to the EL/SDAIE team during many of our release days and team meetings. Because teaching English Learners of various levels can be challenging, it important that we nurture our EL/SDAIE team so that we can maintain the stamina to be our best inside and outside of the classroom. In order to best meet the needs of teachers, we ask them what their needs are in terms of professional development. In the 2017-2018 school year, each EL/SDAIE team member was provided a copy of "Teaching Literacy in the Visible Learning 6-12 Classroom" by John Hattie, Doug Fisher, Nancy Frey, and Marisol Thayre. Our focus for the year was on learning targets and success criteria. The presentation submitted for evidence demonstrates how we rolled out this professional learning: we conducted a demo lesson with a focus on learning intentions and success criteria and followed up with a debrief and dive into Visible</p>	<p>Success Criteria</p> <ul style="list-style-type: none"> <li>▪ EL US Government lesson materials and graphic organizers (Emerging and Expanding) (Bridging)</li> <li>▪ 2015 Summer Institute Flyer</li> <li>▪ 2016 Summer Institute Flyer</li> <li>▪ 2018 Summer Institute Flyers</li> </ul>

A5.5 Findings	A5.5 Supporting Evidence
<p>Learning.</p> <p>The EL Professional Development Team (Teresa Bandy, EL Coordinator and Caroline Martin, EL Coach) typically brings professional development to the staff on an annual basis. Most recently, the focus has been on the new ELPAC test and how to use the practice test to inform instruction for English Learners. We know that, although most of our English learners are with teachers on our EL/SDAIE team, all teachers are teachers of English Learners, so it is important that they stay up to date with changes and practices. The evidence of some of these professional development endeavors are included to the right.</p> <p>Franklin High School has access to a concentrated EL coach. The role that the coach plays is to support teachers in meeting the needs of English Learners. The EL coach has worked with teachers at Franklin in co-planning lessons, co-teaching lessons, exploring resources, and professional development. A sampling of some of the products of co-planning are listed as evidence to the right.</p> <p>All teachers are invited to attend the annual EL Summer Institute for professional development needs. This is advertised to the school via flyer and email sent from the principal and EL coordinator.</p>	

#### Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: Evaluate the effectiveness of these processes.

A5.6 Findings	A5.6 Supporting Evidence
<p>Planned LCAP funding that is approved almost a year in advance is used to help fund programs such as SEASE. This program helps struggling students make connections on campus and beyond as well as supports the SEASE teachers in developing positive learning opportunities for student success. The LCAP funds are</p>	<ul style="list-style-type: none"> <li>▪ LCAP Funding for Trainings and Professional Development</li> <li>▪ SEASE Mission</li> </ul>



A5.6 Findings	A5.6 Supporting Evidence
<p>also available to help fund professional development opportunities for teachers to improve their skills and better support all students.</p> <p>LCAP money is available for teachers in each department to meet and plan curriculum while working together to create the best lessons possible for the students. The way by which site resource decisions are made allows the spending of EL funds to be responsive to teacher and student needs. Part of the funding is set aside for collaboration and professional development, which allows us to be responsive to the needs of students and the EL/SDAIE team, and to the needs and requests of teachers. Our LCAP process requires that we are explicit about our goals and intentions as well as our means for measuring success towards these goals. For example, as exhibited by the LCAP Request in the evidence column, the process involves articulating how the effort is principally directed toward our target populations (EL being one of them), the extent to which past practice and research has influenced this initiative, the data that will be used to indicate whether or not the expressed goals of the initiative will be met, and the output that will be produced. Going through this process requires us to be intentional in considering the value in this money being spent for specific purposes.</p> <p>LCAP and Title 3 funding is used for services and materials such as after school tutoring, materials and equipment, EL coordination, ELPAC testing and professional development.</p>	<p>Statement</p> <ul style="list-style-type: none"> <li>▪ Department Release Days</li> <li>▪ LCAP Request</li> </ul>

## **ACS WASC Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

Franklin high school has built a strong, collaborative team of teachers, administrators and counselors to serve the needs of our students. Our staff is committed to supporting and advocating for the needs of all students including our lower performing subgroups. Our most recent efforts have been focused on the needs of our English Learners and the recognition of the needs of our students with disabilities. As we improve our practices as a team, we will continue to advocate for the needs of English Learners and students with disabilities through class sizes, professional development, classroom materials, and EL/SDAIE course offerings. We will also continue to address the needs of our students with disabilities by supporting our teachers with professional development, classroom materials, and maintaining the smallest class sizes possible. We recognize, however, that we need to turn our focus toward development of a systematized program to meet the needs of all of our underperforming subgroups and that we need to expand our vision to include a more multi-faceted approach. Our approach needs to involve many programs on campus and reflect the systematic use of solidly research-based and innovative strategies until, through trial and error, we arrive at a combination of programs and approaches that effectively impact the learning outcomes of all of our students as evidenced by solid, consistent data. This continues to be our challenge, but the early successes of the highly focused team of EL/SDAIE teachers provides a model that, with commitment and the necessary resources, can be emulated and extended in support of all other underperforming groups. We recognize this as one of our critical needs to be addressed at Franklin High School.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

Staff has updated and revised our Expected Student Learner Outcomes to better align with the more current Schoolwide Learner Outcomes which are reflected in our PRIDE program and District vision and purpose.

We continue to develop programs to successfully meet the needs of students (EL/SDAIE and SEASE).

The EL/SDAIE team builds and maintains trusting and respectful relationships.

Strong, effective communication and planning has been created within and between the EL/SDAIE team members and leadership.

The EL/SDAIE team and leadership is dedicated to improving and modifying curriculum to meet student needs.

Franklin High School's Mission and Vision and LCAP plan closely align with EGUSD's E4.

LCAP funds are used efficiently to support student learning.

As a part of the continuous school improvement planning process, school wide professional development has been provided in SDAIE and EL strategies including structured student interaction, discussion strategies, academic vocabulary, writing responses, and ELPAC information.

Site Resource Teacher, Caroline Martin (EL instructional coach), dedicates numerous hours to our program contributing to collaboration on curriculum, leadership support, and professional development.

Several departments on campus are working on incorporation of a strong student voice and representation within their individual programs (SEASE, CTE, EL/SDAIE and AVID).

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth
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Practice transparent policies regarding class size caps.

Increase communication and improve communication style between leadership and all staff to enhance the resolution of differences and promote consensus on issues that arise.

Ensure that EL and SDAIE class sizes are small enough to support students' needs. In particular, work to establish additional sections in courses that are most often impacted when new EL students enroll (e.g., EL and SDAIE US History, EL and SDAIE World History, and EL and SDAIE Science) to minimize overcrowding.

Work with the District and administration to determine proper staffing ratios prior to the beginning of the school year so that EL, SDAIE and other staff are not asked to work overload.

Pay close attention to class sizes for all underperforming subgroups in all subject matter areas.

Investigate the possibility of a new delivery model for Special Education services that includes Special Education teachers "co-teaching" with general education teachers to better support students with disabilities.

Work on provision of more classrooms so that teachers do not have to move so often, and so that they have space to meet with students during non-instructional time such as lunch and prep periods.

Equip all classrooms with 21st Century technology, such as ceiling mounted projectors and smart boards.

Provide more ongoing and school wide professional development in EL/SDAIE and Special Education instructional strategies through inclusion on the agenda for staff meetings.

Increase professional development opportunities to meet the needs of all students.

## Category B: Curriculum: Standards-based Student Learning

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

#### Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

B1.1 Findings 2018-2019	B1.1 Supporting Evidence
<p>English Perspective:</p> <p>Many of our staff attend workshops, such as the EL Secondary Summer Institute held in Sacramento, CA which provide up-to-date, relevant, and research based instructional support of English Language Learners. Institute aligned ELD State standards with teaching practices and adopted curriculum for ELA (StudySync).</p> <p>Special Education Perspective:</p> <p>Our district provides alternative curriculum for use with students who, through the IEP process, have been found to have an identified need and are not able to receive educational benefit from the general education curriculum. The alternative curriculums are designed to follow educational best practices that are research based. Ongoing training and support is provided for these curriculums through our Professional Learning Department and may include subs for release days or CEUs for increasing our placement on the district pay scale. We also receive support from Curriculum Coaches that use research based methods to provide training in each curriculum, meet with individual teachers, and present demonstration lessons to classes as a whole.</p> <p>EL Perspective:</p> <p>Our school site is committed to providing teachers with relevant training to better serve the needs of our English Learning Students through funding attendance at various workshops, trainings, and seminars. One such training was held in September 2018 titled</p>	<ul style="list-style-type: none"> <li>▪ EL Secondary Summer Institute / Workshop (Electronic)</li> <li>▪ Trans Math</li> <li>▪ Training (Electronic)</li> <li>▪ Manual - Table of Contents</li> <li>▪ Developing Academic Language Through Critical Thinking Seminar 2018 (Electronic)</li> <li>▪ SCOE NGSS Agenda (Box)</li> <li>▪ Science Department Meeting Agendas (Box)</li> <li>▪ Cluster Meeting Agendas (Box)</li> <li>▪ Meeting Minutes (Box)</li> <li>▪ Common Assessments</li> <li>▪ (Box)</li> <li>▪ Arbinger Training</li> </ul>

B1.1 Findings 2018-2019	B1.1 Supporting Evidence
<p>“Developing Academic Language Through Critical Thinking” held by Dr. Jeff Zwiers. The seminar provided current educational research in using complex texts to develop academic language and how to better cultivate use of academic language with all students.</p> <p>Science Perspective:</p> <p>For three years the Science Department has been preparing for the roll out of Next Generation of Science Standards (NGSS). Throughout the current year and last year, our department has met regularly to discuss and design lessons that follow the NGSS philosophy. In addition, the Science Department has prepared for the change in course offerings as dictated by NGSS. The current 9th grade course offering will be changed from Earth Science to Biology. Further, the course following Biology will be changed from Chemistry to Physics. Chemistry will follow Physics. The Science Department has also looked for best practices of teaching based on current research. One of these practices that has been adopted is the POGIL method – Process Oriented Guided – Inquiry Learning. POGIL is a group learning, research-based instructional strategy. The High School POGIL Initiative (HSPI) is a three-year effort to bring student-centered, guided-inquiry instruction to secondary level classrooms. For several years, almost all courses in the Franklin High School Science Department use at least one POGIL. These are used as common assessments and the Franklin High School Science Department library of POGILS is continuously growing.</p> <p>Site-Wide Perspective:</p> <p>EGUSD has adopted practices relating to building an outward mindset, developed through the Arbinger Institute. Practices help support professional educators and site administrators to enrich the school culture, to provide more inclusivity for diverse populations, and to procure a growth, or outward, mindset and approach to their work. District-level training has been provided to staff members within the district. Franklin High School has taken additional steps to adopt best practices and approaches taught through the Arbinger Institute.</p>	<p>Certificate</p> <ul style="list-style-type: none"> <li>▪ PPT</li> <li>▪ 2015 Summer Institute Flyer</li> <li>▪ 2016 Summer Institute Flyer</li> <li>▪ 2018 Summer Institute Flyer</li> <li>▪ Math I Syllabus</li> <li>▪ Applied Math Syllabus</li> <li>▪ Math I Pacing Guide</li> <li>▪ CP World History Syllabus</li> <li>▪ Conversation Placemat</li> <li>▪ Lab Packet.doc</li> </ul>

B1.1 Findings 2018-2019	B1.1 Supporting Evidence
<p>Franklin's leadership team has read the Outward Mindset book and regularly discusses strategies to implement at Franklin High School.</p> <p>Many opportunities have been given for training and professional development in relation to teaching and supporting our EL/SDAIE populations. Herein is a sample of the school wide EL/SDAIE research-based strategies shared with staff at a meeting in January of 2018. At this meeting, teachers used and practiced these teaching strategies while engaging with text that examined current research about the EL population. Members of EL/SDAIE team also participate in the EL Summer Institute offered by the district to help support instruction with research-based strategies that will prepare students to meet rigorous academic demands.</p> <p>All courses taught by the Math Department at Franklin are A-G approved and the grades for each course are determined by mastery of standards (typically 70+% of weighted grades are tests/quizzes) as noted in the syllabi. (Math I and Applied Math are attached as examples)</p> <p>The pacing guide for Math I has a reference to the CCSS math standard for each day of instruction.</p> <p>The CP World History Course taught in CP and SDAIE courses are A-G approved and aligned with the California History Social Science Framework.</p> <p>In the Science Department EL and SDAIE classes, students use Conversation Placemats in order to help facilitate scientific discussions using academic language. The placemat was originally created by © Zwiers, O'Hara, &amp; Pritchard (2014) and according to the iSEE Program (A NGSS professional development opportunity through EGUSD and Sacramento State University), it is an effective way to promote positive collaboration in class during scientific discussions. In EL and SDAIE science classes at Franklin High School, the placemat is used to help students have sentence stems so that they can practice using academic and scientific language in class in a structured way. These positive collaboration skills are also meaningful to</p>	



B1.1 Findings 2018-2019	B1.1 Supporting Evidence
<p>students because they teach communication skills which students will be able to apply to any future job.</p> <p>As a part of the Franklin High EL and SDAIE Science classes, students' complete labs which incorporate many research based SDAIE strategies that help them have better access to the curriculum. Teachers also make sure that EL and SDAIE students have opportunities to practice reading, writing, and speaking English in most lessons. One example from the SDAIE General Science class is a lab on the spheres. The lab incorporates vocabulary building skills such as using Frayer Diagrams to learn science vocabulary, reading skills such as text annotation, and speaking activities such as conversation building blocks which makes students responsible for contributing to academic discussion and keeping track of how many times they participate. According to the summer EL professional development offered by EGUSD, these types of activities help EL students access the content. They also help them build their English skills so that they can eventually re-designate as fluent.</p>	

#### Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

B1.2 Findings 2018-2019	B1.2 Supporting Evidence
<p>At Franklin High School, we strive to ensure that we have clearly defined academic standards and college- and career-readiness standards for each subject area, course, and program that meet or exceed graduation requirements.</p> <p>The District provides the EGUSD Graduate Profile that</p>	<ul style="list-style-type: none"> <li>▪ EGUSD Graduate Profile (Electronic)</li> <li>▪ English 10H Syllabi (Electronic)</li> </ul>



B1.2 Findings 2018-2019	B1.2 Supporting Evidence
<p>serves as a guiding vision for the district and our site.</p> <p>The English Department recently adopted a new curriculum called StudySync that was vetted through the piloting process and the EGUSD ELA Steering Committee. This ensured that the curriculum adequately covered all Common Core State Standards and prepared students for college and career.</p> <p>Also, the English Department also recently adopted a new Honors English 10 curriculum that better aligned with the academic focus and demands of the Advanced Placement Language (AP11) and the Advanced Placement Literature (AP 12) courses. This text was vetted through the EGUSD ELA Steering Committee, and the course text and instructor syllabus received approval from the UC system to allow students to receive honors credit from that course. The English 9 honors team is currently in the process of gaining District approval for the 9th grade text from the same publisher to allow for a smooth, vertically-aligned honors/AP program at Franklin from Honors English 9 through AP Lit. The process for gaining District approval involved studying the text and mapping out the standards covered, and confirming that the text adds rigor to the already rigorous StudySync core text.</p> <p>All syllabi from AP courses are approved and reviewed by the College Board on an ongoing basis to maintain rigor and accountability for our AP courses.</p> <p>Math curriculum changed from the traditional math track (i.e., Algebra 1, Geometry, Algebra 2) to an integrated approach. We now have Integrated Math 1, 2 and 3, which combine algebra, geometry, and statistics at each level.</p> <p>Franklin also added Applied Mathematics, which is a bridge between Math 1 and Math 2. This course is designed for students who earn D's in Math 1. It is a review of the highlights of Math 1 and previews the key ideas to prepare them for success in Math 2.</p> <p>For students who choose to accelerate, we offer an Honors Math 3 / Honors Pre Cal 4 block course. This course allows students to complete two years of math in 1 school year. It offers students the opportunity to reach</p>	<ul style="list-style-type: none"> <li>▪ AP Literature Syllabi (Electronic)</li> <li>▪ English PLC Team Meeting Schedule (Electronic)</li> <li>▪ Academy and Pathway Info (Electronic)</li> <li>▪ <a href="http://frhs.egusd.net/programs/high%20quality%20pathways">http://frhs.egusd.net/programs/high quality pathways</a></li> <li>▪ Applied Math Syllabi (Electronic)</li> <li>▪ Math 3/Pre-calculus Class Syllabi (Electronic)</li> <li>▪ Strategies Tutoring Lab Flyer (Electronic)</li> <li>▪ IEP Meeting Schedule/calendar</li> <li>▪ (Box)</li> <li>▪ Instructional Assistant Schedules (Box)</li> <li>▪ Academy and Pathway Info</li> <li>▪ <a href="http://frhs.egusd.net/programs/stemacademy">http://frhs.egusd.net/programs/stemacademy</a></li> <li>▪ (Electronic)</li> <li>▪ Photo of Engineer Working with Drafting / Engineering Students (Electronic)</li> <li>▪ Wet Lab Instructions (Box)</li> <li>▪ EL/SDAIE Placement Form</li> <li>▪ College and Career</li> </ul>

B1.2 Findings 2018-2019	B1.2 Supporting Evidence
<p>Calculus.</p> <p>In each of our math courses, we adopted common core curriculum and new math textbooks at each level. This was done in coordination with the District Math Steering Committee and District School Board, overseen by the state of CA.</p> <p>Each English College Prep course utilizes the newly adopted StudySync curriculum and supplements the curriculum with core texts that have been approved by EGUSD.</p> <p>Most departments are divided into PLCs/grade-level teams (Professional Learning Communities). In the English Department, these teams meet together on a regular basis to review student work, norm grading expectations, and to plan and coordinate curriculum. The PLCs are also supported by administration by receiving funding for work days off site.</p> <p>Many English PLCs share common assessments in the form of common writing prompts and tests.</p> <p>All departments submit syllabi to administration each year to be reviewed to ensure appropriate coverage of academic standards.</p> <p>Students are also supported with Individual Education Plans and 504s that allow for modifications and accommodations as needed for students with special needs. Teachers are required to attend IEP and 504 meetings and are provided coverage to attend if the meetings happen during teaching time. For students with severe learning difficulties, the Special Education Department utilizes general education curriculum which has been approved through the district process, but modifies the curriculum depending on student need. The Franklin Special Education Department also runs the Strategies After School Tutoring Lab on Tuesdays and Thursdays from 3:15-5:00 wherein a certificated teacher provides extra support to students in meeting the curriculum standards.</p> <p>At Franklin High School, we offer “High Quality Pathways” that are opportunities for students to explore and learn real world applications and techniques to prepare for the future. The pathways ensure that career-</p>	<p>Handouts</p> <ul style="list-style-type: none"> <li>▪ Math I Syllabus</li> <li>▪ Applied Math Syllabus</li> <li>▪ Math I Pacing guide</li> <li>▪ World History California Standards Grid</li> <li>▪ SDAIE General Science Syllabus</li> <li>▪ SDAIE General Science Slides</li> </ul>

B1.2 Findings 2018-2019	B1.2 Supporting Evidence
<p>readiness standards are being met by working closely with the district's College and Career Options/Linked Learning Department and the CTEAC Advisory Board. This advisory board works closely with industry to affirm that the career-related standards/skills being taught in our pathway classrooms are relevant to real-world industry. Also, our site pathway teachers regularly bring in industry experts to work directly with the students and the technology in the classrooms. The 7 pathways are:</p> <p><b>DESIGN ARTS (Pathway 111.)</b> In the Design Arts Pathway, students acquire design skills while learning Adobe's Creative Cloud Suite (Photoshop, Illustrator, and InDesign) as well as learning about career opportunities in the graphic art.</p> <p><b>ANIMATION (Pathway 111.)</b> Animation provides an in-depth look at the history, principles, and production processes used in animation. Students create 2D and 3D animation projects, short films, and learn how these skills are also used in both the game design and visual effects industries. Additionally, students learn professional-level software and earn free college credit in both Animation 2 and 3.</p> <p><b>DIGITAL MEDIA (Pathway 113.)</b> Students explore creative expression through digital storytelling. Students learn the production processes used in filmmaking and television news production. This pathway gives students hands-on experience using professional-grade equipment and software while creating content for the Morning Bulletin broadcast and other special projects. Students receive free college credit for DMA 2 and Broadcast Production.</p> <p><b>WEB DESIGN (Pathway 174.)</b> In this pathway, students explore the many aspects of Web Design &amp; Development, ranging from the aesthetic components of web design, to the creation and maintenance of a website. This includes varied coding skills, design elements, and current technological practices that are used to develop professional web pages and sites. This pathway also explores the creative nature of computing and how technology is used as a tool to solve problems.</p> <p><b>ENGINEERING DESIGN (Pathway 152.)</b> Engineering Design provides a background in skill and theory to</p>	

B1.2 Findings 2018-2019	B1.2 Supporting Evidence
<p>qualify the student for employment as a design draftsman. This pathway emphasizes the basic skills needed for success in architectural, mechanical, and engineering occupations. These skills include the design process, drafting standards and practices, technical communication, and design critique and presentation.</p> <p><b>ENGINEERING TECHNOLOGY (Pathway 153.)</b> Engineering Technology is a project learning-based series of classes that teaches students various principles of mechanical, electrical, and civil engineering disciplines. Students apply individualized knowledge to a group project that simulates the real engineering world while producing prototypes based on a needs-based prompt. Robotics is included and teaches electro-mechanical design and programming.</p> <p><b>ENTREPRENEURSHIP AND INNOVATION (Pathway 241.)</b> Students learn how to take an idea for a product or service to market and explore good business practices needed to make money. Starting with a customer or business problem, students develop a product or service to solve it including getting funding, making the product, and marketing it. Students learn to be the person who takes a good idea and develops it into a profitable business. They learn how to become a future entrepreneur and innovator.</p> <p>Most of Franklin's science lab rooms utilize wet labs. Our AP science courses are predominantly wet lab oriented and our college prep courses are predominantly paper lab oriented, with all classrooms possessing the capability for wet lab projects.</p> <p>As part of their enrollment packet, new EL students are assessed before they start school to insure correct placement in classes. One counselor works closely with the EL/SDAIE Team to place students in EL/SDAIE or A-G (college prep) classes for graduation. Recommendations for classes are made before schedules are built to ensure appropriate placement of students. Students are placed into A-G eligible (college prep) classes throughout the year, as they are assessed. Moving into A-G classes ensures that students will be college ready. In addition, counselors present information in Advocacy classes about college and career. EL/SDAIE teachers then re-teach college</p>	

B1.2 Findings 2018-2019	B1.2 Supporting Evidence
<p>and career information presented to make sure students understand the material.</p> <p>All courses taught by the Math Department at Franklin are A-G approved and the grades for each course are determined by mastery of standards (typically 70+% of weighted grades are tests/quizzes) as noted in math course syllabi. In addition, the pacing guide for Math I has a reference to the CCSS math standard for each day of instruction.</p> <p>The World History Standards Grid compiled by the World History PLC team provides guiding questions, assessment options, teaching resources, and pacing options for World History teachers, including EL and SDAIE, that are aligned with the California Social Science Framework.</p> <p>Students in the SDAIE and EL science classes at Franklin are responsible for meeting NGSS, common core, and ELD standards as is evidenced by both the SDAIE General Science Syllabus, and the SDAIE General Science Slides. The SDAIE classes meet A-G requirements for a science elective as is evidenced by the SDAIE General Science Syllabus. Both EL and SDAIE science courses meet graduation requirements.</p>	

B1.2. Additional Online Instruction Prompts: Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.

Findings	Supporting Evidence
<p>Franklin High School offers APEX for online credit recovery courses after school through the Extended Day Program. APEX is iNACOL accredited.</p>	<p>▪ <a href="https://www.apexlearning.com/accreditation">https://www.apexlearning.com/accreditation</a></p>

### Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3 Findings 2018-2019	B1.3 Supporting Evidence
<p>Franklin High School uses standards to drive curriculum development and delivery. The sources of the standards based curriculum are the California Frameworks, AP Course frameworks and the various professional certification curriculum (CTE).</p> <p>Departments utilize the California Framework and standards to plan the scope and sequence of instruction. Each department utilizes the standards to develop level appropriate lessons. Lesson design deconstructs the Frameworks into teachable topics. Lesson design promotes the FHS SLO, PRIDE, and District Graduate Profile.</p> <p>Career Technical Education (CTE) Pathways –students can apply to be a part of one of four pathways. CTE-focused academies and pathways have a long-standing success rate producing college-ready students.</p> <p>All AP teachers have submitted their course syllabi to the College Board and have passed an audit.</p> <p>Through Professional Learning Communities created for each curricular area, lessons are created that align with the State Framework and our Schoolwide Learner Outcomes.</p> <p>All students are enrolled in college prep classes and have access to rigorous curriculum.</p> <p>Efforts are made to articulate with our 7/8 feeder school twice a year through a special schedule when departments from both schools meet and discuss issues identified by their leaders.</p> <p>Department meetings are scheduled monthly to facilitate articulation between PLCs.</p> <p>English Learners are given clear and concrete expectations and can clearly trace the link between the ELA and ELD standards, the lesson objectives, and the final assessment. For this assessment, students are working toward mastery of standard RL.3. Here, students are tracing how complex characters (in this case, Walter in A Raisin in the Sun) develop over the course of the text, interact with other characters, and advance the plot or develop the theme. Students are</p>	<ul style="list-style-type: none"> <li>▪ Website Reference for California Frameworks for Each Department</li> <li>▪ (Box)</li> <li>▪ Evidence of Scope and Sequence from Each Department</li> <li>▪ Examples of Lessons from Each Department that References Standards</li> <li>▪ California CTE Model Curriculum Standards (Electronic)</li> <li>▪ EGUSD 9-12 Technology Standards</li> <li>▪ (Electronic)</li> <li>▪ STEM SSP Overview</li> <li>▪ (Electronic)</li> <li>▪ Computer Technology CTE Course Outline (Electronic)</li> <li>▪ Computer Technology CTE Course Curriculum (Box)</li> <li>▪ Cisco-Introduction to Networks Course Outline (Electronic)</li> <li>▪ Cisco-Introduction to Networks Course Overview (Electronic)</li> <li>▪ Cisco-CCNA R&amp;S Alignment to STEM, Common Core Standards</li> <li>▪ (Electronic)</li> </ul>



B1.3 Findings 2018-2019	B1.3 Supporting Evidence
<p>asked to apply writing standards to literature which addresses standard W9a.</p> <p>A. Before beginning the unit, teachers on the 9th grade team unpack the standards and create unit objectives. The objectives identified for this specific assignment (RL.3 &amp; W9a) are:</p> <p>Understand character motivations, both conscious and subconscious (i.e. Freud's defense mechanisms);</p> <p>Use and integrate relevant quotations in writing;</p> <p>Analyze, in writing, specific character interactions as they relate to defense mechanisms.</p> <p>B. In the Raisin in the Sun Instruction PPT, one can note the congruence between the actual concepts and skills addressed and the Schoolwide Learner Outcomes and academic standards. The objectives are clear and the content (including the overview of defense mechanisms) all serves a specific purpose - to help SDAIE students to write about the main character's actions in Act I. Students discuss and understand defense mechanisms, discuss the difference between summary and analysis, analyze a model for summary and analysis, work in groups to select evidence, and use sentence frames to analyze specific character interactions in a graphic organizer, outline, and in subsequent revisions. This lesson addresses Students Learner Outcomes 1-4 as students are: communicating effectively, both orally and in writing (2); thinking, analyzing, and reading critically (2); engaged in a rigorous, challenging course (3); and, working collaboratively with diverse groups (4). It is also closely focused on RL3 and the unit objectives as well as a specific ELD standard (7), as noted throughout the PPT.</p> <p>C. As you can see in the student work, the rubric used to evaluate student work is closely tied to the unit objectives. Students are identifying the tool the author uses and explaining their significance (in this case, students know the tool is characterization). Students have been taught how to select evidence and then the rubric evaluates if their evidence selection connects to the tool (characterization) clearly. Students know that the immediate effect of the tool is the description of</p>	<ul style="list-style-type: none"> <li>▪ Student Evidence- Completed Projects and Assessments, both Formative and Summative (Box and Electronic)</li> <li>▪ ICT Cyber Security Pathway Flowchart (Electronic)</li> <li>▪ Career Research and Resume Preparation for Jobs in IT</li> <li>▪ SLO, PRIDE Training, Graduate Profile (Box and Electronic)</li> <li>▪ Student Letters or Achievement and Certificates of Achievement</li> <li>▪ Sample Syllabus (Electronic)</li> <li>▪ Historical List of Apple Interns (Electronic)</li> <li>▪ Program Itinerary Spring 2018 (Electronic)</li> <li>▪ A Raisin in the Sun Unit Standards and Objectives:</li> <li>▪ <a href="https://docs.google.com/document/d/1zCelw1kRy8LaIHFkUfjfv0RLlva-t3Z3ice9UpzvusXA/edit?usp=sharing">https://docs.google.com/document/d/1zCelw1kRy8LaIHFkUfjfv0RLlva-t3Z3ice9UpzvusXA/edit?usp=sharing</a></li> <li>▪ A Raisin in the Sun Instruction PPT:</li> <li>▪ <a href="https://drive.google.com/open?id=1XrJoXrBpyvob0BTLd9_iPfEnrjHbB">https://drive.google.com/open?id=1XrJoXrBpyvob0BTLd9_iPfEnrjHbB</a></li> </ul>

B1.3 Findings 2018-2019	B1.3 Supporting Evidence
<p>Hansberry's characterization based on the graphic organizer and outline, and the rubric reflects this language. As a result of this instruction, students are able to use sentence frames to craft a response. As is a common practice in all SDAIE classes, students then receive targeted instruction on specific skills (in this case, topic sentences and concluding sentences) and additional individual feedback and comments. Students then are able to revise those assessments.</p> <p>D. This model paragraph analysis is aligned to the ELD standard 7: Explain how successful writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support. For this model analysis, students carefully identify the organizational structure using a highlighter and teacher guidance. The teacher is measuring if students are able to correctly color code the topic sentence and concluding sentence and then differentiate between summary and analysis through short formative assessment. As you will see in the PPT evidence, students are then directed to discuss their findings and defend their answers with partners using sentence frames (evidence B).</p> <p>E. After reviewing the model, SDAIE students then use a graphic organizer that is directly aligned to the objectives and standards to plan their final writing piece. English language learners receive support to help them plan, organize, and write through extensive scaffolding. They are also given varied sentence frames to help them demonstrate their understanding and to guide them toward using academic language.</p> <p>These examples of how our Honors Pre-Calculus Cluster determine the scope and sequence of our curriculum at Franklin High School demonstrate that there is congruence between the actual skills and concepts taught, the Schoolwide Learner Outcomes, academic standards, and the college- and career-readiness standards. The 9-week scope and sequence plan shows a global view of what we will cover, whereas the weekly plan shows more specifically what</p>	<p>SnM</p> <ul style="list-style-type: none"> <li>▪ A Raisin in the Sun Standards-Based Paragraph Assessment Samples:</li> <li>▪ <a href="https://drive.google.com/open?id=1ZjkgOZLjIUB84SNQN1UrIOLkoaXeUNlz">https://drive.google.com/open?id=1ZjkgOZLjIUB84SNQN1UrIOLkoaXeUNlz</a></li> <li>▪ Analyzing a Model Raisin in the Sun Paragraph (Formative Assessment):</li> <li>▪ <a href="https://drive.google.com/file/d/1dVesWP4t9yQpa9eqV_SSDvt7tBdnbhPS/view?usp=sharing">https://drive.google.com/file/d/1dVesWP4t9yQpa9eqV_SSDvt7tBdnbhPS/view?usp=sharing</a></li> <li>▪ Pre-Writing Assignment:</li> <li>▪ <a href="https://drive.google.com/open?id=1vaDeEo71Rr-cN9JWwL1qY3fvNX16R5lY50gqAlv12V0">https://drive.google.com/open?id=1vaDeEo71Rr-cN9JWwL1qY3fvNX16R5lY50gqAlv12V0</a></li> <li>▪ Honors Pre-Calculus 9-Week Plan, Quarter 1 (Box)</li> <li>▪ Honors Pre-Calculus Weekly Planners, Quarter 1 (Box)</li> <li>▪ Honors Pre-Calculus 3 Day Lesson Plan for Polynomial Analysis (Box)</li> </ul>



B1.3 Findings 2018-2019	B1.3 Supporting Evidence
<p>concepts will be taught on a daily basis. The 3-day lesson plan demonstrates how the specific content standards, in this case the analysis and solving of a polynomial function using any and all available tools, is presented to students. An emphasis in this lesson is placed on vocabulary development so as to improve our students', in particular our EL students, ability to interpret the academic language of higher level mathematics which is quite often an impediment to successfully completing problems. Indeed, we have found that students, especially students whose first language is not English, misinterpret the intent of problems because they either lack familiarity with the specific academic language in the instructions or do not understand how the language connects to the skills required to solve, analyze, or graph polynomial functions.</p> <p>In the specific 3-day lesson plan provided, students are either reminded of or introduced to intense academic mathematical language such as Leading Coefficient Test, Extrema Theorem, Linear Factorization Theorem, Descartes Rule of Signs, Rational Roots Theorem, the Least Upper Bound and Greatest Lower Bound Theorem, to cite some of the language needed to correctly interpret polynomial functions. Moreover, to help our students make better connections to this academic language, not only do we define each concept in words, we also work on an actual example simultaneously so they can see when and where these concepts are applied. Consequently, the language is no longer a static exercise in learning in random abstract terms, but rather, these highly academic, mathematically specific words come to life as they are directly correlated to a problem. Then, a second example is done with either a partner or the entire group to further reinforce the acquisition of the language required to analyze polynomials. This is but one example of ways that our Mathematics Department works to ensure congruence between what is actually being taught and helping students achieve a higher level of success toward Schoolwide Learner Outcomes, mastery of mathematical standards, and better preparation for college level mathematics courses.</p>	

## Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: Evaluate to what extent there is integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4 Findings 2018-2019	B1.4 Supporting Evidence
<p>With the adaptation of Common Core standards in recent years, integration and alignment of curriculum between the Social Science and English Departments has increased.</p> <p>The World History and U.S. History courses provide historical context which creates a greater understanding of literature. For instance, English teachers utilize the history of the Harlem Renaissance to provide the backdrop for Zora Neale Hurston's <i>Their Eyes Were Watching God</i> and Langston Hughes's "I, Too". Meanwhile, U.S. History teachers employ the poetry of Hughes and other authors as case studies for 1920's America. In explaining the new cultural and social shifts in the United States after the First World War, U.S History teachers set the Harlem Renaissance within the context of Prohibition, American Nativism, and the Great Migration. Hurston's <i>Their Eyes Were Watching God</i>, poets like Hughes, and painters like William Johnson become examples of these cultural changes in the Interwar Period. Likewise, English students examine the key historical events such as the Scottsboro case and the Great Depression to prepare for Harper Lee's <i>To Kill a Mocking Bird</i>.</p> <p>There is a natural alignment of curriculum between the Visual Art AP Art History and the AP World History course. While both courses cover the same timeline, Art History shows how world events informed, shaped and drove the arts. Students in the AP World History class simultaneously evaluate many specific elements from the AP Art History class such as Hammurabi's Code, classical Greek city design, Hagia Sophia, Cordoba Mosque, silk clothing, South Asian stupas, and ancient American murals.</p> <p>Other departments have adapted several writing</p>	<ul style="list-style-type: none"> <li>▪ (All Evidence Listed Here is Electronic)</li> <li>▪ Harlem Renaissance PowerPoint as Background to <i>Their Eyes Were Watching God</i> from English 11</li> <li>▪ Harlem Renaissance Poetry Analysis and Background PowerPoint Presentation from CP U.S. History</li> <li>▪ Mockingbird and Great Depression South - "Only the Accused Were Innocent" from Scottsboro and Primary Source Documents</li> <li>▪ (AP Art History) Alignment with AP World and AP US History Standards</li> <li>▪ ICARC and AP Government - E-Mail and Discussions between Teachers, Original ICARC Methods, Revised AP Government Counter-Argument/Rebuttal Activity</li> </ul>

B1.4 Findings 2018-2019	B1.4 Supporting Evidence
<p>methods originally implemented in the English departments. As essays becomes a more integral part of the Social Science AP courses, the TEEP (Tool, Example, Effect/Explain, Purpose) and ICARC (Introduction, Concessions, Argument, Conclusion) writing formats have been implemented into history and government courses. A new requirement in the 12th grade AP U.S. Government &amp; Politics redesign is the argument essay. The ICARC method, which students learn starting in 9th grade English, provides a means by which students can produce not only a thesis and supporting evidence, but also counterarguments and rebuttals into an argument essay. Furthermore, the TEEP method, which is used to evaluate figurative language and literary devices in 9th and 10th grade English classes, has also been utilized by both the Social Science and the Strategies Departments. The TEEP method has been reinterpreted in AP World History to evaluate primary source documents.</p> <p>The TEEP strategy used for evaluating primary and secondary documents is a tool used by the English 9 and 10 teams. Lessons utilize not only the strategy for evaluating poetry, but also the same grading rubric to evaluate student work.</p> <p>Skills learned in specialized disciplines are applied across subjects. In the AVID program, students learn the process of taking notes through the Cornell method, which is implemented in their English, Social Science, Math, and Science courses.</p> <p>The Computer Technology class teaches essential skills that are applied in the process of evaluating data and presenting information in other courses. Students learn critical skills such as word processing, creating and organizing spreadsheets, desktop publishing and graphic presentations—all of which are implemented in almost every other discipline at Franklin High School.</p>	<ul style="list-style-type: none"> <li>▪ TEEP (English) and TEAS (Social Science) Analysis and Writing Method and Sample Student Work</li> <li>▪ TEEP and Growth Mindset Lesson - Teaching of Academic Language from Strategies with Sample Student Work</li> <li>▪ Modified Cornell Notes Method Taught by the AVID Class and Altered to Match the AP World History Textbook</li> <li>▪ Computer Technology Syllabus and Pacing Guide</li> <li>▪ 12th Grade Government Presentations using Google Slides</li> </ul>

## Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5 Findings 2018-2019	B1.5 Supporting Evidence
<p>The Counseling Department attends one-day CSU, UC, and private university conferences to collect information about admissions, policies and practices. Information about minimum admission requirements, paths to admissions and statewide and local context guarantees is passed on to our students.</p> <p>The Career Center invites guest speakers from various CSU, UC, and private universities to inform students about admissions requirements.</p> <p>Science, Technology, Engineering, Arts, and Math (STEAM – formerly known as STEM) has several articulation agreements that provide students an opportunity to earn 3 college credits. The courses that offer this opportunity are:</p> <p>Digital Art and Design 1</p> <p>Digital Art and Design 2</p> <p>Computer Aided Drafting and Design</p> <p>Digital Media 2</p> <p>Animation 2</p> <p>Broadcast Production</p> <p>The JOB CLUB provides opportunities for students with Individual Education Plans. Job Club Seminars are held for students who would like to be considered for a paid training placement in the community.</p> <p>The articulation focus of the English Department has been on collaboration with the local community college</p>	<p>Agendas for Each Conference</p> <p>(Electronic)</p> <p>UC Conference</p> <p>CSU Conference</p> <p>Community College and Private Conference</p> <p>Career Center Calendar</p> <p>(Electronic)</p> <p>Los Rios Community College High School Course Articulation Agreement</p>

B1.5 Findings 2018-2019	B1.5 Supporting Evidence
system, Los Rios. English Professors from the Los Rios District collaborate with our 12th grade English teachers for the purpose of discussing writing instruction necessary to the success of our graduates who enroll in the Los Rios district. Articulation with our feeder middle school, TJMS, has been more informal in recent years than in past. It is recognized that more structured collaboration with TJMS would be beneficial.	<ul style="list-style-type: none"> <li>▪ Job Club Flyer and Agenda (Box)</li> </ul>

### Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1 Findings 2018-2019	B2.1 Supporting Evidence
<p>The counseling and career center staffs provide all students with information on curricular and career paths, high school graduation and college admissions requirements, clubs, and support services. Their efforts are supported by our student handbook, freshman orientation, and Link Crew. The student handbook includes information about all of our school programs and details graduation and UC/CSU entrance requirements. At freshman orientation prior to the first day of school, Link Crew students provide freshmen with information regarding high school clubs and activities and take freshman on a tour of Franklin HS so that they can become familiar with the school's layout.</p> <p>Franklin High School provides a rich visual and performing arts experience that includes career readiness, career exploration, and preparation for postsecondary education through a variety of classes and programs. The Visual and Performing Arts (VAPA) programs at Franklin High School are accessible to all students and include numerous productions, extra curriculum experiences, and competitions that provide</p>	<ul style="list-style-type: none"> <li>▪ Student Handbook (Electronic)</li> <li>▪ Franklin HS Guidance and Counseling Webpage (Electronic)</li> <li>▪ Senior Corner Webpage</li> <li>▪ (Electronic)</li> <li>▪ August ASB Calendar</li> <li>▪ (Electronic)</li> <li>▪ AP Art History Syllabus (Box)</li> <li>▪ VAPA Events Posters Showing Collaborative Efforts (Box)</li> <li>▪ Performing Arts Event</li> </ul>

B2.1 Findings 2018-2019	B2.1 Supporting Evidence
<p>students with a framework on which they can build career choices in the arts. Our band, choir, theatre, and dance programs regularly participate in local and regional competitions. Professional caliber collaborative and individual showcases, art shows and productions are produced several times a year. Field trips are provided which include museum exhibits, workshops by professional artists, stage/costume designers and performers. Franklin participates in a visiting artist program at our school site that inspires students to seek experiences beyond high school. The Franklin High School Art Academy encourages the bridging of disciplines and provides post-secondary resources. Franklin's numerous VAPA AP offerings provide rigorous college level curriculum and our CTE Graphic Design sequence is designed to emphasize career readiness.</p> <p>Franklin High School offers 31 AP and honors classes and is committed to eliminating as many barriers to enrollment as possible. To that end, very few of our honors and AP classes have pre-requisites. At our course selection nights, many of our departments share handouts with written descriptions of the kinds of student skills and academic habits that lead to success in honors and AP classes.</p> <p>English Readiness for College Level Writing: English teacher, Sarah Ballard, is on the high school-CRC articulation committee. She and the other participating 12th grade English teachers taught a common unit from StudySync that was assessed through a process paper and a common rubric. She attended three meetings at CRC throughout the school year to develop the unit and then, ultimately, to discuss our findings from the unit.</p> <p>Another avenue for students to explore future areas of study and experience deep dives into the world beyond high school is through participating in Academic Competitions. We have a decade plus record of competing in Moot Court, Mathletes, and Academic Decathlon. Students also compete at the UC Davis robotics competition and HP Code Wars event.</p> <p>The Elk Grove Unified School District's Transition Services program is funded through State and Federal funds to provide services to secondary students with IEPs. As a result of this funding, Franklin has a</p>	<p>Programs (Box)</p> <ul style="list-style-type: none"> <li>▪ District Academic Policy/Description</li> <li>▪ <a href="http://www.egusd.net/academics/">http://www.egusd.net/academics/</a></li> <li>▪ Sections of AP and Honors Listed Spread Sheet (Electronic)</li> <li>▪ English Department PowerPoints/Honors/ AP Parent Information Night PowerPoint (Electronic)</li> <li>▪ Prompt and Rubric (Electronic)</li> <li>▪ Academic Competition Descriptors, Photos, Copies of Mathlete Problems (Electronic)</li> <li>▪ Franklin Job Club Calendar</li> <li>▪ (Electronic)</li> <li>▪ Training Placement Process (Box)</li> <li>▪ Training Presentation PowerPoint (Box)</li> <li>▪ Transitions Service Program Packet (Box)</li> <li>▪ Yearly Career Assessment (Box)</li> <li>▪ (Electronic Evidence – Links on Evidence Coversheet)</li> </ul>



B2.1 Findings 2018-2019	B2.1 Supporting Evidence
<p>Transition Specialist, Barbara Schuh, who works on site at least twice a week. Mrs. Schuh assists students with disabilities in becoming as independent as possible as they move through the grade levels. At Franklin High School, students with disabilities participate in career assessments and exploration, work based learning, paid training placements and field explorations. Students that are preparing to transition out of high school are provided with post-secondary education and training options as well as linkages to programs, services, and supports. Students may also participate in the Job Club while attending Franklin High School. The Job Club is a Work Ability Grant funded opportunity that offers job training and placement to students with disabilities. Students that complete the training earn money while they are employed at various stores in the community.</p> <p>Here is a first person account by a 10th student on our WASC team: "Currently I am a student at Franklin High School, and I have previously attended Toby Johnson Middle School and Stone Lake Elementary School. My WASC assignment is to explore post-secondary (college/career) options using Franklin's on-line resources. Upon looking into Franklin High School's website, it did not take long to discover countless resources. I was quickly directed to a link to California Colleges, where they provide a guide to college and career paths. Additionally, links to application types, FAFSA, college admission and placement exams, and systems of higher education are also provided. On Franklin High School's website there are multiple resources for A-G college requirements and graduation requirements, as well as a chart comparing CSU and UC minimum freshman admission requirements. However, not only is there information about CSU and UC, there is information about community colleges, private colleges, and trade school options. In the information about community colleges, there is a resource pertaining to planning to transfer to a four-year university after two or more years at community college. Not only is there guidance for colleges, there is guidance for military options with a link to how to join the military and information about the ASVAB. Goal worksheets inquiring about post-secondary goals are provided as well. I was also able to find information about financial aid,</p>	

B2.1 Findings 2018-2019	B2.1 Supporting Evidence
particularly FAFSA and Cal Grants, which are both provided with extra resources. Additionally, there is also information on scholarships, directing where to find them and what to do, as well as a list of 2018-2019 scholarship. Within Franklin High School's easily accessible website, there are numerous amounts of information, resources, and guidance provided about post-secondary (college/career) options."	

### Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

B2.2. Additional Online Instruction Prompt: Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.

B2.2 Findings 2018-2019	B2.2 Supporting Evidence
<p>The schedule change request form facilitates the process for making changes in classes.</p> <p>The SEASE program (Supporting Emotional, Academic and Social Excellence) offers support and empowers students to learn and apply strategies to graduate from Franklin High School and be prepared for the next stage of life.</p> <p>Franklin High School, in conjunction with the AVID program, provides college visitations and curriculum that prepares students for post-secondary experiences. Franklin currently has eight AVID classes on the master schedule taught by specially trained teachers.</p> <p>The extent to which all students have access to a rigorous, standards-based curriculum as well as opportunities to explore real world applications of their educational interests is demonstrated by the wide array of coursework available to students during each of the four years at Franklin High School. Not only are there</p>	<ul style="list-style-type: none"> <li>▪ Schedule Change Request Form (Electronic)</li> <li>▪ Description of SEASE Program (Box)</li> <li>▪ Description of AVID Program (Box)</li> <li>▪ Course Request Forms for 9th, 10th, 11th, and 12th Grade Students for the 2018-2019 School Year</li> <li>▪ (Electronic)</li> <li>▪ AP Exams by Ethnicity</li> <li>▪ (Electronic)</li> </ul>



B2.2 Findings 2018-2019	B2.2 Supporting Evidence
<p>multiple options available to all students, including College Prep, Honors, and Advanced Placement coursework at all grade levels, but all of the Honors and Advanced Placement options are open to any student who wishes to sign up for the class. Evidence of this is item number one in the enrollment instructions. There are no requirements or limitations on students signing up for rigorous classes. Further evidence of the open access to AP Coursework is the statistics of completed exams, with Franklin high School students completing a total of 1,285 AP Exams in 2018. Due to the relatively low number of African American students successfully participating in AP courses, evidenced in part by the relatively low rate of AP Exam completion by African American students, a teacher recommendation form was developed to be utilized in creating a process to encourage African American and other under-represented student groups in general education classes to enroll in AP courses. Teachers refer students who are then called in by their counselor to be encouraged to enroll in AP level courses. This continues to be an area for potential growth. Additionally, numerous real world opportunities are present as well, including but not limited to Industrial Technologies, Business Technologies, and Leadership.</p> <p>The extent to which the school program provides for career exploration, preparation for postsecondary education and pre-technical training for all students is evidenced in the exceptionally high percentage of students who complete A-G Requirements, which makes them eligible for post-secondary school enrollment. In 2015, 74.9% of students completed A-G requirements. While in 2016 the completion rate was 72.9%, and in 2017 the completion rate was 72.6%. Each of these years demonstrates a very high rate of A-G completion. In fact, Franklin High School demonstrates the highest A-G completion rate in the Elk Grove Unified School District, by a wide margin. However, there are identifiable areas for growth supported by the data such as the 60.3% completion rate of A-G requirements for African-American students in 2017. The possibility for growth is reinforced by the growth within the Hispanic Student community from</p>	<ul style="list-style-type: none"> <li>▪ AP Recommendation Form</li> <li>▪ (Electronic)</li> <li>▪ A-G Requirements by Sub-Group, 2015-2017 (Electronic)</li> <li>▪ High Quality Pathways Cover Sheet (Electronic)</li> <li>▪ GREEN Academy One Sheet</li> <li>▪ (Electronic)</li> <li>▪ STEM Academy One Sheet</li> <li>▪ (Electronic)</li> <li>▪ Academy Contract</li> <li>▪ (Electronic)</li> <li>▪ California State Fair Competition Results (Electronic)</li> <li>▪ EL Placement Google Drive Folder</li> <li>▪ Resume Instructions</li> <li>▪ Hard Copy of Student Friendly Resume Example</li> <li>▪ Hard Copy SDAIE Student Resume with Revisions</li> <li>▪ You are What You Eat Lab Exploration</li> <li>▪ Biochemical Exam Performance Task</li> <li>▪</li> </ul>

B2.2 Findings 2018-2019	B2.2 Supporting Evidence
<p>54.1% in 2015 to 66.9% in 2017. If similar resources and efforts are applied to the focused education of African American students, we believe that similar growth is possible.</p> <p>FRHS staff provides all students with rigorous, relevant, and coherent curriculum through the implementation of NGSS through two CTE academies and seven career pathways. In all of our CTE academies and pathways, there are embedded cross-curricular lessons and activities that include real-world applications. Each of these academies/pathways has staff that works specifically with their member students but articulate with each other at a minimum of once per month.</p> <p>The enrollment requirements for each academy and pathway are designed to be open and accessible to all students. We encourage all incoming freshman to find an academy or pathway that they are interested in. There is no minimum GPA requirement, nor prerequisites required to partake in either the academies or pathways.</p> <p>FRHS GREEN Academy competes in the California State Fair Engineering Showcase. Students submit their engineering drawings and compete with all other high schools and community colleges throughout California. They compete so well, that for the entirety of time that Franklin High School has been in existence, we have taken first place in the drafting divisions.</p> <p>As an EL/SDAIE team, we spend time together working to determine the appropriate placement for each of our students. We spend a day evaluating individual student performance in their classes so that we can give our opinion on what courses they should take. We spend this time in an effort to contribute to the success of our students and to encourage them to take challenging academic courses.</p> <p>The Workplace Unit of English 12 SDAIE focuses on workplace skills and improving written communication, specifically through the creation of resumes. Since SDAIE students struggle with the grammar and mechanics of written English, students are encouraged to revise and resubmit resumes. The first drafts of the resumes received often contain many grammar and</p>	<ul style="list-style-type: none"> <li>• Biochemical Exam</li> <li>Performance Task</li> <li>Student Examples</li> </ul>

B2.2 Findings 2018-2019	B2.2 Supporting Evidence
<p>formatting errors. Students are met with individually to re-read first drafts and critically discuss common problems in order to help students identify these common issues. Students are encouraged to re-submit the improved resumes. By the end of the unit, students will have created resumes that may be used and applied to “real world” jobs. In addition, students who are enrolled in College and Career Writing are shown the job search website “indeed.com” and upload resumes created in SDAIE 12.</p> <p>In our Biochemical Unit of Biology, SDAIE students explore the different biomolecules (Lipids, Proteins, Carbohydrates and Nucleic Acids) that are present in the foods that they consume. Students assess and determine which food they should consume in a variety of “real-life” scenarios. Students have to use evidence for their reasoning of which food to choose and in the end are able to conclude that foods contain biomolecules in different amounts and that all foods contain nucleic acids because they are made of biotic factors. In order to facilitate access for all students, the first food comparison and assessment is completed together with teacher guidance. The practice then comes to a conclusion when the students face a scenario on their biomolecule exam in which they evaluate foods for their content and make a conclusion as to which co-worker stole another’s cell phone based on evidence left at the crime scene.</p>	

### Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.

B2.3 Findings 2018-2019	B2.3 Supporting Evidence
<p>Within our Strategies Department, the Individual Educational Plan is a collaborative effort between parents, students and staff for planning and monitoring the personal learning plan that</p>	<ul style="list-style-type: none"> <li>• Strategies Folder (Electronic)</li> </ul>

B2.3 Findings 2018-2019	B2.3 Supporting Evidence
<p>encompasses college and career and/or other educational goals. Adaptation Plans for special education students provide an overview of accommodations and modifications for students to enable them to access the curriculum. These plans are crafted through a collaborative effort between school staff, parents, and students to meet the unique needs of respective students.</p> <p>Advocacy classes meet multiple times a year in order to give students opportunities to monitor their own academic and career goals. In 11th grade Advocacy classes specifically, students are given the opportunity to work with online programs that evaluate their interests and personalities and align them with college and career goals.</p> <p>Our Counseling Department works closely with all students to show them the wide variety of opportunities that are available to them after high school.</p> <p>Synergy is a software communication and student record information system utilized by staff, parents, and students. Teachers utilize this software to communicate with parents, maintain student records (e.g. attendance, assignments, grades, etc.), and retrieve records information on their students' such as but not limited to: family contact information, medical history, enrollment history, etc.).</p> <p>During Course Selection Night, Franklin Staff work with parents and students to provide information and recommendations of course selection that best meets the requirements for the individual student's career path.</p> <p>Team Meetings (PLCs) enable teachers to discuss student writing and work for review and comparison. Instructional, teacher grading, and curriculum use/modifications strategies are compared and reviewed to determine the best fits for the needs for classes and individuals.</p> <p>Franklin High School has a wide variety of college and career focused clubs in which students are able to align their interests with activities that can provide them with opportunities to develop college and career</p>	<ul style="list-style-type: none"> <li>▪ Advocacy Folder (Electronic)</li> <li>▪ Counseling Folder (Electronic)</li> <li>▪ Parent Communication (Electronic)</li> <li>▪ Course Selection Folder (Electronic)</li> <li>▪ PLC Agenda (Electronic)</li> <li>▪ Franklin HS Club List (Electronic)</li> <li>▪ SEASE Folder (Electronic)</li> </ul>

B2.3 Findings 2018-2019	B2.3 Supporting Evidence
<p>goals.</p> <p>The new SEASE program is a cross curricular collaborative program between students, parents, and teachers to provide strategies to assist students in being successful in all aspects of their lives. It is a cohort based program in which students can support each other and can help one another with college and career goals.</p>	

### Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

B2.4 Findings 2018-2019	B2.4 Supporting Evidence
<p>Advocacy lessons are designed to assist and prepare students for the transition to college and/or with school to career goals. Starting their freshman year, a number of lessons are geared toward assisting students in narrowing down their planning process. Lessons include but are not limited to learning how to use CaliforniaCollege.edu, Career Choices and Educational options, and Introductions to the UC and CSU systems.</p> <p>In Advocacy each spring, in coordination with their counselor, students review their transcripts that include the A-G report. This helps each student identify the degree to which they have completed the eligibility requirements needed for admission to the various university systems.</p> <p>The Career Center is another means by which we help facilitate students to transition from high school to college and career. Our career center is open daily for all students. It provides college information and gives student a place to print resumes, papers, and search for scholarship opportunities. It is the location on campus where students meet with representatives of visiting colleges and where career meetings are held.</p> <p>With regularity, counselors review transcripts and run</p>	<ul style="list-style-type: none"> <li>▪ (All Evidence in B2.4 is Both in the Box and Electronic.)</li> <li>▪ Advocacy 17-18</li> <li>▪ Schedule of Lessons</li> <li>▪ Advocacy Lessons:</li> <li>▪ CaliforniaCollege.edu registration</li> <li>▪ Career Choice and Educational Options</li> <li>▪ Introduction to the UC and CSU systems</li> <li>▪ Course Selection PowerPoint</li> <li>▪ A-G District Report</li> <li>▪ District Senior Survey Results</li> <li>▪ Senior Survey Picture and</li> <li>▪ Post- Secondary Card.</li> </ul>

B2.4 Findings 2018-2019	B2.4 Supporting Evidence
<p>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. Counselors annually 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 in 2017 was 72%. This score is one of the top in the district.</p> <p>The District and the counseling office implement a senior survey, which we have provided for review. The chart shows the evidence of the number of students choosing college options within a variety of college systems. Senior students are also able to complete a Franklin High School senior survey for the "Wall of Fame." Students complete the survey with regard to their plans after graduation. The pictures and post-secondary options of selected students are mounted in the counseling office front lobby.</p> <p>CTE/Academies: Our Career Technical Education programs and academies are now under one umbrella, STEAM (Science, Technology, Engineering, Arts, and Math). Previously known as STEM, it is all-inclusive of our High Quality CTE Pathways, including the GREEN Academy (Green Renewable Energy Engineering Network), ICT (Technology), Design Arts (Graphic Design), and Digital Media (video production/broadcast). These CTE Pathways and Academies provide both on and off-campus programs such as workplace internships, job skills development, industry speakers, Project-based learning, collaboration, and industry competitions.</p> <p>Many of our CTE classes are articulated with several local colleges, including Sacramento City College, Cosumnes River College, and CSU Sacramento. This school year, STEAM is implementing a new Leadership program as well, that will bring even more real-world, work-based learning to our students.</p> <p>Criminalistics: Careers in criminal justice are found at the federal, state, county and local levels, as well as in the private sector. According to the Bureau of Labor Statistics, as of 2013, roughly 3 million workers</p>	<ul style="list-style-type: none"> <li>▪ Competitions, Resume Lessons, PBL Lessons, Pictures of Speakers</li> <li>▪ Pictures of Students Collaborating</li> <li>▪ Articulation Agreement</li> <li>▪ Leadership Application</li> <li>▪ Resume Lesson</li> </ul>

B2.4 Findings 2018-2019	B2.4 Supporting Evidence
<p>were employed in the criminal justice field. This work can be categorized into law enforcement, corrections, forensic science, homeland security, private security, academia and legal services. The Criminalistics course not only prepares students with resume writing and job preparation, but also with criminal justice skills to take with them to college and/or a career in Criminal Justice.</p>	



## ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

The staff at Franklin High School is dedicated to delivering a standards-based curriculum through effective instructional pedagogy that is validated by current research to meet the needs of all of their students. Our teachers engage with regularity and frequency in various professional development opportunities and then implement strategies learned, utilizing formative assessments to determine which strategies are effective with their students. Teachers share new strategies and engage in co-curricular planning in Professional Learning Communities that meet throughout the year. Departments have developed well-articulated programs of standards-based skills acquisition and development across the grades, and there is some inter-curricular alignment of standards-based content and skills across departments. Students have access to a broad range of curricula, which as a result of the updating of standards and materials by the District and the State, affords them the most up to date curricula in English, math science, social science, VAPA, and industrial tech available. They can design their own meaningful course of study through one of the numerous options available to meet their personal educational goals. Our CTE academies and curricular pathways offer a rich experience including career readiness, career exploration and preparation for post-secondary education. Choices include application to one of four CTE pathways, enrollment in programs such as the STEAM Academy, and 21st Century skills focused High Quality Pathways such as Design Arts, Digital Media, Web-Design, and Engineering Design and Technology. Students at all levels of achievement have opportunities to gain additional academic support. Students who are highly motivated but in need additional support with academic skills that will result in increased GPA's can enroll in AVID. Students with IEP's and 504's resulting from learning differences can gain assistance in the Strategies Lab during the school day and twice weekly after school. Some of our students who are experiencing social or emotional situations that affect their ability to succeed can get help through the SEASE program. EL students have access to challenging curriculum through a variety of courses appropriate for their level of language acquisition, and they have regular opportunities to advance as their skills improve. The EL team collaborates frequently to review program efficacy and implement team-wide approaches that support student achievement. Increased behavioral support is being provided through the Positive Behavioral Intervention System so as to minimize the loss of instructional time and opportunities of struggling students due to behavioral issues in class. Those who fall behind and are credit deficient can enroll in the APEX program for on-line credit recovery offered through our extended day program. Significant efforts are being made and maintained to insure access of all students to standards based curriculum and

learning.

Prioritize the strengths and areas for growth for Category B.

**Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

Administration supports PLC work with LCAP funded release days and Wednesday morning meeting time as well as supporting College Board and other professional development weekends and/or weeks during the summer months.

EGUSD provides many opportunities for targeted professional development aimed at student engagement and lowering of anxiety.

The culture of Franklin High School is one of hard work and excellence which effects students, staff, administration and parents.

Students benefit from a wide variety of EL and SDAIE core classes that ensure students have adequate support to challenging curriculum.

The district EL instructional coach and EL coordinator provide strong support for research-based curriculum.

There is frequent interdisciplinary collaboration between instructors in EL and SDAIE classes.

There is effective interdepartmental collaboration between EL teachers and Special Education case managers.

The College and Career Writing class offers opportunities to address interdisciplinary curriculum needs and help students develop essential life skills.

**Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

Address the recent dip in CAASSP scores in reading, writing and listening to determine the impact of StudySync and tech-supported programs such as portal.egusd.net.

Address the recent dip in the graduation rate of students with disabilities.

Address the problem of students who suffer from debilitating anxiety through increased instruction in mindfulness, addressing perfectionism, and working with Kaiser Permanente and mental health interns to offer students support.

Continue with PBIS, extending the program and refining it as needed to help motivate our lower performing subgroups, keeping them in the classroom and lowering suspension rates.

Provide more targeted and effective support to African Americans, Latinos, and students with disabilities.

Provide professional development and ongoing support for reading instruction across the curriculum, building foundational reading skills for struggling EL and Special Education students, including reading electronic texts, as required in some statewide testing.

Provide more time for ongoing interdisciplinary collaboration and planning.

Work more consistently with our feeder schools, especially Toby Johnson Middle School.

Offer additional professional development opportunities outside of the District or on-site.

Help all students develop not just college readiness, but genuine career and life readiness (e.g., provide more opportunities for life-skills curriculum such as home economics and personal finance).

Continue to implement common teaching practices to develop academic vocabulary.

## Category C: Instruction: Standards-based Student Learning

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

#### Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.

C1.1 Findings	C1.1 Supporting Evidence
<p>Over 200 students in the junior class enroll in AP Language and Composition. A vital component, and the starting point, of this course is rhetorical analysis. This instruction, or a simpler form of it, has begun to descend vertically into Honors 10 and Honors 9, creating a cohesive approach to a very complex task. Rhetorical analysis is a component of not only AP Language and Composition but also the SAT. The cited evidence specifically relates to three EDLRS: 1) Communicate effectively; 2) Analyze critically; 3) Rigorous and challenging courses. In addition, the evidence relates to CCSS ELA R1, W2, and W2.a, all of which are standards related to analyzing expository text and writing organized analyses.</p> <p>The Honors 10 curriculum entails a new textbook- Advanced Language &amp; Literature. Prior to delving into chapter two (which focuses on theme), students read and annotate an excerpt from Ellison's Invisible Man and then analyze the tools Ellison uses to convey his theme. Immediately following the diagnostic writing assessment, we review the TEEPEEP PowerPoint Presentation, which is provided to students as a packet to jot down notes as they practice writing two-part topic sentences, embedding textual evidence, analyzing the effect of tools, and providing insightful closure at the end of the paragraph. The cited</p>	<ul style="list-style-type: none"> <li>• 5 day Rhetorical Analysis Introduction</li> <li>• Rhetorical Analysis PowerPoint</li> <li>• Low Middle High Examples</li> <li>• Chapter Two Cloze Notetaking Packet for New Honors 10 Textbook: Advanced Language &amp; Literature</li> <li>• TEEPEEP PowerPoint Presentation</li> <li>• (Both are available to view in Box and as Electronic Copies)</li> <li>• Solving, Graphing and Analyzing Quadratic Functions</li> <li>• Graphing Quadratics (Standard, Vertex, Factored Forms)</li> </ul>

C1.1 Findings	C1.1 Supporting Evidence
<p>evidence specifically relates to three EDLRS: 1) Communicate effectively; 2) Analyze critically; 3) Rigorous and challenging courses. In addition, the evidence relates to CCRS 2, 4, 10; CCWS 2, 4, and 10; CCLS 3a, 5a, and 6. These standards relate to analyzing and writing about literature.</p> <p>Over 650 students are enrolled in Math II at Franklin High School. A vital component and in depth study of this course is on Quadratic Functions. The instruction encompasses how to graph quadratic functions and which method to use given the type of quadratic form with which a student starts. Also, instruction is given on how to solve quadratics using varied methods (i.e. Factoring, Quadratic Formula, Completing the Square and Square Root Method).</p> <p>SLO 1) Communicate effectively; and SLO 2) Think, analyze and read critically.</p> <p>In addition, the evidence relates to CCSS MATH II: A-SSE Seeing Structure in Expressions, CCSS Math I: A-REI Reasoning with Equations</p> <p>One example that relates to this prompt is that of an interactive activity designed to teach seniors in Economics the skills needed to be a successful entrepreneur. Rather than just read about the skills needed to be a successful entrepreneur, the students get to take part in an interactive experience where they learn firsthand about economic concepts such as the free market, supply/demand and how these concepts affect prices. The students are required to form their own businesses where they buy candy from the wholesaler (using fictional “Moiseff bucks” given to the consumer students) and resell it to students (consumers) on their lunch, with the capitalistic goal of making a profit. During the activity, the students have to figure out how to package their product, market it, and resell it to make the largest profit possible. The group that makes the highest profit of “Moiseff bucks” wins extra credit points. During the process of the game, students learn valuable lessons about how to create a successful business as an entrepreneur. The students take part in a debriefing the following day, where we explore</p>	<ul style="list-style-type: none"> <li>▪ Quadratic Formula &amp; The Discriminant Foldable</li> <li>▪ Business Organization Introduction Game Handout</li> <li>▪ Egg Lab Instructions</li> <li>▪ Egg Lab Rubric</li> <li>▪ Egg Lab Student Samples</li> <li>▪ English 10 SDAIE: Mindset Reading Assessment (Initial Instruction, Progress Monitoring Assessment, Original Student Assessments, Re-teaching, Student Work on Re-take)</li> <li>▪ Student Revision Example:</li> <li>▪ <a href="https://drive.google.com/open?id=1ZjkgZLjIUB84SNQN1UrlOLkoaXeUNlz">https://drive.google.com/open?id=1ZjkgZLjIUB84SNQN1UrlOLkoaXeUNlz</a></li> <li>▪ Para-Educator Narrative</li> <li>▪ Applications of Polynomial Functions</li> <li>▪ Sean at the Bat</li> <li>▪ Polynomial Apps-- Partner Quiz</li> <li>▪ Samples of Student Work for each of the Aforementioned Samples</li> </ul>

C1.1 Findings	C1.1 Supporting Evidence
<p>successes, mistakes made, and lessons that can be learned about entrepreneurship from the game.</p> <p>The students use this activity to be fully included in the Franklin academic and social community to the fullest extent of their abilities (EDLR) because they get to interact with their non-disabled peers, and learn lessons about entrepreneurship, which are in the core curriculum, but are taught in a way that is interactive rather than in a lecture format.</p> <p>Observing Osmosis (The Egg as a Model of a Cell)</p> <p>HS-LS1-3</p> <p>CER's are one of the toughest from of writing for students in the biology Curriculum as we move forward with the new NGSS standards. This provides an example of how Science teachers at Franklin High integrate a CER (Claim, Evidence, and Reasoning) into their Science lessons and instruction as part of NGSS in order to increase student inquiry and engagement.</p> <p>During the sentence Claim, students make predictions about what they expect to happen in a lab activity using prior knowledge. Next they will carry out the lab of their design, and analyze their results. They Notice what they can about their lab and Wonder where these observations will take them. Their Evidence is formed from the "Notices", and analysis of their data. Finally, they will Reason what their Evidence means in a meaningful, well thought-out manner so that they link back to their original Claim. In this specific lab, students carry out a 4-day lab using a Chicken Egg as a model for a Human Cell and observe how osmosis occurs in the cell while exposing the cell membrane to various liquids. Students collect data on the mass and volume of liquid exposed to/remaining, and subsequently calculate the change in each of these over the course of the 4 days. All of this is figured into the Notices and Wonders that they use to determine their evidence and reasoning. From lab and CER, students build connections to the cells in the human body and how Osmosis occurs in organs and</p>	

C1.1 Findings	C1.1 Supporting Evidence
<p>systems throughout the human body.</p> <p>During this activity, students will learn about respecting nature through the evaluation of the effects of humanity on the environment and propose possible solutions for problems affecting biological systems and natural resources.</p> <p>This activity helps student learn to apply a systematic approach to solve problems and to evaluate new discoveries.</p> <p>Our EL and SDAIE team provides challenging, relevant learning experiences to engage our students and help them achieve mastery of grade level standards. The first unit in the SDAIE English 10 course focuses on development of growth mindset, a key component of the MESH skills (Mindsets, Essential Skills, and Habits) that promote equity and student success. Since many of our SDAIE English students struggle with below grade-level reading skills, these first in-class reading experiences are often difficult. Although we spend several days reading and discussing the first selection and practicing writing about the reading (see instruction and progress monitoring examples in the evidence), most students still perform poorly on the first assessment. Based on the gaps in understanding identified through examining their work and through conversations with them after the test, several key skills (reading the prompt carefully, making specific connections to the ideas in the text, integrating/citing relevant quotations, using consistent verb tense, and avoiding repetition) are retaught. In this instance, the class then read a new (and more difficult) selection, and their assessment results improved by over 30%. A marked improvement in their confidence and engagement when we began the next part of the unit was also observed. This pattern of re-teaching based on student performance data is a regular part of our team-wide EL and SDAIE practices.</p> <p>Our EL and SDAIE team has established routines to help students achieve mastery of grade-level standards. This is evident in student work as students in SDAIE courses receive targeted re-teaching and</p>	



C1.1 Findings	C1.1 Supporting Evidence
<p>revision opportunities. In this example, students had a required revision of the first draft of the Walter Analysis Paragraph. Students then had additional opportunities to revise at home. Students in the selected models advanced from Basic Understanding (7/10) to Near Mastery (8/10) or Mastery (10/10) in both Literature and Writing categories and all students achieved at least a Basic Understanding in the Language category after revision. This assessment is challenging, but students have received scaffolding through models, graphic organizers, outlines, and revision opportunities after whole-class and individual feedback. This is also relevant coursework as students are using defense mechanisms to analyze characters in literature. It relates directly to the unit objectives and standards and meets the Student Learner Outcomes 1-4.</p> <p>Dually-identified EL and special needs students receive additional assistance in their general education classes through the support of para-educators who help provide a structured and predictable environment. By developing relationships and trust with their assigned students, para-educators offer one-on-one assistance in class, as well as additional support in the Strategies Center.</p> <p>The development of a unit specifically tailored to having students practice solving and analyzing polynomial functions in real world applications in both our Math 3 and Pre-Calculus is evidence that our students are involved in challenging and relevant work. This is seen in the multitude of different applications that our students are asked to investigate. Moreover, the students are required to work with a partner and/or group both on the practice problems (over a span of 3 days) and on the assessment. Students are required to apply the concepts and skills they have learned in the previous unit, utilize the graphing calculators that they have been learning how to manipulate since the beginning of the term, discuss the intent and proper solution process for each problem, and then write up a clear explanation of their solution--where relevant.</p>	

C1.1 Findings	C1.1 Supporting Evidence
<p>This is especially beneficial to assisting our EL students improve their ability to interpret the mathematics in context of real world examples, an area of much greater emphasis in the new testing format of CAASPP. In addition, this provides us an opportunity to observe our students working with their peers, discussing their interpretation of what different problems are asking of them, discussing different methods for solving problems and what is the most efficient manner of solving, and discussing what elements are necessary to fully justify and properly answer the question. Indeed, by observing the groups working, either on the practice sets or the assessment, the instructor can get a different feel for the students' comfort level with the underlying concepts and skills, their ability to apply these skills to real world problems, and perhaps most importantly, their ability to communicate in the language of mathematics and English. This unit also affords the students the opportunity to demonstrate their ability to give written explanations to challenging mathematical applications for perhaps the most universally utilized function types, polynomials. By working with a partner or group, the students also examine each other's work for accuracy and clarity to promote their own growth and that of their fellow classmates.</p>	

## Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

C1.2 Findings	C1.2 Supporting Evidence
<p>All 9th grade students are required by the State of California and by the EGUSD to complete FITNESSGRAM, the CA physical performance test. Students test in the 3rd or 4th quarter and must pass 5 out of the 6 fitness standards to complete the requirement. This lesson educates students on what the current standards are for passing the FITNESSGRAM. The lesson is taught at the beginning of the quarter so that they have an understanding of the expectations for the final tests in the spring. During the lesson students reflect on their own personal performance in past testing and complete their pre-test assessment in each category. Students are actively engaged in finding their BMI and reading charts to find what mile time and pacer score they will need to pass the aerobic portion of the test. Students are asked to “think, analyze, and read critically” in order to set personal goals and achieve the fitness standards by the end of their 9th grade year. They record and reflect on their performance in their class notebook and work on goal setting for the final test. This activity addresses the CAN of focusing on writing across all subjects.</p> <p>At the beginning of each new term of both AP Statistics and Honors Pre-Calculus, instructors provide a nine-week calendar that show dates of assessments and assignments. Students have a record of what is expected of them (Assessments and Assignments) and dates they are assigned and due. This addressed SLO 1: Communicates effectively in both academic and workplace environments; and SLO 2: Think, analyze, and read critically.</p> <p>At the beginning of each course, all students in mathematics receive a course syllabus. Each</p>	<ul style="list-style-type: none"> <li>▪ FITNESSGRAM PE 1.2a ppt.</li> <li>▪ WASC Evidence PE 1.2a</li> <li>▪ AP Statistics Nine-Week Calendar</li> <li>▪ Honors Pre-Calculus Nine-Week Calendar</li> <li>▪ Math Syllabi</li> <li>▪ Essential Skills Quiz (ESQ) Model</li> <li>▪ ESQ Model with IXL Questions</li> <li>▪ IXL Report</li> <li>▪ ESQ Record Sheet</li> <li>▪ Unit Guiding Questions</li> <li>▪ Practice Test/Study Guide</li> <li>▪ Synergy</li> <li>▪ Course Syllabi for AP World History, CP World History, Cultural Studies and Women’s Studies</li> <li>▪ Unit Outlines from AP World History</li> <li>▪ Essential Questions Student Responses from CP World History</li> <li>▪ Math 1 Curriculum Essential Questions and Common Core Standards.</li> <li>▪ (Demonstrates student understanding of the math standards and expectations for any given lesson.)</li> <li>▪ Charney_wasc evidence c1.2</li> </ul>

C1.2 Findings	C1.2 Supporting Evidence
<p>course description contains information on the categories and percentages for the grade calculation.</p> <p>During the first couple of days of each term, students receive an Essential Standards Quiz (ESQ) Model. Teachers explain to students that they will have weekly quizzes based on the standards quiz. Some classes count each quiz independently. Most classes (Math 2, Math 3, Accelerated Math 3 Honors, and Pre-Calculus Honors) allow students to reach mastery. Mastery is obtained by getting a question correct four out of the eight times that the quiz is given.</p> <p>Students can receive a document stating the IXL correlation of ESQ questions. Several students in Math at Franklin High School use IXL to help them better understand material and to practice additional problems.</p> <p>Students are able to record their progress toward mastery on their bright colored record sheet.</p> <p>At the beginning of each unit in Math 1 and Math 2, students receive guiding questions and vocabulary words to help them prepare for quizzes and tests.</p> <p>Prior to each test in Math 1, Math 2, and Accelerated Math Honors 3/PreCalculus Honors, students are given a practice test or study guide to help them prepare for the test.</p> <p>Teachers update and post grades regularly on synergy.</p> <p>In addition, homework keys are posted either in the classroom or on a shared google document.</p> <p>These are ways that we address:</p> <p>SLO-1 - Communicate effectively in both academic and workplace environments;</p> <p>SLO-2 - Think, analyze and read critically;</p> <p>CAN 1 Addressing the academic performance gap.</p> <p>At the beginning of each course, all students in</p>	<p>2018_2019_A:</p> <ul style="list-style-type: none"> <li>▪ 3.3 Modeling with Functions Pg. 1 (Student edition/ and teacher edition)</li> <li>▪ Low Example of Summary</li> <li>▪ Medium Example of Summary</li> <li>▪ High Example of Summary</li> <li>▪ Summary Rubric</li> <li>▪ Warm Up Presentation</li> <li>▪ Warm Up Examples from Students</li> </ul>

C1.2 Findings	C1.2 Supporting Evidence
<p>social science classes receive a course syllabus. Each course syllabus contains information pertinent to the course, such as classroom expectations, grade calculations and a general outline of the class for each unit of study. In many of the social science classes, teachers require that a signed acknowledgement of the syllabus be turned in, indicating that students understand the course expectations.</p> <p>At the beginning of each unit of study in AP Human Geography, AP World History and AP Government, teachers hand out unit outlines. The unit outline provides a day-to-day synopsis of classroom activities, homework and AP standards based learning for each unit of study. Students are taught to use the outline to keep pace with the curriculum and cross-reference their reading notes with concepts presented in the AP standards for each unit. The unit outlines provide students with an opportunity to achieve their academic goals by thinking, analyzing and reading critically.</p> <p>In these courses, the focus of a lesson is presented in the form of a central/essential question that is written down in students' daily agendas, unit outlines and/or displayed on the whiteboard. These questions are used at the close of lessons or as openers to a new day, and are used as review throughout each unit of study enabling students to constantly check for understanding and demonstrate mastery of the content. These goals also align with the Common Core State Standards for English Language Arts and Literacy in History and Social Science. Students are taught to "use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers."</p> <p>The students in Strategies (SPED) Math 1 use the same curriculum as students in the general education Math 1 course. This curriculum clearly states the learning objective for each lesson for the students. In the student's textbook, this objective is</p>	

C1.2 Findings	C1.2 Supporting Evidence
<p>stated as the “Essential Question”. In the teacher’s edition of the textbook, the essential question is linked to the Common Core math standard for the lesson.</p> <p>At the beginning of each lesson, the Strategies Math teacher identifies the essential question with the class and asks the students to engage in a brief discussion around the contents of the essential questions. This essential question is found on the top of the first page of each math lesson and directly connects to core content standards for 9th grade mathematics. This approach addresses the following:</p> <p>Franklin Math students will...</p> <p>Make sense of problems and persevere in solving them.</p> <p>CAN #1: Supporting the lowest performing subgroup.</p> <p>In EL Intermediate class, students practice summary writing. Students practice identifying the main idea of a text in a topic sentence, providing key details which support the main idea, using effective transitions, and writing paragraphs that show strong clarity and conciseness while demonstrating an understanding of English grammar. Students are given examples of low, medium and high responses to understand the expected performance levels that they must achieve to show proficiency. Likewise, students are given rubrics to show how they will be graded. As students practice by writing multiple summaries, the class often returns to the “low”, “medium” and “high” examples to guide them to understand how they must write to achieve proficiency. Through this practice, students have been able to improve their topic sentences which identify the main idea of the article, provide more relevant details to support main ideas and improve usage of transitions. Likewise, students have begun to identify and correct grammatical issues such as misuse of articles and incorrect subject/verb agreement.</p>	

C1.2 Findings	C1.2 Supporting Evidence
<p>During the course of our Biology SDAIE quarters, students complete their daily warm-up. We begin each Monday reviewing the Biology standard(s) and ELD standard(s) that will be covered that week. Each day, the daily objective is posted on the Warm Up and we review it before beginning the day's lesson. Students have the standards written at the top of their warm up and are able to revisit throughout the week to assess and remind of what our goals are that week.</p>	

### Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.

C1.3 Findings	C1.3 Supporting Evidence
<p>In world language classrooms, teachers deliver lessons by using multiple modalities to address different student needs and learning styles. For example, in French classes, the teacher presents new vocabulary using the pictures and "realia" (objects and materials from everyday life) representing the words. To reinforce the vocabulary knowledge and grammatical concepts, teachers often use hands-on activities with flashcards and other forms of manipulatives. "Speed date" or "speed interview" activities allow the students to move around the classroom and use their interpersonal skills while practicing short conversations with different partners. Board games and online games are used to practice and review the target vocabulary and sentences.</p> <p>These experiences allow students to access the content through various media and develop their communication skills in the target language.</p>	<ul style="list-style-type: none"> <li>▪ Scanned Images of Picture &amp; Word Flashcards (made by Julie Slick, French)*</li> <li>▪ Photo of various Realia used in French Classes (Julie Slick)</li> <li>▪ Photo of Grammar Exercise Manipulatives or Color-Coded Cards (made by Briseis Penelope Hofsdal, Spanish)</li> <li>▪ Photo of Students Playing Japanese Alphabet Card Games (Yuki Kozuma)</li> <li>▪ Photos of Students Practicing "Speed Interview" and Q &amp; A Sheet (Yuki Kozuma, Japanese)</li> <li>▪ List of Teacher Developed Review Games and Written Activity (Julie</li> </ul>



C1.3 Findings	C1.3 Supporting Evidence
<p>The cited evidence relates to the World Readiness Standards for Learning Languages (ACTFL – American Council on Teaching of Foreign Languages) including Communication (Interpersonal, Interpretive Communication), Culture (Relating Cultural Practices and Products to Perspectives), and Connections (Acquiring Information and Diverse Perspectives).</p> <p>Students who enrolled in English 10 Honors vary in skillset and background knowledge. More and more, CP students are choosing to join an honors class for the first time, and even those who have been on the honors “path” arrive with various degrees of skill and abilities. With that said, those who are struggling with high-level literary analysis or writing aspects are afforded the opportunity to write an essay with other students to learn through a dialogue among group members. They start to understand how higher-achieving students think, analyze, and write their arguments. Exposure to different approaches and perspectives have helped students improve their literary awareness as well as their writing skills.</p> <p>Group tasks range from analyzing the passage and identifying examples to validate arguments, to writing the sentences together and editing collaboratively. For the high-end students, reading other groups’ responses help struggling students to improve their own thought process and writing. Many students claim they’re strong writers, but this process helps them to be more aware of what they’re doing, explaining and justifying themselves to others rather than just “doing it.” The activity ends with the instructor analyzing several written responses with the entire class, focusing on strengths and weaknesses. This allows students at all levels to focus on a unique goal specific to fit their areas of needs. We also “celebrate” best practices by sharing our strongest section of the essay with others in the classroom. Again, this exposes additional models for others to use as guidelines.</p>	<p>Slick, French) *</p> <ul style="list-style-type: none"> <li>▪ Teacher Developed Assessments (Julie Slick) *</li> <li>▪ “Euro” Incentive Program (Julie Slick) *</li> <li>▪ (The above evidences are available to view as Electronic copies and Hard Copies)</li> <li>▪ “TEEP Explained” Power Point</li> <li>▪ Student Samples: High-Medium-Low</li> <li>▪ Student Work – One B-, One A.</li> <li>▪ Stored in Folders “Student Work 01” and “Student Work 02”</li> <li>▪ Linkbot Introductory Handout</li> <li>▪ Student Samples</li> <li>▪ Bioman WASC Evidence- Available to view in “Evidence Storage” as a digital copy.</li> <li>▪ Screenshot of teacher dashboard with student scores.</li> <li>▪ Screenshot of Bioman webpage with sample games.</li> <li>▪ Language Live!</li> <li>▪ <a href="https://www.voyagersopris.com/resources/videos/language-live/lesson-examples">https://www.voyagersopris.com/resources/videos/language-live/lesson-examples</a></li> <li>▪ Evidence of individualized benchmark assessment: <a href="https://docs.google.com/document/d/1SKOUKVpZb0TN1ejZFFJ51ldRgjEZn6_R">https://docs.google.com/document/d/1SKOUKVpZb0TN1ejZFFJ51ldRgjEZn6_R</a></li> <li>▪ KdbGd_8x8w/edit</li> <li>▪ Word Training:</li> </ul>

C1.3 Findings	C1.3 Supporting Evidence
<p>Scalable Vector Graphics (SVG)</p> <p>Just like all classes, the students in the Website Design and Development class enter the class at different levels of experience. Some of the students have never created a webpage before and others have created a few websites. Because of this, some of the students will finish an assignment before others.</p> <p>In class, the goal is that all students are engaged in be learning something new or getting better at something they are currently learning. One way to ensure this is by offering extra credit. This allows all students enough time to be successful while giving the top students the opportunity and time to extend their learning.</p> <p>California Career Technical Education Model Curriculum Standards:</p> <p>5.8 Create and use algorithms and solve problems.</p> <p>C4.6 Use proper programming language syntax.</p> <p>C6.1 Identify the basic design elements necessary to produce effective print, video, audio, and interactive media.</p> <p>C6.2 Describe the various encoding methods of media and trade-offs: vector graphics vs. bitmaps, and bit depth.</p> <p>Linkbots and Non-Blocking</p> <p>In the robotics unit of Exploring Computer Science, several students become so engaged that they often learn topics beyond the lesson on their own time. At the same time, some of the students struggle with the basic syntax of programming which causes them to have different levels of understanding.</p> <p>To address this issue, students are often given two options for the problems they work on during guided practice. The first option a student can choose is very close to the latter example, and the second</p>	<ul style="list-style-type: none"> <li>▪ <a href="https://docs.google.com/document/d/1UfC0H0SUgRlZFDF7mifOyUjF0Rsnmcl6Tj-kalC-3Vw/edit">https://docs.google.com/document/d/1UfC0H0SUgRlZFDF7mifOyUjF0Rsnmcl6Tj-kalC-3Vw/edit</a></li> <li>▪ Text Training Sample:</li> <li>▪ <a href="https://docs.google.com/document/d/1VR0Mr2CU9WnIBAbGj_OO3e4lC8YWhJ2CLKH-v_0UwbM/edit">https://docs.google.com/document/d/1VR0Mr2CU9WnIBAbGj_OO3e4lC8YWhJ2CLKH-v_0UwbM/edit</a></li> <li>▪ Flipgrid Video Biosphere update assignment.</li> <li>▪ Bottle Biosphere Project Assignment</li> <li>▪ <a href="http://www.sciencebuddies.org">www.sciencebuddies.org</a></li> </ul>  <ul style="list-style-type: none"> <li>▪ <a href="https://flipgrid.com/ec324c">https://flipgrid.com/ec324c</a> (Link to video updates by students)</li> <li>▪ Video Evidence</li> <li>▪ Careers in Science Worksheet</li> <li>▪ Sciencebuddies.org</li> </ul>

C1.3 Findings	C1.3 Supporting Evidence
<p>option goes a little beyond the lesson and includes a higher level of critical thinking.</p> <p>Giving the students problems of different difficulty levels allows all students to gain a deeper level of understanding.</p> <p>California Career Technical Education Model Curriculum Standards:</p> <p>5.1 Identify and ask significant questions that clarify various points of view to solve problems.</p> <p>C4.6 Use proper programming language syntax.</p> <p>C9.1 Demonstrate awareness of the applications of device development work, including personalized computing, robotics, and smart appliances.</p> <p>The Bioman website allows students to play games related to what they are learning. There is a teacher dashboard page which allows the instructor to see how students are progressing and their final score in the game. This allows the teacher to then check in with students who did not score well in order to reteach the material necessary. Students who understand the material can then play other games to expand on what interests them within the subject selected by the teacher. This type of instruction not only engages the students more than traditional books, it also allows them to get a better understanding of the concepts and how they apply to “real world” situations.</p> <p>The Bioman games are used to address all of the department EDLRs below:</p> <p>Utilize resources and make informed decisions regarding scientific issues.</p> <p>Respect nature by evaluating the effects of humanity on the environment and propose possible solutions for problems affecting biological systems and natural resources.</p> <p>Apply a systematic approach to solve problems and evaluate new discoveries.</p> <p>The Bioman games also address the following</p>	

C1.3 Findings	C1.3 Supporting Evidence
<p>critical areas of need:</p> <p>Academic performance gap by subgroups, as measured by 2018 SBAC</p> <p>The Bioman program helps to engage students in every subcategory in learning. This engagement helps to address the achievement gap we have between certain subgroups on campus.</p> <p>Implement school-wide strategies to support English Learners</p> <p>The Bioman program also helps to support English Learners as it gives them a more concrete example of the material and isn't necessarily based upon their ability to understand the English language. Students are able to play the games and get most, if not all, of the material even if they have a limited grasp on the English language.</p> <p>For our lowest readers in the Special Education program, EGUSD utilizes Language Live! is a remedial reading program. This is a self-paced reading program that has both computer based and teacher-taught components. This allows for differentiated curriculum on an entirely individualized basis. This is particularly helpful for our EL students who are dually identified. At the beginning level of the program, the students learn the basic sounds and go through at their own pace. The recorded reading of the students is reviewed and then progress is discussed with students in individual teacher/student conferences.</p> <p>Word Training:</p> <p>The students work through a series of lessons that specifically pinpoint certain areas of reading from sounds all the way up to multi-syllable words. The students spend approximately 45 minutes 4x a week working through this section at their own pace. At the end of each unit, they receive a certificate.</p>	

C1.3 Findings	C1.3 Supporting Evidence
<p>Text Training:</p> <p>The students work in small groups with the teacher to read small excerpts from literature and informational text. As a group, we work together on vocabulary, reading comprehension and writing. There is also a computer component to this where the teacher can individually assign activities and assessment on the computer to supplement the live lessons.</p> <p>Our EL and SDAIE team continuously strive to differentiate instruction, including integrating multimedia and technology, and to evaluate its impact on student learning. In EL Biology, students are tasked with creating a Biosphere in a Bottle using a set of instructions on lab sheets and with the set-up being modeled by video as an additional supplement. Students are placed in cooperative learning groups that allow them to become resources and support for each other if there is a concept that is challenging for them to grasp had this been done individually. The integration of the multimedia and technology piece was included because over the course of the term, students use “Flipgrid” (Flipgrid.com) to create video updates on the progress of their biosphere. They are also able to check the progress of their fellow students in the process. This use of technology is not only useful for the students in that they are able to monitor the progress of their biosphere and compare the weekly results to the week prior, it also allows the teacher to measure the level of mastery of the vocabulary needed to explain what is happening during the experiment. This use of technology also serves as a gauge for monitoring, analyzing, and evaluating the students’ propensity to speak with increased confidence and fluency over the course of 8-10 weeks.</p> <p>Our EL program coordinator was able to acquire funding to purchase a Chromebook cart exclusive to our EL/SDAIE science program. To give students the opportunity to access and gain comfort in using the Chromebook, a first day activity is utilized</p>	

C1.3 Findings	C1.3 Supporting Evidence
<p>entitled, "Careers in Science". This activity serves two functions. It gives students the opportunity to gain experience in research on the Chromebooks, and engages their interest in the science curriculum. Many students are surprised at the number of careers there are that span different scientific areas and often times find a career that they are interested in. The activity prepares students for using the Chromebook throughout the course and also gives them ideas about how science might be applied to and intertwined in their future.</p> <p>Student Perspective:</p> <p>The following are specific examples given by students of instruction that they receive and that they find to be effective:</p> <p>Effective Instruction</p> <p>Giving one specific task to focus on at a time</p> <p>Ex: Having an agenda for class</p> <p>Working with partners always forces them to think about the question, so there's no awkward silence</p> <p>Relating lessons to current events (makes it seem more significant to the students)</p> <p>Ex: Learning about the formula for interest in math--teacher relates it to what our money does in a bank account (as many teens in the class are old enough to own a bank account)</p> <p>Ex: Learning about types of reasoning in English class--teacher relates this to how some politicians are using this reasoning in the current election</p> <p>Giving demonstrations</p> <p>Ex: in Physics, using things in class to show how laws work</p> <p>Having class votes on who supports a specific group and why (in history)</p> <p>Doing skits that have us interact with a specific topic</p>	

C1.3 Findings	C1.3 Supporting Evidence
<p>and explain it while using comedy</p> <p>Ex: in my Honors 9 English class, we did a skit about Romeo and Juliet- we were assigned a section in the book, and acted it out creatively, coming up with our own lines, that still kept to the true meaning of the section (people's skits had themes like: The Little Mermaid, or Harry Potter (which my skit was based on )</p> <p>We also did a final video with a partner about an English concept that she assigned to us (mine was 'plague words')</p> <p>Ex: in AP World, we did skits with a group about specific events or concepts in our unit and they really helped me remember the events better before our test</p> <p>Allowing students to get up and move around for 5 minutes</p> <p>My AP Physics teacher lets us do this once in a while and it helps me feel much more awake</p> <p>The following are specific examples given by students of instruction that they receive and that they find to be ineffective:</p> <p>Ineffective Instruction</p> <p>A full class of just taking notes on a lecture</p> <p>become more focused on just writing down what's there rather than understanding the concepts</p> <p>Ex: in my CP US History class, we took video notes on a video that had nothing to do with key concepts, instead it was filled with stories of ex war veterans</p> <p>Doing all the work for the students when learning a new concept</p> <p>Trying to do something on my own allows me to see what things I need help with understanding and allows me to ask for help after I try to do it without teacher assistance</p> <p>Briefly explaining the logistics of something and</p>	



C1.3 Findings	C1.3 Supporting Evidence
<p>expect students to figure it out with their peers</p> <p>Ex: in my Robotics and Engineering classes he barely explains how to do the project we're assigned, and every assignment of his is worth a big chunk of our grade, so last term I stressed about the final because I didn't know what I was doing, and he wouldn't help us, so I ended up with a B in the class and cried about it.</p>	

## C2. Student Engagement Criterion

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.

### Indicators with Prompts

#### Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

C2.1 Findings	C2.1 Supporting Evidence
<p>In all levels of Math 3 and Pre-Calculus classes, students are taught how to use graphing calculators to solve problems. After learning the basics of the graphic calculator, teachers use them as a tool for solving higher-level application problems throughout the courses.</p> <p>Logistical updates are sent out by our principal to the entire staff nearly every week. Most weeks this update also includes best practices, research, or relevant "soft" information to build a collegial rapport with students and a welcoming classroom.</p> <p>Integrated use of Multimedia: In the World Language Department, we are up to date on current technology, and use it regularly in the classroom to guide our instruction. We use the ladybug daily to show homework answers so the students can make</p>	<ul style="list-style-type: none"> <li>▪ ACC HM3/HPC Graphing Calculator Analysis Lesson Plan, Notes and HW</li> <li>▪ Screenshots of the "Wildcat Weekly" Email</li> <li>▪ Examples of Actual "Wildcat Weekly" for Each of the Dates in the Title of the Document</li> <li>▪ Link to Website</li> <li>▪ Sample Audio File</li> <li>▪ PowerPoint for Target Language</li> </ul>

corrections with spelling in the target language. We use the Publisher provided Audio CD and Video DVD to engage students in listening activities and video activities in the target language. We play Audio Files through classroom speakers to engage students in fun songs in the target language. Additionally, we use PowerPoint weekly to teach grammatical lessons to the students in the target language.

Teachers at Franklin High integrate video content into their lessons and instruction to increase engagement. They also use PowerPoint as a support for the worksheets that are completed by students for practice. During the sentence parts practice, (in this case in an English class,) the teacher pauses not only to give reminders as to content, but also reminders as to why this is important, including a link to a video of a former student reporting how she used the sentence parts from class for a relatively high paying job that she had during high school (circled – link and video are shown in the screenshots.) (Also included is the entire PowerPoint taught over the course of months, and the first of many practice pages that go with the PowerPoint (the relevant slide is slide #9; the sentences shown on the screenshot match those shown on the screenshot.)

Students at Franklin High report that teachers use a variety of ways to teacher their students, going out of their way to go outside of the textbooks. Example: “My math teacher never makes us use the heavy textbook, and instead makes us take shorthand simple notes that are easier to understand. Afterwards, we do a worksheet that we finish in class.”

The ELA Strategies 9 class utilizes the same curriculum as the general education students for their CCSS English class, with accommodations. The students have access to a consumable textbook with excerpted literature and informational text. In addition, they have access to online curriculum and lessons that are rolled out to supplement teacher instruction. The StudySync curriculum also has designated EL units.

The use of online tools such as the creation and sharing of google docs and slides for collaboration has been an ongoing practice in EL and SDAIE science classes. When students are given assignments that require them to create a document or slide show, they are

- Screenshots, PowerPoint and Practice Handouts with Coversheet (Electronic)
- StudySync Basic Information:
- <https://docs.google.com/document/d/1vY74FRGvOo98u9DXSgCOK2OkIMCGdXgJtGkd-UX-r7s/edit>
- StudySync Computer Based Assignments:
- [https://docs.google.com/document/d/1MgZOZ1E6hH\\_i mpxBVK-46b4kuu4\\_ZxUeOiz5TJTCi2M/edit](https://docs.google.com/document/d/1MgZOZ1E6hH_i mpxBVK-46b4kuu4_ZxUeOiz5TJTCi2M/edit)
- StudySync EL Differentiated Curriculum:
- [https://docs.google.com/document/d/1-s26d6dVeLEPdYS4Q2Rw6bQLZD\\_0A-VUHjSukHQZ2fY/edit](https://docs.google.com/document/d/1-s26d6dVeLEPdYS4Q2Rw6bQLZD_0A-VUHjSukHQZ2fY/edit)
- Science Sample Student Collaborative Slide
- Webquest Example

<p>collaborating with partners and the instructor serves as the facilitator allowing the teacher to assess progress.</p> <p>In science, Webquests are regularly incorporated into the curriculum to allow for enhanced multimedia experiences. Students are also building the skill of using technology in order to meet their educational needs.</p>	
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## Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

C2.2 Findings	C2.2 Supporting Evidence
<p>The Personal Fitness/Power Walking course educates students on basic fitness concepts and allows students to explore different types of exercises that they may incorporate into their own life-long fitness planning. In the “Develop Your Circuit Workout” lessons, students are in the collaborative learning stage of the Gradual Release of Responsibility (GRR) method by developing their own guided workouts. Prior to this, the teacher has demonstrated each of the listed exercises on the worksheet through teacher guided workouts in class. During the lesson, the students work with partners to create their own sets in completion of a HIT workout to use in class. Once the workout is created, the students assemble any equipment needed, organize stations and start their workout independently during the class period. Through this lesson, students are achieving academic goals through rigorous challenging courses while working cooperatively with diverse groups (SLO #3 and # 4.)</p> <p>Verbal exams, are utilized as both formative and summative assessment tools. In AP Statistics, a verbal exam is used before taking a written summative assessment on a specific chapter in AP Statistics. In a 5 to 10 minute, one-on-one discussion with the teacher, a student demonstrates knowledge of fundamental theory and skills for a particular chapter. The teacher can assess what a student knows and can ensure that it is authentic. Students can write formulas</p>	<ul style="list-style-type: none"> <li>▪ Word Document PE: Develop Your Circuit Workout</li> <li>▪ Word Document: Sample Verbal Exam Questions</li> <li>▪ Video: Examples of Students Doing Verbal Exams</li> <li>▪ Billy Case Study Handout</li> <li>▪ Group Poster/Presentation Project – Student Samples</li> <li>▪ SDAIE Government Annotated Seating Chart</li> <li>▪ SDAIE Government Citizenship Pre-Test Reflection</li> <li>▪ EL World History Biography Presentation - Ho Chi</li> </ul>

C2.2 Findings	C2.2 Supporting Evidence
<p>and diagrams on the dry erase board to help in their presentation for the verbal exam. No notes are used. Students may re-take the verbal exam until they pass prior to the written exam, which only needs to occur if the student cannot satisfactorily discuss the material. Students are given sample questions a week in advance to help guide their preparation and presentation. Also, prior to the one-on-one discussion, students are show video of verbal exams performed by students from previous classes to show what an acceptable verbal exam looks like.</p> <p>Psychology 1 educates students on the main theories within the science of psychology. Lessons include varied perspectives on key ideas and the people associated with them. During typical lessons, students engage in teacher-focused discussion, independent practice, and a group discussion debriefing. During lessons, students apply their own life experience to answer questions about case studies. Their answers are then discussed in class. One example of such a lesson is the case study of “Billy.” Students are given a handout about a troubled boy named Billy. The teacher gives a lecture about the five main theories within psychology that are included on the case study handout, each a theory from a different school of psychology that would lead students to conclude a different explanation for Billy’s behaviors and problems. Students then apply what they learned about the 5 different schools of psychology and write 5 different explanatory narratives as to the cause of Billy’s problems. Then, as students discuss the narratives, the teacher provides examples to further the understanding of the students and help them to be able to distinguish between the 5 theories. Following the “Billy” activity, the students are placed into groups of 3-4 and produce a large poster that describes one of the five main theories or schools in psychology. The teacher provides a rubric and acts as a supervisor during project work time. The project includes an overview of content, uses of the perspective, group class presentation, and application to another case study. Follow up to these lessons is a quiz and a unit summative exam.</p> <p>It is common to hear students at Franklin High report</p>	<p>Minh</p> <ul style="list-style-type: none"> <li>▪ SDAIE Econ Choose a Lifestyle Project</li> <li>▪ SDAIE Econ Choose a Career Project</li> <li>▪ SDAIE Econ School’s Credit Union Bite of Reality Simulation</li> <li>▪ SDAIE Econ FRBSF Podcast on the Economics of Adulting Student Generated Vocabulary Lists #1</li> <li>▪ SDAIE Econ FRBSF Podcast on the Economics of Adulting Student Generated Vocabulary Lists #2</li> </ul>

C2.2 Findings	C2.2 Supporting Evidence
<p>that their teachers work hard to both motivate and assist students in learning. For example: "All of my teachers so far have had all students motivated to work. They all walk around the class to observe our progress and they always help a student even when they haven't raised their hand yet."</p> <p>Senior EL and SDAIE students typically take one quarter of SDAIE Government and one quarter of SDAIE Economics. To engage this group of students - which typically has a tremendous variety of background knowledge, skills and interests - teachers have to employ a variety of teaching strategies. For example, in order to engage all students in verbal participation in SDAIE Government, students must verbalize at least one idea, question, comment or idea in class each day. To ensure that all students are participating, teachers use a seating chart with comments and notations indicating who participated in class each day. This helps promote equitable questioning and discussion-facilitating strategies, and helps teachers provide students with timely and relevant feedback on class participation strategies.</p> <p>SDAIE Government students also engage in a quarter-long activity that records their improvement over time on a version of the U.S. Citizenship test. At the start of the quarter, students take a pre-test that measures their baseline knowledge of basic questions of American government and citizenship. After scoring their pre-test, students complete a reflection on their performance. Throughout the rest of the quarter, students take two more quizzes, followed up by a final citizenship exam. After each assessment, they update their reflection and make changes to their study practices based on their progress.</p> <p>EL and SDAIE courses also emphasize project-based learning as often as possible in order to engage all students while also affording them opportunities to synthesize content, listening, speaking, reading and writing skills. For example, at the end of the EL World History course, students create multimedia presentations in which they discuss the basic biography of any figure that was not already discussed in class. They choose their own subjects, increasing</p>	

C2.2 Findings	C2.2 Supporting Evidence
<p>student engagement in the project. Students conduct basic research (sometimes including interviews, if the biographical subject was alive and nearby), put their information together in a Google Slides presentation, and are required to include audio and/or visual media in the presentation. Each student presents their project to the class at the end of the term. While the research element of the project needs significant scaffolding, all students are highly engaged in their projects and are able to practice their public speaking and multimedia incorporation skills, both of which will be useful in other classes.</p> <p>Additionally, the SDAIE economics class offers guided and independent learning opportunities through project based assignments and simulations. For example, students complete a “Choose a Lifestyle” project where they have the opportunity to make real life choices regarding where they will live and their standard of living, and then from this information, apply what they’ve learned about budgeting by generating a budget for their future life. Likewise, students learn about how their choices directly impact their lifestyle by completing the “Choose a Career” project during which they assess their personal interests and complete research to determine what careers will both match their interests and provide them with the amount of income that their previously chosen lifestyle requires. When they are done with these projects, they participate in a “Bite of Reality” simulation during which they are assigned a character and have to make lifestyle and budget choices to meet that character’s needs. If they go over budget, they are required to get credit counseling to help them understand how to make more fiscally responsible choices. Lastly, students are often asked for feedback to help direct and meet their learning needs. For example, before we listen to a Federal Reserve Bank of San Francisco Podcast on the economics of “Adulting,” they first review sections of the transcripts to identify the words that they do not understand. Teacher generated vocabulary lists are provided for students to use to help mark the text as a pre-reading/listening activity.</p>	



## Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

C2.3 Findings	C2.3 Supporting Evidence
<p>Many topics in Science are very abstract and challenging for students to connect to. During the “Cooking with DNA Lab,” Biology students demonstrate that they can apply their knowledge of Protein Synthesis and use their skills at higher cognitive levels through simulating the process of Protein Synthesis in the making of Rice Krispy Treats. During this lab, students simulate the protein synthesis process to clarify the roles of DNA (Deoxyribonucleic Acid,) mRNA (messenger RNA,) tRNA (transfer RNA,) amino acids and proteins and how they relate to gene function. The goal is to use DNA information to produce a non-mutated protein product (the Rice Krispy Treat.) Students work together in teams to make sure that each part of the process is carried out successfully. Protein Synthesis is a higher order, real world operation that is occurring continually within all cells in the human body. Students use the lab to extend their understanding of this process and use it to understand how this process works throughout not only the human body, but in all organism. The cited evidence specifically relates to the Department EDLR: Applying a systematic approach to solve problems and evaluate new discoveries. In addition, the evidence relates to HS-LS1-3 and HS-LS3-1. The first standard relates to planning and conducting an investigation and providing evidence that a feedback mechanism can maintain homeostasis. The second standard challenges students to ask questions to clarify relationships about the role that DNA and chromosomes play in coding those instructions for characteristic traits passed from parents to offspring.</p> <p>In social science classes at Franklin high School, students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities. An example lesson where</p>	<ul style="list-style-type: none"> <li>▪ “From DNA to Protein” PowerPoint</li> <li>▪ Student Note Sheet</li> <li>▪ Protein Synthesis Paper Model</li> <li>▪ “Cooking with DNA” Lab and Analysis/Conclusion</li> <li>▪ “Cooking with DNA”</li> <li>▪ Lesson Objectives and Student Handouts for “The Stock Market Game”</li> <li>▪ EL 10 World History: Biography Project Rubric; Biography Presentation Instructions; Biography Presentations Rubric; Biography Research Guide; Student Presentation Example</li> </ul>



C2.3 Findings	C2.3 Supporting Evidence
<p>students are expected to demonstrate the above is the 1920's Stock Market Game. This lesson is taught immediately following the 1920's unit in U.S. History, at the beginning of the unit on the Great Depression. During the 1920's Stock Market Game, students use the knowledge they acquired during the unit on the 1920's to select stocks that they believe will be successful throughout that decade. For example, the students know that the radio became available to the masses during the 1920's, so they would be wise to buy radio stock during the decade. Other examples of corporations and industries the students can buy stock in include automobiles, railroad, electricity, etc. The students buy and sell stocks with the goal of making a profit, and they buy stocks for each year of the 1920's. The students, if they remember the end of the decade, should know to sell their stocks in early 1929 before the market crashes. The students who best apply their knowledge of the 1920's are the ones who win the game.</p> <p>This activity helps students with disabilities to prepare for SBAC testing, as it help with critical thinking and problem solving. During this activity/lesson, students are included to the fullest extent of their abilities, as they are doing an activity that is interactive and requires critical thinking skills.</p> <p>Students created a biography research presentation on any individual of their choosing. The findings demonstrate that students are able to organize and apply knowledge with the provided biography rubric and research guide. The rubric provides clear expectations of what to include in their presentations. This criteria lays the foundation of what students should complete and how they should construct their research. The student example demonstrates that requirements were understood and clearly met. The research guide provides students the necessary organization of information to guide their research and presentation slides. Each slide is given specific instruction and support in terms of what should be included. For instance, slides 1 and 2 inform students to introduce the name of their person, and why they are famous, and/or important things that people should know about them. The student example demonstrates the same pattern</p>	

C2.3 Findings	C2.3 Supporting Evidence
and organization as outlined in the rubrics. Also, the rubric and research guide allows students to access and apply knowledge they have already acquired by prompting them to reflect on specific information regarding their individual and to research relevant facts. Students are required to use slides in PowerPoint or Google Slides on a Chromebook which are also used to research and discover their individual's background and history. The Biography Presentation Instructions and Rubric provided students further support regarding their subject, research, and organizing their presentation. Finally, there are suggestions for notecards and the length that the presentation should run so that students feel comfortable speaking and know how long they should present.	

C2.3. Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

C2.3 Findings	C2.3 Supporting Evidence
Students submit their presentations online through Google Docs or email and are monitored by the teacher throughout the research process. This helps to ensure students are meeting the rubric standards effectively. The teacher can quickly assess and send an email or leave a comment in the students' PowerPoint or Google Slide program so that they know what steps to take if they are not meeting the standard. These online comments and communications can provide the students the necessary feedback they need in order to be successful on their project. In turn, the teacher can determine the degree to which students are analyzing, comprehending, and conducting effective research by closely monitoring their progress on their research guides and PowerPoint/Google Slides.	<ul style="list-style-type: none"> <li>• EL World History Biography Presentation</li> </ul>

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.


C2.4 Findings	C2.4 Supporting Evidence
<p>There are 120 juniors and seniors enrolled in AP Calculus AB. In this course, students demonstrate higher level thinking and problem solving skills within a variety of instructional settings. After initial lessons where students learn the skills needed to be successful, students navigate through a series of application problems with support of their teammates. They work together to reason through and problem solve each question, discussing and justifying their work to their teams. Students are engaged by the storyline present in the Cuddles PowerPoint.</p> <p>CCSS Math Practices: Make sense of problems and persevere in solving them.</p> <p>The “TEEP” writing structure represents a significant slice of the writing curriculum for part of a term in English 10. There is a substantial amount of coordination, alignment, and cooperation within the English Department with regard to the use and/or referencing of “TEEP” as the basis for body paragraph writing instruction by most of the English Department. The structure has become a touchstone for the English Department and others such as the Social Science Department, one which has adopted modified versions of the structure. Teachers have developed a collection of assignments which follow the Gradual Release of Responsibility (GRR) curricular structure, a research-based instructional model promoted and used across the site. (See attached description addendum for more information.) This is an example of one way we address the Schoolwide Learning Outcomes relating to individual and collaborative work.</p> <p>The assignments here focus upon English Reading Literature and Writing Standards, which have parallel shared skill standards with other departments. By focusing upon these standards (as listed on the Cover Sheet as W1,4,5 and RL 1,2,3,4,5) students will be</p>	<ul style="list-style-type: none"> <li>▪ Implicit Differentiation Lesson and HW Practice</li> <li>▪ Related Rates Notes and HW</li> <li>▪ Big Spoon and Conehead Problems</li> <li>▪ Cuddles PowerPoint</li> <li>▪ Related Rates Mini Test</li> </ul>

C2.4 Findings	C2.4 Supporting Evidence
<p>required to demonstrate rigorous critical thinking and sophisticated writing skills individual and in collaboration (as developed through the GRR structure.)</p> <p>(See the attached addendum for context and explanation of evidence which has been reduced here for brevity.)</p> <p>The first item attached (A) is the TEEP Notes. Then students are given a prompt for their first writing assignment (B) which is written by the teacher (C.) Next, students are given the next TEEP Prompt (D) which is written in 3-4 person groups. After more instruction, students receive prompt E. Items F, G, and H are low, medium and highly successful student writing samples. The prompt that produces individual student writing responses is given in I. Items J, K and L are low, medium and highly successful student writing samples in response to that prompt.</p> <p>Franklin High School students report that teachers often make them think outside of the box. Student Example: “My biology class sometimes has test problems that we never learned, making us think critically for an answer. My English class make us do a lot of analyzing based off of one piece of diction, forcing us to think outside of the box. It’s a challenge but a very important lesson to accomplish.</p> <p>Our EL and SDAIE team provides a wide range of challenging learning experiences which allow our students to think, reason, and problem solve in a variety of educational settings. In our EL/ SDAIE social science classes we use a variety of strategies and activities to challenge our students with higher level thinking and problem solving learning experiences. Since our EL/SDAIE students benefit from a combination of research/fact gathering experiences, historical document analysis, and an opportunity to prepare and verbally share what they have learned in small and large group settings, this debate activity has been designed to addresses these areas.</p> <p>In preparing for the hour and fifteen-minute class debate, the students complete a structured guided</p>	<ul style="list-style-type: none"> <li>▪ TEEP Notes</li> <li>▪ First TEEP Writing Assignment Prompt Reflects the “I” (the teacher) Do GRR Step</li> <li>▪ First TEEP Model</li> <li>▪ Second TEEP Prompt Reflects the “We” (teacher and students together) Do GRR Step</li> <li>▪ Third TEEP Prompt Reflects the “Y’ALL” (student partners collaborate ) Do GRR Step</li> <li>▪ Low Student Parnter Sample Response to E</li> <li>▪ Medium Student Partner Sample Response to E</li> <li>▪ High Student Partner Response to E</li> <li>▪ Fourth TEEP Prompt (for individual completion) the “YOU” Do GRR Step</li> <li>▪ Low Student Response Sample to Response to I</li> <li>▪ Medium Student Sample Response to I</li> <li>▪ High Student Sample Response to I</li> <li>▪ Addendum to Explain Evidence</li> </ul>

C2.4 Findings	C2.4 Supporting Evidence
<p>reading activity from the textbook, and a Background Essay reading which provide vital background information needed in understanding the historical context of the focus question of the debate (Should the United States have annexed the Philippines?)</p> <p>Students analyze and annotate four primary source documents related to the topic of the debate question, as well as complete a T-chart evidence gathering worksheet activity.</p> <p>Students are assigned a historical figure related to the debate and they do brief research to gather information related to their historical figure and that figure's position on the debate question.</p> <p>The day before the debate, the students complete a Debate Preparation worksheet which helps them organize their reasons and evidence for the debate.</p> <p>The classroom debate takes the entire 90-minute class period with all students contributing to the discussion.</p> <p>The culminating activity is a timed Justification Paragraph writing assessment that the students complete as part of their unit exam.</p>	<ul style="list-style-type: none"> <li>▪ United States History 11 SDAIE</li> <li>▪ Debate Preparation Including:</li> <li>▪ Structured Reading Guide Chapter 8: Becoming a World Power (Hard copy Evidence and Cover Sheet)</li> <li>▪ Background Essay Reading (Hard Copy Evidence and Cover Sheet)</li> <li>▪ Document Analysis, Annotation, and T-Chart Worksheet (Hard Copy Evidence and Cover Sheet)</li> <li>▪ Debate Research Cards- Historical Figure (Hard Copy Evidence and Cover Sheet)</li> <li>▪ Debate Preparation Worksheet (Hard Copy Evidence and Cover Sheet)</li> <li>▪ Class Debate</li> <li>▪ Post-Debate Justification Paragraph Writing Assignment as part of Unit Assessment (Hard Copy Evidence and Cover Sheet)</li> </ul>

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.

C2.5 Findings	C2.5 Supporting Evidence
<p>A good way for students to gain a deeper level of understanding in class while gaining leadership skills is to teach what they have learned to younger students. In 2018, one of our teachers worked with students to organize and run our first ever 5th and 6th grader C-STEM Day. For this event, students designed and ran activities for local 5th and 6th grade students which included computer programming and robotics. This activity address several California Career Technical Education Model Curriculum Standards:</p> <p>2.2 Identify barrier to accurate and appropriate communication.</p> <p>2.3 Interpret verbal and nonverbal communications and response appropriately.</p> <p>2.8 Understand the principles of a customer-oriented service approach to users.</p> <p>C3.1 Describe and apply the basic process of input, processing, and output.</p> <p>C9.3 Use hardware to gain input, process information, and take action.</p> <p>When students are introduced to arrays in programming, they often have a hard time understanding the difference between the index of the array and the value at the index. This is true for both one-one dimensional and two-one dimensional and arrays. To help with this, one of our teachers created a small program to help the students discover this difference on their own. The lesson begins with students downloading the program, and then the teacher goes over it explaining each part of the code in writing. Then, the teacher runs the program for the students and goes over the output of the code and how to answer the questions the program produces. Then, the students run this program three to four times leading the development of understanding of how to access an element in a two-dimension array.</p> <p>Honors 10 English students start the year by writing</p>	<ul style="list-style-type: none"> <li>▪ C-STEM Day Activity</li> <li>▪ Student Created Flyer for the C-STEM Event</li> <li>▪ Student Work Samples</li> <li>▪ Student 1: All 3 correct</li> <li>▪ Student 2: Missed #1 &amp; #3</li> <li>▪ Student 3: Missed #1</li> <li>▪ Low and Med/High Examples</li> <li>▪ Snapshots of Student Commentaries on a Shared Google Doc</li> <li>▪ TEEP PowerPoint</li> <li>▪ <a href="https://wonderopolis.org/">https://wonderopolis.org/</a></li> <li>▪ Wonder Routine Worksheet</li> <li>▪ Wonderopolis</li> <li>▪ FlipGrid</li> <li>▪ Student Videos Assignment</li> </ul>  <ul style="list-style-type: none"> <li>▪ Student Samples:</li> <li>▪ <a href="https://docs.google.com/document/d/1Nlf8g81DBUHxleZEpYl4o">https://docs.google.com/document/d/1Nlf8g81DBUHxleZEpYl4o</a></li> </ul>



C2.5 Findings	C2.5 Supporting Evidence
<p>collaborative essays. One of the first essays we write is a literature response using the TEEPEEP format. While some students arrive familiar with this approach, some do not. Collaborative essay writing assists students who have never been provided this instruction. At the same time, it's an opportunity for the teacher to fine tune any areas where the students' skill sets are slightly underdeveloped.</p> <p>Students get in groups of 3-4 and create a shared Google Doc. Discussion and a dialogue occur among the group members, and students write collectively. Afterward, they share the doc with the teacher, and the teacher either offers suggestions or projects the doc on the projector to use as an opportunity for students to learn want to do or not to do. This addresses the SLO # 2: Think, analyze and read critically. Students must read and analyze a challenging passage. Then, they must provide a written analysis to identify author's method and purpose. This assignment also addresses SLO # 4: Work cooperatively with diverse groups. By working collaborative with several students with various levels of reading and writing skills, the activity encourages the high-end students to explain the process to the other students either through modeling or explicit guidance. This in return will assist the low-end students on how others approach their reading analysis as well as the writing process. The peer feedback on the shared Google Docs encourages active involvement in the revision. As a result of this type of activity, wherein an honors class has evolved into an all-inclusive program that consists of AVID students, traditionally low-performing students who have been encouraged to enroll in an honors class, and CP students, we have created an opportunity to address CANS # 1: Addresses the academic performance gap by subgroup. The diverse background comes with some inconsistencies with their skill set. Starting the writing process in groups encourages students to develop a common language, expectations, and thinking process. Through this activity, the essay writing process becomes less intimidating than the traditional, isolated approach.</p> <p>Some Franklin students report that they utilize technology in core classes. One example: "We use different forms of technology, including Chromebooks,</p>	<p>H4i6TWEGSqR4vQS XvnqHXE/edit</p> <ul style="list-style-type: none"> <li>▪ <a href="https://docs.google.com/document/d/1OXpn87CeVB0z-hGkP7B4wRROZtPFYU21DMQ1ooqhZpo/edit">https://docs.google.com/document/d/1OXpn87CeVB0z-hGkP7B4wRROZtPFYU21DMQ1ooqhZpo/edit</a></li> <li>▪ <a href="https://docs.google.com/document/d/1F4RFjhPmyXqxFT84nWCPpf5bhP0S1ORA3swYVTVnLRI/edit">https://docs.google.com/document/d/1F4RFjhPmyXqxFT84nWCPpf5bhP0S1ORA3swYVTVnLRI/edit</a></li> </ul>



C2.5 Findings	C2.5 Supporting Evidence
<p>websites like KAHOOT, and our phones from time to time to look up vocabulary words in English class.”</p> <p>In EL and SDAIE Science classes, students are exposed to a variety of instructional materials with technology added as a way to enhance their learning and gain necessary technological skills. In one class, a teacher has instituted and implemented a Wonder Wednesday. Students are assigned a “Wonder” or are given the opportunity to explore a wonder of interest. They are given a graphic organizer as a tool to organize their thoughts and investigate relevant vocabulary. They have also been assigned these “Wonders” to use as a conversation piece to continue to encourage them to communicate and express their ideas. After they explore the wonder and fill out the graphic organizer, they also begin a FlipGrid thread to start a conversation with other students in the class that they can watch and respond to.</p> <p>All special education students, including dually-identified EL students, work with a vocational transition specialist to plan for their transition from high school to post high school. In the Strategies ELA 9 and 10 class for the 17/18 school year, the instructor partnered with the site vocational transition specialist to teach a joint career exploration/writing project that utilized Choices 360 software, Google Docs, Google Slides and ELA CCSS.</p>	

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; 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.

C2.6 Findings	C2.6 Supporting Evidence
<p>Students in Strategies (SPED) Math 1 use ST math to supplement math curriculum beyond the textbook. ST math helps students build their foundational math skills, such as using appropriate tools strategically and attending to precision, through unique math games.</p> <p>ST Math is a technological tool which promotes precision in math. After two mistakes, the student must repeat the lesson to prove mastery of the concept. This</p>	<ul style="list-style-type: none"> <li>▪ Charney-WASC Coversheet Evidence c2.6_A: ST Math Student Progress Report</li> <li>▪ Nuclear Power Debate Lesson Plan</li> </ul>

C2.6 Findings	C2.6 Supporting Evidence
<p>is an additional way that we help to support the lower performing subgroups.</p> <p>The Nuclear Power Debate is just one example of how students in the Science Department are looking at real-world issues and researching them before making a decision on them or developing a solution to them. Students in the Science Department are frequently given real world examples for what they are seeing in the classroom. The teachers then use multiple resources outside of the textbook (documentaries, lab activities, scientific articles, etc.) to provide the students with evidence from which they can base their decision or solution. This lesson addresses the following Schoolwide Learner Outcomes: 1) Communicate effectively in both academic and workplace environments; 2) Think, analyze, and read critically; 3) Achieve academic goals through rigorous, challenging courses. This lesson also addresses the Next Generation Science Standard HS-PS1-8 which involves nuclear reactions. This lesson also helps to address the achievement gap amongst student subgroups on campus by engaging all students in a topic which directly affects them. There is a nuclear reactor located in the Sacramento area and students are interested in learning more about it and voicing their opinion on whether or not it should be improved upon or shut down permanently. This ability to learn more about something that directly affects them helps to engage all students.</p> <p>In the world language classrooms, students practice communicating in the target language (French, Japanese, Spanish) by using a variety of materials and resources beyond the textbooks that connect them to the real world on a daily basis. For example, students listen to and read French, Japanese and Spanish news reports available online and then practice identifying the main idea and supporting details.</p> <p>The online interactive learning resource, Quizlet, is regularly used in Japanese and Spanish classes to reinforce vocabulary and sentence knowledge.</p> <p>Songs and music are often used in French and Spanish classes in order for students to learn new vocabulary and sentence frames, practice listening comprehension, and gain knowledge and perspectives of the target</p>	<ul style="list-style-type: none"> <li>▪ (Available to View in “Evidence Storage” as a Digital Copy</li> <li>▪ Lesson Plan Shows Teacher and the Student Actions during the Lesson</li> <li>▪ List of Links to French News Reports (Slick)</li> <li>▪ Japanese News Infographics- Lesson Slides (Kozuma)</li> <li>▪ Noticias En Espanol – Reading Spanish News Articles – Google Classroom (Estes)</li> <li>▪ Quizlet Online</li> <li>▪ Vocabulary Activities – Student Study Data (Spanish/Estes)</li> <li>▪ Quizlet Online Japanese Sentence Practice &amp; Lesson Slides (Kozuma)</li> <li>▪ French Songs &amp; Music Video Task Sheet (Slick)</li> <li>▪ Spanish Song Task Sheet (Mead-Lee)</li> <li>▪ Anuncio Para Un Nuevo Product – Creating a FlipGrid Video Commercial for a Medical Product (Spanish/Estes)</li> <li>▪ E-Mail to Your Host Student – Google</li> </ul>

C2.6 Findings	C2.6 Supporting Evidence
<p>culture.</p> <p>Students also have opportunities to communicate in the target language inside and outside of the classroom by using Google Classroom, Flipgrid (a virtual collaboration app,) and the SeeSaw website as a video recording and typing/blogging platform.</p> <p>The cited evidences relate to World Readiness Standards for Learning Languages.</p> <p>ACTFLWorld-ReadinessStandardsforLearningLanguages.pdf</p> <p>Communication (Interpretive, Interpersonal, Presentational Communication,) Cultures (Relating Cultural Practices and Products to Perspectives,) Comparison (Language and Cultural Comparison,) Connections (Acquiring Information and Diverse Perspectives, Connecting World Language with Other Disciplines,) and Communities (Using the target language in the communities outside the classroom.)</p> <p>Students in Math 2 and Math 3 use a scientific calculator and graphing calculator on ESQ questions.</p> <p>Several students in Math at Franklin High School use IXL to help them better understand material and to practice additional problems.</p> <p>Students in Accelerated Pre-Calculus Honors have group projects and partner assessments. Many students use PowerPoint presentations and graphing calculators for their projects and on some assessments.</p> <p>These address SLO #1: Communicate effectively in both academic and workplace environments; SLO #2: Think, analyze and read critically; and CAN-1: Addressing the academic performance gap.</p> <p>The Social Science Department is passionate about using a variety of materials and resources that go beyond the textbook to connect student learning to real world and workplace applications. One of the ways in which these goals are achieved is by the use of current events embedded in the classroom context. Class offerings at every grade level require students to research and engage with domestic and world news. These goals align with the Common Core State</p>	<p>Classroom (Spanish/Estes)</p> <ul style="list-style-type: none"> <li>▪ Fliphunt! Scavenger Hunt Using Flipgrid Video (Spanish/Estes)</li> <li>▪ “My Summer” Blog – Reading a Blog (Google Classroom) and Writing &amp; Publishing One’s Own Blog (SeeSaw Website)</li> <li>▪ (Japanese/Kozuma)</li> <li>▪ Stations (including Dice Game and Online SUSHI Game – Japanese Vocabulary and Sentence Practice (Kozuma)</li> <li>▪ IXL Reports</li> <li>▪ Math of the Living Dead PowerPoint</li> <li>▪ Ocean Tides PowerPoint</li> <li>▪ Current Event Handouts for Culture Studies and CP World History with Low, Medium and High Samples of Student Performance</li> <li>▪ SDAIE Econ Current Event Article - Pros &amp; Cons of Paying Fast Food Workers More</li> <li>▪ SDAIE Econ Current Event Article - Late</li> </ul>

C2.6 Findings	C2.6 Supporting Evidence
<p>Standards for English Language Arts and Literacy in History and Social Science. Students are expected to “gather relevant information from multiple authoritative print and digital sources (primary and secondary,) using advanced searches effectively; assess the usefulness of each source in answer the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.” Across all levels of the curriculum in the social sciences, students are required to write extensively.</p> <p>Students at Franklin High report that their teachers utilize a variety of strategies to teach skills and concepts, and materials that extend learning beyond the content of the textbooks. One example: “My French class makes us do warmups that include a listening portion, and we have a packet of work each week for each chapter. In most of my classes, we never use the older textbooks. If we do use a textbook it is renewed and modern, like StudySync.”</p> <p>In SDAIE Economics, we use many data-based and original resources beyond the textbook that include computer information networks, simulation experiences and activities to make the learning experience of students studying the economics curriculum a powerful and relevant one.</p> <p>In every unit of study, students read, analyze and discuss a current event. Examples of topics include pros and cons for higher pay for fast food workers, the unintended consequences of using K-cups or how starting school later in the day would save billions of dollars.</p> <p>Students also often engage in hands on activities that are rigorous and provide them with relevant life skills. Some examples of this would be the “Choose a Life” Project in which they use the CACareerZone website to make a series of choices about what kind of life they want when they grow up and then create a monthly budget identifying all the expenses associated with their chosen lifestyle. Once they complete this project, they use the CACareerZone website to complete the “Choose a Career” research project to find a career that will support their chosen lifestyle and match their personal</p>	<p>Start Saving Billions</p> <ul style="list-style-type: none"> <li>▪ SDAIE Econ Current Event Article - Unintended Consequences of K-Cup Use</li> <li>▪ Choose a Life Project</li> <li>▪ Choose a Career Project</li> <li>▪ Use of Plastic Infographic</li> <li>▪ Texting While Driving Infographic</li> <li>▪ Podcast: The Economics of Adulting</li> <li>▪ Schools Credit Union - Bite of Reality</li> <li>▪ EL World History Sources: Why didn't they just leave?</li> <li>▪ EL World History Paragraphs: Why didn't they just leave?</li> </ul>

C2.6 Findings	C2.6 Supporting Evidence
<p>interests.</p> <p>In addition to current events articles and using the internet, students also discuss relevant social issues such as the use of plastic or the issue of texting while driving. Students use infographics on topics discussed to complete a cost benefit analysis that will inform their opinions on the topic from which they will create a poster PSA that makes a clear and effective commentary on the topic of their choice.</p> <p>Finally, to bring us full circle, we listen to a podcast created by the Federal Reserve Bank of San Francisco on the Economics of “Adulging.” Students then participate in a simulation activity hosted by Schools Credit Union in which they are assigned a character on their app and they have to manage that character’s life and make choices based on the given budget constraints and circumstances.</p> <p>The EL World History and SDAIE Government courses also afford a wide variety of opportunities to incorporate materials beyond the textbook, especially when studying the Holocaust in EL World History. As part of a mini-unit examining the Holocaust, students craft written responses to a common question asked by those studying the Holocaust: Why didn’t more people leave? To answer this question, students analyze primary sources such as the lists of documents required to emigrate out of Germany as well as immigrate into the United States. In addition to notes taken in class and information from the textbook, students are required to synthesize significant information from these primary and secondary sources in order to write their evidence-based paragraph responses.</p>	

### Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

C2.7 Findings	C2.7 Supporting Evidence
<p>The Counseling Department provided evidence that all students have access to and are engaged in career preparation activities.</p> <p>All students actively participate in Advocacy lessons utilizing laptops and the California Colleges website (<a href="http://www.californiacolleges.edu">www.californiacolleges.edu</a>) to complete career interest surveys and explore various career paths. There are also grade level specific (e.g. juniors) career exploration lessons that provide additional time for students to explore various careers and save their results.</p> <p>All counselors meet with their juniors and provide a survey to find out what their career plans are. Utilizing this data, counselors customize junior meeting folders and guidance to encourage career exploration, Career and Technical Education (CTE) classes, along with various job and volunteer opportunities related to their career interests.</p> <p>Franklin High School's Counseling Department helps maintain career exploration resources on the school website (<a href="http://frhs.egusd.net">frhs.egusd.net</a>.) These resources include links to free career exploration websites along with a structured career exploration worksheet and information interview example questions that students are encouraged to use (<a href="http://frhs.egusd.net/our_school/guidance_counseling/post_secondary_options">http://frhs.egusd.net/our_school/guidance_counseling/post_secondary_options</a>.)</p> <p>The Advancement Via Individual Determination (AVID) program utilizes the career exploration worksheet as part of a guidance lesson to all sophomores that compliments their Advocacy lessons and encourages students to do additional research and reflection related to future career paths. This worksheet is also used to later help them connect their career ideas to specific post-secondary education plans that students will</p> <p>Complete in collaboration with their AVID counselor and teacher.</p> <p>Roughly 100 students in the 10th grade take Countdown to College: SAT Prep each year. After students begin the course by taking a full practice test, they then begin to set goals for the score that they would like to achieve by the end of the quarter. As part of that goal setting</p>	<ul style="list-style-type: none"> <li>• California College Advocacy Lesson Summary</li> <li>• California Colleges Career PowerPoint (All Grade Levels)</li> <li>• California Colleges Career Personality PowerPoint (11th Grade)</li> <li>• Please see the Attached Documents:</li> <li>• Counselor Junior Meeting Summary</li> <li>• Post-Secondary Options Junior Survey</li> <li>• CTE Course Catalog</li> <li>• Website Career Awareness Summary</li> <li>• Career Reflection Worksheet</li> <li>• Information Career Interview Example Questions</li> <li>• Career Reflection Worksheet</li> <li>• "What to Look for in a College" PowerPoint</li> <li>• "College Application Process" PowerPoint</li> <li>• Initial College Search Handout</li> <li>• Student Responses</li> </ul>



process, students discuss the qualities that they should look for in a college and learn about the process of applying to college. They then use Chromebooks to do research on three colleges that they are interested in. The cited evidence connects to college and career readiness as it calls for the students to gather information about the places they can continue their education. This connects to SLO # 2: Think, analyze and read critically, because students are having to gather and read information to make thoughtful decisions about their future objectives.

Some Franklin High students report that there are receiving a lot of post-secondary information through their Advocacy classes as early as their freshman year. One Example: "As a freshman, I haven't signed up for colleges yet, but our Advocacy class has been making us take small tests online to see what jobs are the best fit for our interests."



## **ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical learner needs)

The students are involved in challenging and relevant work in classes from math to science and from AP to Special Education classes. AP teachers provide instruction in mastering difficult writing tasks while science and Special Education teachers work to make learning relevant to the students' experiences in the world at large. From the first day in their classes, students at Franklin High School are taught the content and skills that they need to master as well as what mastery level work looks like. Across disciplines, teachers provide syllabi that are explicit in the standards that will be addressed and provide student work samples to further support students in their efforts at mastery. In science and other classes, students work on a variety of projects which involve the use of the internet, constructed models, or multimedia to engage in a variety of ways. Many teachers use diagnostic tools and foundational instruction to immediately begin meeting students at their ability level. A number of projects at Franklin High School call for students to become engaged with the community outside the classroom, often using the internet to collaborate or to research further. Most of the Franklin staff has been trained in and regularly uses the Gradual Release of Responsibility (GRR) model of instruction. Students are taught to apply what they have learned through a variety of projects and presentations. Franklin teachers offer students opportunities to compete with other schools in academic competitions which require the students to use skills acquired in the classroom. The Advocacy program presents all students at Franklin High School with information regarding career choices and opportunities. PowerPoints, surveys, and web activities allow students to explore information about a variety of careers. Teaching English Learners requires teachers to differentiate and use strong instructional practices so that the students can access content, standards and rigor. The EL/SDAIE team employs a myriad of approaches to teaching English Learners through both content and ELD standards. Having materials (e.g. EL appropriate textbooks and supplementary resources) and appropriate technology (e.g. graphing calculators) to support the ELD standards in content areas and increased professional development will make our EL/SDAIE team even more effective.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

Teachers use their standards based textbooks as a springboard for applying what students have learned through projects and complex writing tasks.

A wide variety of instructional practices and resources beyond the textbook (such as multimedia and technology, as well as primary and secondary sources) are used across EL/SDAIE classes.

Teachers provide models, clear rubrics, success criteria and guided practice to make it clear to students what is expected to demonstrate proficiency.

EL and SDAIE courses are aligned with both CCSS and ELD standards.

Teachers use gradual release of responsibility to prepare students for independent assessment.

The EL/SDAIE team works together to meet the needs of individual students.

Students are given training using tools like Cornell note-taking.

Category C: Standards-based Student Learning: Instruction: Areas of Growth
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Improve access to technology and higher-quality EL textbooks and supplementary resources, including those needed in EL Social Science and in the new EL science curriculum model.

Continue school-wide professional development in EL/SDAIE strategies and strategies to support students with disabilities.

Provide additional professional development to general education teachers to help them to support students with disabilities enrolled in their classes.

Encourage more collaboration between Special Education teachers and general education teachers in order to fully support students with disabilities.

Students struggle to show independence in organizing and applying knowledge and require extensive support and scaffolds in activities requiring independent research, discussion, etc.

Increase access to Chromebooks in order to use the District-approved curriculum more easily.

Increase alignment to college and career readiness standards across disciplines in EL/SDAIE courses.

Continue team-wide implementation of the Organized Binder system to help students have common organization techniques in their classes.

Revise Advocacy lessons to more effectively teach students about possible career paths.

## Category D: Standards-based Student Learning: Assessment and Accountability:

### Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1. Prompt: Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.].

D1.1 Findings	D1.1 Supporting Evidence
<p>Franklin High School uses effective assessment processes to collect and report student performance data, including already disaggregated data, to all stakeholders. The school has identified analysis of data as a growth area. Continual emphasis is placed on students meeting grade-level Common Core standards. Staff and departments on campus use many different methods to get the results of student progress out to the stakeholders, including other teachers, the student, parents/guardians, and the community. Data is communicated through numerous methods, including progress reports, grades, websites, Synergy, IEP and 504 meetings, pre-service and faculty meetings, back to school nights, and e-mails.</p> <p>The Franklin High staff is uniquely qualified to effectively collect, disaggregate, analyze, and report student performance data to all stakeholders because of the great number of leadership roles the staff assumes at the District level, including participation in the District's Assessment Steering Committee, which was established to review the use of District-wide assessments in light of the change in standards from CST-based to Common Core.</p> <p>At the start of each school year, Principal Chantelle Albiani leads the faculty in a review of the previous year's SBAC scores, breaking down the results into subgroup and academic subject matter. She also shares the information with members of the Franklin High School Site Council while the vice principal who</p>	<ul style="list-style-type: none"> <li>▪ List of Leadership Roles</li> <li>▪ Assessment Steering Committee agenda</li> <li>▪ Preservice Day Agenda and PowerPoint</li> <li>▪ Site Council Agenda</li> <li>▪ ELAC Agenda</li> <li>▪ SARC</li> <li>▪ School Website Printout</li> <li>▪ District Website Printout</li> <li>▪ EAP through SBAC</li> <li>▪ PSAT Info Flyer</li> <li>▪ FHS-EGUSD Dashboard Report Fall 2017</li> <li>▪ 2017-2018 SAT/ACT Grade 11 and 12 Counselor Advocacy</li> <li>▪ EGUSD Parent Survey Results</li> </ul>

D1.1 Findings	D1.1 Supporting Evidence
<p>oversees the English Learner program shares the results with members of the English Learner Advisory Committee (ELAC).</p> <p>Additionally, California Assessment of Student Performance and Progress (CASPP) data is shared with parents and the public through the School Accountability Report Card (SARC) and school and District websites, though the SARC does not disaggregate the data by subgroup. The District website does include disaggregated data for not only CASPP, but also Early Assessment Program (EAP), California English Language Development Test (CELDT), Physical Fitness Test, Advanced Placement, SAT, and ACT test results because the District website links to the California Department of Education (CDE)'s searchable database. The academic performance index and adequate yearly progress reports are also found on the District website.</p> <p>Data on the District website indicates how Franklin High students compare to students at other schools in terms of college and career readiness. The EAP results are reported to California State University campuses and to the State of California in addition to stakeholders in the Franklin High community as the data is used to determine readiness in English and math for the CSU system. Junior year Preliminary SAT (PSAT) results determine possible National Merit Scholarship eligibility. The District pays for each sophomore to take the PSAT in 10th grade to help prepare for college admission exams since the SAT is an admission requirement for many four-year universities. SAT and ACT college admission data is posted on the State Dashboard and distributed to students and student-identified colleges.</p> <p>The District website includes the results of a parent survey on Franklin High's perceived effectiveness. While the results are positive and the staff believes it is indicative of parents' feelings in general, it is important to note the survey only had a 5 percent return rate.</p> <p>Instructional staff who oversee specialty areas often report data to the faculty through staff meetings. The English Learner/Specially Designed Academic Instruction in English (EL/SDAIE) team provides professional development at faculty meetings on an</p>	<ul style="list-style-type: none"> <li>▪ EGUSD Dually Identified Numbers from Professional Development (n)</li> <li>▪ Para-educator Anecdote</li> <li>▪ Summary of ELPAC Practices for Dually Identified EL/ILS Students</li> <li>▪ April 2018 EL/SDAIE Team meeting agenda</li> <li>▪ November 2018 EL/SDAIE Team meeting agenda</li> <li>▪ Adaptation Plan</li> <li>▪ Selecting Appropriate Accommodations for Students with Disabilities</li> <li>▪ IEP Form</li> <li>▪ Kaufman Test of Educational Achievement</li> <li>▪ Printout of Gradebook</li> <li>▪ Copy of Progress Report Form</li> <li>▪ Printout of Sample Communication</li> <li>▪ Math Unit 1 Test Parent Acknowledgement</li> <li>▪ SEASE Progress Report</li> </ul>

D1.1 Findings	D1.1 Supporting Evidence
<p>ongoing basis to educate teachers about the English Language Proficiency Assessments for California (ELPAC), to show teachers how to identify English learners and to help staff understand the scoring and designations. Staff presents information on how Franklin High EL and re-designated EL students are progressing toward the English Language Development standards.</p> <p>The EL coordinator works collaboratively with special needs case managers, including the ILS program coordinator, to ensure that dually-identified EL and special needs students take the ELPAC assessment in the most comfortable, appropriate environment possible. Based on case manager recommendations, this year students either tested in their regular English classrooms, in a small pull-out group, or one on one. Before testing, the EL coordinator met with each student to explain the process, emphasize the importance of the test, and answer any questions.</p> <p>Our EL/SDAIE team also spends time disaggregating and analyzing state and local student performance data. In April 2018, the team analyzed data on Long Term English Learners and made action plans in response. Additionally, in November of 2018, time will be spent looking for trends in ELPAC and SBAC scores and how we might strive to better meet the needs of our EL students.</p> <p>In some situations, such as with special education students, the stakeholders are more limited in scope. In these cases, special education case managers distribute assessment data to teachers and service providers who make up the student's individualized education program (IEP) team only. Data is generally given in the form of adaptation plans, which outline accommodations and modifications a student on an IEP may have in the classroom. Behavior intervention plans are also shared with teachers, security staff, and administration. Data collected through the intensive reading intervention classes is charted and shared with families at IEP and 504 meetings. Assessment data is also shared with IEP team members during meetings, and documented onto the IEP in the form of present levels of performance, IEP goals, and assessment</p>	<ul style="list-style-type: none"> <li>▪ SEASE Parent Meeting Agenda</li> <li>▪ “Godspell” DVD</li> <li>▪ Printout of Theater Website</li> </ul>

D1.1 Findings	D1.1 Supporting Evidence
<p>reports. Assessment data is collected through myriad methods, such as the Kaufman Test of Educational Achievement.</p> <p>Academic assessment results collected at the site level are communicated to parents through our online gradebook, Synergy, and through quarterly progress reports and report cards. Teachers and departments often have their own methods to go beyond the online gradebook and traditional progress reports and report cards. Teachers may keep in contact with parents through phone calls and e-mails home, or even notes mailed home; these are documented in Synergy's communication log for each student. Teachers in the Math Department, for example, use a parent acknowledgement form on returned tests to report assessment data to parents and guardians. This goes a step beyond seeing student scores on Synergy's Parent Vue. This form allows parents/guardians to see scores soon after the student's complete summative assessments. This ensures parents/guardians can monitor their student's progress on a continuous basis. Special education teachers often use weekly progress reports provided by the counseling department when parents need more frequent monitoring. Students walk the progress reports to their teachers who fill out comments and grades at the end of the week for parents who request that service.</p> <p>Within the Franklin SEASE intervention program, students are required to collect weekly progress report grades from all teachers and to get a parent signature indicating they have shared their grades with their parents. Even parents who are unable to check grades through our student information system can monitor their own student's progress.</p> <p>Additionally, SEASE parents are invited to monthly meetings covering a wide array of topics. The direct involvement of parents at these meetings is meant to bolster the effectiveness of the program as well as provide these important stakeholders with information on their students' progress. Analysis of student transcripts was the topic of a recent meeting.</p> <p>In non-academic programs, staff still reports out to the school community. The Franklin Theater Company, for</p>	



D1.1 Findings	D1.1 Supporting Evidence
instance, creates DVDs of student plays that are available to families and the public. Many programs, theater included, have their own websites that give the public a look at how students are meeting standards in those areas.	

### Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.

D1.2 Findings	D1.2 Supporting Evidence
<p>The supporting evidence strongly shows Franklin High School effectively uses assessment data to determine the basis for student grades, growth, and performance levels, and that school leadership and instructional staff work hard to ensure consistency across and within grade levels and content areas.</p> <p>Advanced Placement (AP) test results demonstrate that a high percentage of students take and pass AP exams at Franklin High. AP teachers routinely analyze those results to maintain consistency and effectiveness. Likewise, Franklin's college admission exam scores tend to show favorable results in terms of student readiness for college and careers.</p> <p>Instructional staff use a variety of formative and summative assessments to guide teaching, not only in academics, but in the advising of student clubs and organizations, coaching athletics, and in the supervision of the school's extracurricular programs. Data-driven instruction, collected from ongoing assessment, is an integral part of Franklin High's practice and reputation.</p> <p>Departments tend to use similar processes of calibration, including grade level assessments, to maintain consistency as shown by Professional Learning Community (PLC) meetings and course syllabi, and consistent diagnostics to ensure student placement and level of rigor. One example is the</p>	<ul style="list-style-type: none"> <li>• AP Test Results</li> <li>• ACT Collect Readiness Letter for Franklin High School</li> <li>• Spreadsheet of Assessments</li> <li>• Science Department Final Exam</li> <li>• CP 9 PLC Release Day Agenda</li> <li>• Minutes from Grade 10 ELA PLC Meeting</li> <li>• Reader Schedule</li> <li>• Math 2: Essential Skills Quiz Term 1 Week 13</li> <li>• Growth Mindset (8-9) Writing Samples</li> <li>• (Low - Medium - High)</li> <li>• Physical Fitness Results</li> <li>• US History Syllabus</li> <li>• CTE Course Definitions</li> </ul>



D1.2 Findings	D1.2 Supporting Evidence
<p>Science Department's use of a common final exam by subject to determine student achievement, but also to determine whether instruction of skills and concepts was effective across different classrooms.</p> <p>Most of the annual Local Control and Accountability Plan (LCAP) budget is used to fund release days so that teams of teachers can collaborate to create and grade common assessments, revise pacing guides, and share best practices. During one English-9 release day, teachers met to calibrate the newly adopted curriculum, review a common writing diagnostic to ensure consistency, and to reflect on the effectiveness of previous instruction. On another PLC release day, English-10 teachers met to discuss how they would teach the new core novel, Fahrenheit 451, to ensure consistency across the grade level.</p> <p>While consistency in instruction and summative assessments is a goal at Franklin, formative assessments are as varied as the students who attend this school, e.g., fist to five, whiteboards in world language, colored cups in science, Kahoot, Popsicle sticks, warm-ups. One day a biology teacher may quiz her students on bone identification by having small groups hold up plastic replicas as the teacher calls out scientific names. Another day, intensive intervention reading students may be at a local elementary school demonstrating their growth by reading to elementary school students. The Math Department uses weekly "essential skills quizzes" as a common, consistent evaluation of student skills.</p> <p>All freshman English teachers at Franklin introduce a unit on Growth Mindset at the start of each school year, and assess student knowledge through a variety of means, including the construction of "neurons" from pipe cleaners to demonstrate comprehension of concepts. Reading, annotating, and writing assignments help introduce high school-level English skills.</p> <p>The 2017-18 Physical Fitness Results indicate that the Physical Education Department uses data tied to Fitness Standards to assess student achievement and health. The results are used to examine achievement of subgroups within the school including ELs, students</p>	<p>and Pathways</p> <ul style="list-style-type: none"> <li>• Math I Term 1 ESQ Model</li> <li>• Math I Term 1 ESQ Data</li> <li>• Essential Quizzes</li> <li>• World History Standards Grid</li> <li>• French Revolution Key Events Project</li> <li>• SDAIE Final 2018</li> <li>• Wildcat Weekly</li> </ul>

D1.2 Findings	D1.2 Supporting Evidence
<p>with disabilities, foster youth, and homeless youth. The indicator shows that Franklin High students are performing well in physical fitness when compared to the overall District; however, homeless youth and ELs are not achieving as high as other groups. This should be an area for further investigation.</p> <p>Additionally, Franklin High ensures consistency in grading through its use of syllabi. Each teacher is required to distribute a syllabus at the start of each class so that students and parents are aware of classroom expectations, behavioral and academic. The principal's secretary collects a copy of each syllabus, maintaining administrative oversight.</p> <p>The school, in partnership with the district, has created Career-Technical Education pathways to bring electives and non-core classes together. Course descriptions and pathway requirements are outlined in handouts available to interested students at course selection time or through academic counseling meetings. The VAPA Department's CTE Course Code Definitions by Sector and Pathways is an example of how this program has been aligned to provide consistency and standardized expectations.</p> <p>Prior to course selection night each year, math teachers provide students with individual recommendations to help them enroll in the appropriate math class the following school year, e.g., repeat Math I or II, or sign up for Math II, Math III CP, Math III Yearlong, Math III Honors, Accelerated Math III, etc.</p> <p>The Franklin HS Math I Cluster gives weekly Essential Skills Quizzes which assess basic skills that are required for and embedded in the Math I curriculum. Each week, the results for each class are entered into a spreadsheet by class broken down to each problem/standard in order to track progress. Analysis showed that students had trouble with the wording and format of some of the questions which led to some revisions in both the quizzes themselves, and classroom instruction.</p> <p>In the World History content team, we have spent time breaking down the California History Social Science</p>	

D1.2 Findings	D1.2 Supporting Evidence
<p>Framework into a usable grid that breaks down the Framework time periods and connects them with the Big Ideas - Globalization, Interaction with the Environment, Empire Building, Effects of Technology, Distribution of Wealth, and Democratization. For each unit the team has developed questions that are based on the big ideas and guiding questions of the framework. These are then used to frame units, lessons, and assessments for CP World History and CP SDAIE World History.</p> <p>Having this resource is very helpful in creating focused lessons that drive home the finer points of the larger ideas. It has also helped create consistency within the World History content area. This is especially helpful for the EL and SDAIE World History teachers to plan instructional material and assessments that build upon each other and remain rigorous and consistent with general population CP World History classes.</p> <p>In World History, students are required to do several different projects. One of these is a chronology of the French Revolution. General and SDAIE students are both required to do the same project and are evaluated via the same grading rubric. The only differences for the SDAIE classes is that the point value is slightly less than that of General Population classes and in SDAIE there is also more in class time given for completion of the assignment so that the teacher can assist and guide the students through potentially difficult areas, explain prompts better, help with vocabulary, etc.</p> <p>In General Science, both English Language Learners and regular students are required to learn the same science standards, and provide evidence of understanding of those standards. One way in which all students must prove their understanding of the standards is through taking a final exam. The final exam for General Science was created through a collaboration of the teachers that teach the class. All classes take this same final. In order to address the needs of SDAIE students, their final exam only has 70 of the same 100 questions that the regular class takes, and they have only 3 answer choices instead of 4. Since the final must be completed within a 2-hour</p>	

D1.2 Findings	D1.2 Supporting Evidence
<p>period this allows EL students, who might take more time to process and answer the questions, the ability to complete the test during the testing period. Since the 70 questions are also asked of the regular General Science students and cover the same topics, both populations are responsible for knowing the same standards-based content.</p> <p>The Franklin HS Math I Cluster gives weekly Essential Skills Quizzes which assess basic skills that are required for and embedded in the Math I curriculum. Each week, the results for each class are entered into a spreadsheet by class broken down to each problem/standard in order to track progress. Analysis showed that students had trouble with the wording and format of some of the questions which led to some revisions in both the quizzes themselves, and classroom instruction.</p> <p>Lastly, administration uses a weekly newsletter, called "The Wildcat Weekly" to share information between faculty meetings, including areas of needed improvement, teaching tips, and important upcoming meeting dates, times and locations.</p>	

### Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.

D1.3 Findings	D1.3 Supporting Evidence
<p>Franklin High School has a somewhat effective system to determine and monitor all students' growth and progress toward meeting schoolwide learner outcomes, academic standards, and college- and career-readiness indicators and standards. However, there is room for improvement.</p> <p>The Professional Learning Community (PLC) model is the principle method used at Franklin High for</p>	<ul style="list-style-type: none"> <li>▪ PLC Meeting Agenda</li> <li>▪ PBIS Survey data</li> <li>▪ Student Graduate Requirement Profile Report</li> <li>▪ Junior Graduate</li> </ul>

D1.3 Findings	D1.3 Supporting Evidence
<p>evaluating student growth and progress among instructional teams. This is where teams calibrate grading and create and evaluate common assessments. The school's PLC model has its limits. Most PLC teams meet once or twice a year during release days rather than weekly or monthly. This means that PLC teams monitor student progress once or twice a year. Some grade-level teams meet for an hour once a month or every other month during late-start Wednesdays, but this is often the first thing given up when administration needs more time for other projects. This year, late-start Wednesdays have been devoted entirely to WASC.</p> <p>The school established a Positive Behavior Interventions and Support (PBIS) program called PRIDE (Preparation, Respect, Integrity, Determination, and Empathy.) We are still implementing Tier I activities (i.e. posting school rules and expectations in classrooms, introducing expectations through start of the year activities, and staff handing out tickets to students "caught engaging in positive behaviors.") Behavior data is not collected and analyzed, and Tier II interventions have not yet been put into place except for with special education students. Behavior support plans are written only for special education students.</p> <p>Counselors also play an integral role in monitoring student progress and achievement. Counselors hold academic intervention meetings with failing students and graduation plan checks with all juniors to ensure students stay on the diploma track.</p> <p>Counselors use the Student Graduate Requirement Profile Report to monitor students' progress towards graduation and college eligibility. They also conduct transcript analyses for completion of graduation requirements, especially for new enrollments and during the junior year checks. This practice of directly monitoring student progress assists counselors in evaluating student progress toward graduation as well as whether students are meeting schoolwide learner outcomes, academic standards, and college- and career-readiness standards.</p> <p>In setting up Franklin High's SEASE intervention program for 10th graders his year, criteria were</p>	<p>Planning Material</p> <ul style="list-style-type: none"> <li>▪ Transcript Analysis</li> <li>▪ SEASE Program PowerPoint</li> <li>▪ Spreadsheet of English-9 Intervention Team Data</li> <li>▪ Graphic Organizers Used to Guide Placement</li> <li>▪ Intervention Day Action Plans</li> <li>▪ SDAIE 9 Syllabus:</li> <li>▪ <a href="https://drive.google.com/file/d/1jL3D7khfmCrlljCIWeHy-6XxFrHnY-t7/view?usp=sharing">https://drive.google.com/file/d/1jL3D7khfmCrlljCIWeHy-6XxFrHnY-t7/view?usp=sharing</a></li> <li>▪ SDAIE 9 Back to School Night Standards Based Grading Overview:</li> <li>▪ <a href="https://docs.google.com/presentation/d/16yfPqiOvdNEh2v3iuwPFrXCcBbzTAigj-q_IPIKp6ac/edit?usp=sharing">https://docs.google.com/presentation/d/16yfPqiOvdNEh2v3iuwPFrXCcBbzTAigj-q_IPIKp6ac/edit?usp=sharing</a></li> <li>▪ Math 3, Semester 1 Essential Skills Quiz Record Sheet</li> <li>▪ Math 3, Semester 1 Essential Skills Quiz Model</li> <li>▪ Math 3 Essential Skills Quiz--Sample Student Work</li> <li>▪ AP English Literature</li> </ul>

D1.3 Findings	D1.3 Supporting Evidence
<p>developed to screen students for admission. The use of multiple evaluation tools (including past grades, attendance history, discipline history, and counselor recommendations) enabled the team to identify 60 students as potential fits for the program. These students, none of whom receive special education, English Learner, or AVID support, were in danger of slipping through the cracks without some sort of intervention. The development and implementation of the screening system has enabled the school to place these students into a setting that will give them a much greater chance of meeting schoolwide learner outcomes, academic standards, and college- and career-readiness standards.</p> <p>Likewise, the English-9 Intervention Team which was formed three years ago, uses multiple measures to identify freshmen for English-9 intervention classes and other, non-academic interventions twice a year. The team includes a District instructional coach in English, all college-prep English-9 teachers and the special education English-9 teacher. An intervention English-9 teacher with a background in alternative education and special education is assigned to the yearlong English-9 class for students who need more time to acquire college-prep level language arts skills, a college-prep intensive reading intervention class for students who have gaps in phonics, and repeater classes for upper-grade students who have failed either English-9 or English-10. At semester, when the intensive reading intervention class is coming to an end, the team convenes to identify those CP English-9 students who are failing and those special education English-9 students who are ready to transition into general education English. Second semester, the intervention strand offers two quarters of CP English-9, taught with intervention strategies that, if passed, give students the 10 credits of CP English-9 needed for high school graduation and entry into a university post-high school.</p> <p>The English-9 Intervention Team spends weeks collecting data on each student referral, including middle and high school transcripts, attendance records, discipline records, intervention attempts, SBAC scores, writing samples, and reading scores from assessments administered by the instructional coach. The team</p>	<p>and Composition and English-11 Honors Synergy Gradebook Printout</p> <ul style="list-style-type: none"> <li>▪ Printout of Student Vue, Teacher Vue, and Administration Vue</li> </ul> <p>CSUS Visit Reflection Letter</p> <ul style="list-style-type: none"> <li>▪ UC Davis Visit Including Robotics Visit</li> <li>▪ City of Sacramento Department of Water Resources Reflection Letter</li> <li>▪ CSUS Team Building Day at Peak Adventures</li> <li>▪ Design Thinking and Collective Intelligence Studies</li> <li>▪ Chemistry and Physics CER Evidence - New Element Discovery and Motion: Student Work</li> <li>▪ NGSS SEP Posters</li> <li>▪ AP Chemistry Quizzes, Chemistry CER's (Hot Air Balloons), Biology Exams (Genetics) and Physics Inquiry Activities (Galileo Lab)</li> <li>▪ Rubric of Speech Assignment</li> <li>▪ IEP Transition Plan</li> </ul>



D1.3 Findings	D1.3 Supporting Evidence
<p>creates a spreadsheet of data and shares it with administration, counseling, the school psychologist, the English Learner program coordinator, and the special education department chair for input. The team evaluates the data together and creates an action plan for each student, not only addressing academic needs, but also social-emotional and medical needs. Interventions often include requests for the school psychologist to intervene or for a 504 Plan to be held. Admission into the freshmen intervention classes is only dependent on demonstrated academic need, especially when a student has not met SBAC standards two years in a row, reading scores show deficits, writing samples indicate need, and interventions attempted in the general classroom have failed. Students with IEPs, 504 Plans, significant discipline issues and English Learner status are not excluded at this level.</p> <p>The team meets again in the spring semester to identify incoming eighth-graders who will need English intervention classes using the same methodology. This year, Franklin requested that Toby Johnson Middle School English teachers join the high school for this meeting, but the current TJMS principal denied our request saying he did not believe this was something his teachers would want to do. He has just retired mid-year, and the team plans to issue another invitation now that a new principal is in place.</p> <p>Students in SDAIE English 9 are given opportunities to revise work in order to demonstrate mastery of the standards. Grades are determined by student performance on assessments in the following categories: Writing, Reading Informational Text and Literature, Language, Speaking and Listening, and Habits of Mind. All summative assessments are scored out of 10 possible points and correspond to specific, standards-aligned rubrics and success criteria. As you can see in this Back to School night PowerPoint explanation and syllabus, parents are made aware of this system from the beginning of the year. This system of grading is research-based and also helps students maintain a growth mindset as the focus is then on the mastery of skills to show understanding of the standards rather than a focus on accumulating points.</p>	<ul style="list-style-type: none"> <li>▪ Parent Communication</li> <li>▪ Student Essay about Career Goal</li> <li>▪ 11th/12th EGUSD Writing Rubric CCSS Writing #1</li> <li>▪ Performance Rubric Duet Scene and Syllabus for Advanced Theater</li> <li>▪ Spanish Oral Exam Rubric and Examples of Low-Medium-High Results</li> <li>▪ Spanish 2 Syllabus</li> <li>▪ Operations on Polynomials Scavenger Hunt (Formative Assessment)</li> </ul>



D1.3 Findings	D1.3 Supporting Evidence
<p>In the Math 3 cluster, each student is required to track their progress on successfully answering 10 questions correctly with complete precision while the teacher simultaneously tracks each individual student's progress as well as the success rate of the class as whole. The students are attempting to show their ability to master the retention of previously learned skills by getting each of the ten questions correct 4 times out of 9 opportunities each term that they take the course. Not only does the ESQ system allow individual students to monitor their own progress and seek out help specific to their own needs, teachers are able to monitor areas of weakness for both the group and each individual student. As a result, each teacher can re-teach to the class as a whole, if an area of weakness seems to be widespread among the class, or can re-teach to small groups or individuals based on their individual areas of need. This is especially useful in identifying areas of weakness among our EL population, and determining whether or not these students are struggling with math concepts and skills or the vocabulary of the instructions. By looking at the results over the course of the term, teachers can determine whether further remediation is needed on a week by week basis. This system of ESQ tracking is replicated in every math course in our department from Math 1 to Calculus, with the exception of Statistics, demonstrating our commitment to helping students improve and retain foundational skills, and improve their understanding of academic language in mathematics.</p> <p>Schoolwide and Districtwide, teachers use Synergy as an online gradebook. Synergy became the District's primary data collection platform last school year, and staff has not yet fully learned to use all of its components. However, it is the main system used to monitor student growth at this time. Professional development is ongoing to help teachers continue the transition to Synergy.</p> <p>Synergy has various different portals which are accessible to identified groups such as counselors or attendance clerks. Administration has access to a higher level than teachers, where they can access reports, transcripts, etc. "Teacher Vue" primarily allows</p>	

D1.3 Findings	D1.3 Supporting Evidence
<p>educators to maintain the online gradebook, take attendance, make seating charts, find parent/guardian contacts, and document student contacts. Teachers have expressed concern that Teacher Vue does not allow them to check on students outside of their classes who may be in clubs they advise or who may have contact with teachers in another school context. Administration has taken these teachers' concerns to the District level for review.</p> <p>The "Parent Vue" and "Student Vue" portals in Synergy allow families to watch their student's progress. The gradebook printout is a report generated from the online/digital grading platform. Students can evaluate themselves, set their own goals and check in with their teachers. Students can reach out electronically when they need additional support. Teachers can use this to guide their lessons and adapt them to their students' needs. Also, the data measures each student's progress in the course and on assessments. Parents can use this platform to monitor and help students maintain a healthy, balanced campus and home life. At the same time, departments and programs within the school have additional methods for monitoring student performance and determining grades, some of which are outlined below.</p> <p><b>GREEN and STEM Academies:</b> The GREEN Engineering and STEM Computer Technology students explore college and career opportunities in class and on field trips. Field trips include visits to community colleges, California State University and University of California campuses as well as local businesses and governmental agencies. Prior to these visits, students study the type and variety of college and career opportunities available to them, and prepare questions to ask and reflect upon during the visits. During field trips, students interview employees, then reflect on and share their experiences during in-class discussions. Academy instructors also teach team building skills through Design Thinking activities and Collective Intelligence studies.</p> <p><b>Science:</b> Franklin science classes have incorporated the new Next Generation Science Standards (NGSS) and the Claim-Evidence-Reasoning (CER) labs and</p>	

D1.3 Findings	D1.3 Supporting Evidence
<p>assessments. As students' progress, their classes incorporate Cross Cutting Concepts (CCC), Science and Engineering Practices (SEP), and Disciplinary Core Ideas (DCI). For instance, while studying the unit, "Chemistry HS-PS1 Matter and Its Interactions," students engage in observation, questioning, and CER activities. These activities include building models and debating model revisions, then reaching consensus to adopt a viable and acceptable model for patterns in the periodic table, electron structure and properties of elements and materials (HSPS1-1). Assessments occur in a variety of other forms that include academic vocabulary, formative and summative assessments. These skills help students gain communication and team building skills, teaching clear communication and the art of making strong claims supported with evidence and strong reasoning.</p> <p>Social Science: The Social Science Department places an emphasis on public speaking, focusing on clear content with proper vocabulary, word choice, and effective transitions. Students practice the delivery of their message with clear enunciation and projection, connections to evidence and a confident and convincing delivery. Student presentations are evaluated on a five-point scale in 10 categories related to content and delivery. These expectations are reflected in other disciplines on campus, including English-10 where students are expected to meet the speech proficiency required for a Franklin High School diploma.</p> <p>Special Education:</p> <p>The Special Education Department monitors student achievement through the individualized education program (IEP), documenting current levels of performance and charting progress toward specified goals. The transition plan outlines academic and career-readiness goals to ensure a smooth transition from high school to life after Franklin High. These documents are based heavily on assessment data collected prior to the IEP meeting. For example, a student's case manager would collect reading fluency, reading comprehension scores, and phonics recognition data from the intensive reading intervention teacher, and use that information to determine future reading</p>	

D1.3 Findings	D1.3 Supporting Evidence
<p>goals. Student input is critical as this is a student's own life plan. One assignment used to monitor student progress toward career-readiness is the career research essay.</p> <p>English Department</p> <p>In upper-level English classes, students hone their writing skills by crafting an argumentative essay persuading their parents/guardians to accept their future plans. This assignment is structured to assist students in brainstorming their topic(s) and includes a clear rubric to measure performance. This helps students develop a logical effective argument for their plan and to find evidence supporting their ideas. The task assesses students' academic standards for writing and prepares them for college and career. This assignment is used across the grade level to determine student performance.</p> <p>Performing Arts Department</p> <p>The Performance Rubric and Syllabus outlines expectations for students' performance and growth. Students are evaluated on characterization, memorization, voice projection, articulation, group dynamics and preparedness. The Advanced Theater syllabus clearly defines student expectations and outlines course requirements. These documents are the basis upon which students' grades, growth, and performance levels are determined.</p> <p>World Language Department</p> <p>In the World Language Department, a written practice activity is given to students to prepare for an oral exam. Oral rubrics are completed for each of the students to provide feedback regarding areas of strengths and weaknesses. Samples of graded rubrics show students' performance at low, medium and high levels, with most students performing at the medium level.</p> <p>The Spanish 2 syllabus shows the emphasis placed on real-life use of the Spanish language with proficiency in communication, applying interpersonal, interpretive and presentational skills. Focused listening and active participation are part of each student's grade. Synergy is used for students to track grades and missing</p>	

D1.3 Findings	D1.3 Supporting Evidence
<p>assignments.</p> <p>Math Department</p> <p>One example of monitoring student progress in the Math Department is the scavenger hunt assignment on operations and polynomials. This formative assessment evaluates student performance/progress with operations (addition, subtraction, and multiplication) on polynomials. This activity allows teachers to monitor progress toward meeting academic standards in Math 2.</p>	

D1.3. Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

D1.3 Findings	D1.3 Supporting Evidence
<p>Online instruction is an integral part of the typical day for many Franklin High School teachers. Newly adopted curriculum in core subjects now include online components, allowing teachers to prepare students for the SBAC and other state-mandated assessments, and sometimes eliminating the need for students to carry textbooks home as they can access their instructional materials online, from a computer, a tablet, or a cell phone. However, Franklin High School does not use results from state-mandated assessments to make decisions about student achievement and advancement, and improving the instructional program. This is addressed in the areas of growth section.</p> <p>Additionally, Franklin offers an online credit recovery program called APEX in social science, English, and math where students can make up credits online under the direct supervision of a teacher on campus.</p> <p>With the convenience and opportunities that exist with</p>	<ul style="list-style-type: none"> <li>▪ StudySync Testing Instructions</li> <li>▪ APEX Document</li> <li>▪ Print-Out from Desmos Program</li> <li>▪ Language Live! Document</li> <li>▪ AP Spanish Syllabus</li> </ul> <p>Principles of Engineering Syllabus</p> <p>Current Events – Economics with Manfredi</p>

D1.3 Findings	D1.3 Supporting Evidence
<p>online instruction comes the need for guidelines. These guidelines help to ensure academic integrity and that students are doing their own work, as well as ensuring mastery of the skills and content.</p> <p>The APEX program has built in assessments that students must pass in order to receive credit. Students enroll in an APEX class outside of class time or during summer school. The work is done on campus using school computer labs with a teacher credentialed in the subject matter supervising and providing support. The teacher provides feedback to students throughout the term to facilitate further improvement in the student's scores. At the end of each unit, students must take a written exam. This is graded and assessed by the teacher, allowing for written and verbal feedback through the progression of the course.</p> <p>Desmos, a math application and website, is being integrated into the CAASPP test beginning this year. Teachers have access to a special classroom version allowing for the distribution of formative assessments. The teacher dashboard on Desmos allows the teacher to actively monitor student progress and make corrections in instruction, if needed. Other online programs used include IXL, ST Math, and Khan Academy.</p> <p>Teachers use online curriculum in their classrooms to continually assess students and revise instruction. The intensive reading intervention program uses a textbook to back up what is mostly online instruction and assessments. A teacher trained in the program can see online what a student is doing, and what mistakes the student is making. The district requires a minimum of 70 percent accuracy on each lesson or assessment before the student can progress. Credentialed English teachers supervise the class and reteach lessons individually when a student's score falls below 70 percent.</p> <p>Many teachers include rules about online instruction in their syllabi, stating which online activities are acceptable and which are not, and which programs or apps student may use in the classroom.</p> <p>In the Principles of Engineering syllabus, students learn</p>	<ul style="list-style-type: none"> <li>▪ English syllabus</li> <li>▪ Sports Psychology Final Presentation Rubric</li> <li>▪ IXL Assessment</li> <li>▪ Economics Video (DVD)</li> </ul>

D1.3 Findings	D1.3 Supporting Evidence
<p>that a required technical report has steps in place that prevent students from moving on without a teacher reviewing their work.</p> <p>In an economics class, students locate current events online and submit them via Google Classroom from the student's school account. The teacher can then verify who did the work because the document comes from the student's account.</p> <p>An English teacher uses a homework completion app with students called "Remind" to ensure that students remember important deadlines and to give students optimal opportunities for success.</p> <p>The final project for Sports Psychology has students conduct research online. The project, including a PowerPoint presentation, is submitted electronically.</p> <p>In math, students practice math skills online through the IXL program which evaluates students individually, with the goal to reach mastery. Students log in with their passwords to ensure integrity. The program will not allow students to move forward without showing mastery in the previous skills.</p> <p>In our AP Economics class, students are asked to create a music video to explain complex economic theories. Since the students themselves are actually in the video, academic integrity is ensured.</p>	

### Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4 Findings	D1.4 Supporting Evidence
Decisions about graduation requirements, credits, and courses are made at the District level and approved by	<ul style="list-style-type: none"> <li>▪ List of Staff Participation on Committees</li> </ul>



D1.4 Findings	D1.4 Supporting Evidence
<p>the Elk Grove Unified School District governing board. Franklin High School does not usually share in those decisions. When sites are asked to participate in decisions, input is given through District committee meetings such as steering and curriculum pilot meetings. Franklin High staff members hold several positions on District committees. Site administration is usually not involved in curriculum adoption or recommendations made at the steering committee level.</p> <p>With the advent of Synergy, the District required some departments to review course descriptions last year, rename classes, and align the course expectations with classes offered at other Elk Grove Unified high schools. In the English Department, this led to many teacher meetings with District personnel to ensure intervention English classes were rigorous enough to warrant college-prep credit, that elective preparatory English classes known as “bridges” did not supplant core curriculum but supplemented it, and that other English electives such as silent sustained reading (now known as Literature Studies) aligned with Common Core standards. Furthermore, District personnel emphasized the importance of accurate course identification in Synergy so that codes are no longer interchangeable.</p> <p>Homework and grading policies ultimately are the responsibility of the classroom teacher, but the policies are usually created within the Professional Learning Community (PLC) meetings to ensure consistency. Homework and grading policies are reviewed annually within the PLC’s. Site administration is generally not involved in the implementation and review of homework and grading policies, but each teacher is required to create a syllabus for each class taught and give the principal’s secretary a copy. The syllabi are often signed by parents to ensure they are aware of grading policies and expectations.</p> <p>PLC teams do periodically review and assess the effectiveness of their program areas by calibrating common assessments and sharing best practices and failures. One result of these reviews is the adoption of the High-Quality Pathways program to provide students interested in career-technical training with a logical graduation plan.</p>	<ul style="list-style-type: none"> <li>▪ Syllabus</li> <li>▪ PLC Meeting Agenda</li> <li>▪ High Quality Pathway Course Selection Form</li> <li>▪ English and Science PLC Meeting Agenda/Notes</li> <li>▪ Course Selection Form</li> <li>▪ STEM Requirements Flyer</li> <li>▪ IEP</li> <li>▪ Email from the District Office Regarding an Upgrade</li> <li>▪ Science PLC Meeting Agenda</li> </ul>

D1.4 Findings	D1.4 Supporting Evidence
<p>Other processes used at Franklin High to review and assess the effectiveness of each course and program are: Student course selection forms. These clearly identify which courses fulfill the a-g requirement for admission into a California State University of University of California upon high school graduation, and academy requirements. Counselors are able to assess an individual student's progress toward graduation requirements, credits needed, and course completion. Course selection forms also help administration and the Counseling Department determine which classes and programs are in demand and which should be cancelled.</p> <p>The Special Education Department uses the individualized education program (IEP) to evaluate a student's progress through the review of data to project new annual targets to help the student succeed in the least restrictive environment. IEP team members evaluate courses and credits needed to determine which would make up a challenging, coherent, and relevant program for each student with disabilities.</p> <p>The Industrial Technology Department has been upgrading classrooms to ensure students receive a challenging and relevant education as a result of the department's review of its programs.</p> <p>The Math Department teachers periodically review the expectations of the Advanced Placement (AP) test to determine how curriculum must be presented in prior math classes. For example, the AP test requires rounding to the thousandths place and radicals to be left un-simplified. In prior math classes, teachers adopt these guidelines to keep expectations coherent throughout the program.</p> <p>The Science Department meets to review common assessments. Teachers discuss test results at cluster meetings and share ideas about successful lessons and activities, in addition to discussing areas that need improvement. Teachers also discuss these results informally throughout the year.</p>	

#### Schoolwide Modifications Based on Assessment Results

D1.5. 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.

D1.5. Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

D1.5 Findings	D1.5 Supporting Evidence
<p>Franklin High School's effectiveness using assessment results to make changes in the school program, professional development activities, and resource allocations is mixed. On the one hand, instructional staff and coaches rely on formative assessment data to inform instruction and coaching on a daily basis. On the other hand, the lack of a schoolwide plan for analyzing standardized assessment scores and addressing the achievement gap shown in those results means that Franklin High does not consistently and effectively use assessment results in a systematic way to make needed changes. Moreover, Franklin High remains at the Tier I level of Positive Behavioral Interventions and Supports (PBIS) so that staff is not yet consistently analyzing assessment results and data to address individual student behavior that needs intervention. These are growth items.</p> <p>Due to assessment results on standardized tests and grades, Franklin High has implemented intervention programs in recent years. Two years ago, Franklin High began receiving LCAP funds. Expenditure of that money is directly tied to assessment data. However, Franklin has additional work to do in this area. SBAC results and enrollment in intervention vs. honors classes at Franklin High consistently show a significant achievement gap between White and Asian students vs. African-American and Hispanic students. This was identified as a growth area on Franklin High's WASC report six years ago and is addressed in the LCAP goals, but to date, no school wide plan has been developed for successfully addressing the disparity.</p> <p>Some of the more effective changes that have occurred at Franklin High as a direct result of assessment data review are the following: The vice principal supervising the English</p>	<ul style="list-style-type: none"> <li>▪ CAASPP Data</li> <li>▪ School Site Council EL Budget</li> <li>▪ EL/SDAIE Staff Meeting</li> <li>▪ Professional Development</li> <li>▪ January, 2017</li> <li>▪ ELPAC Staff Meeting</li> <li>▪ Professional Development</li> <li>▪ January, 2018</li> <li>▪ EL/SDAIE Team Meeting Notes - April, 2018 (Hard Copy)</li> <li>▪ EL Student D and F Grades by Department and Grade Level, 2017-18 (Hard Copy)</li> <li>▪ EL/SDAIE Team Meeting Notes – August 13, 2018 (Hard Copy)</li> <li>▪ <a href="https://www.overdrive.com/media/3252533/teaching-literacy-in-the-visible-learning-classroom-grades-6-">https://www.overdrive.com/media/3252533/teaching-literacy-in-the-visible-learning-classroom-grades-6-</a></li> </ul>

D1.5 Findings	D1.5 Supporting Evidence
<p>Learner/Specially Designed Academic Instruction in English (EL/SDAIE) program and the EL/SDAIE coordinator have worked together to develop this program into one of the school's strongest assets. The EL/SDAIE Professional Learning Community (PLC) meets regularly to review student assessment data and determine student needs. Based on a review of data regarding high math failure rates for English Learner and Re-designated Fluent English students, the ELD staff implemented after school math tutoring. Based on concerns about D and F rates for EL and RFEP students, ELD staff implemented a mentoring program. All funding requests are aligned with site LCAP goals.</p> <p>Teachers or teams request materials in a written application that is reviewed by the EL coordinator and administrators. For the past two years, Franklin's EL professional development has been based on student needs as reflected in CELDT, ELPAC, and classroom performance data. With regard to professional development, the EL coordinator works closely with math teachers to better support student achievement. For example, the EL coordinator created a quadrilaterals handout for struggling Math 1 and 2 students to facilitate their learning. The EL coordinator, who is also a teacher on campus, works closely with the on-campus EL instructional coach to provide ongoing training at faculty meetings. Topics include an introduction to the ELPAC, how to work with English learners in the classroom, how to identify ELs using the district database, Synergy, and what the EL designations and levels mean.</p> <p>The EL and SDAIE team regularly and systematically uses assessment results to drive school programs, professional development activities and resource allocation. The team uses a wide-range of assessment data including; ELPAC (English Language Proficiency Assessments), ELA/Math SBAC (CA. Assessment of Student Performance and Progress Smarter Balance) scores, LTEL data (2016 LSTG, SPKG, RDG, WTG), RFEP D and F grade data (disaggregated by grade level, gender, math course, and grades by school-wide departments), and Upper-Level Spelling Inventory. District and site funding has provided numerous staff</p>	<p>12</p> <ul style="list-style-type: none"> <li>▪ Focal Student Support Program:</li> <li>▪ EL/SDAIE Team Meeting Notes – August 22, 2018 (Hard Copy)</li> <li>▪ ELPAC and SBAC Data (ELA/Math) (Hard Copy)</li> <li>▪ Focal Student Support Program: EL/SDAIE Team Release Day – May 15 (Hard Copy)</li> <li>▪ PowerPoint Overview of the SEASE Intervention Program</li> <li>▪ Student Reflection Papers</li> <li>▪ Interactive Notebook</li> <li>▪ Gamers' Club Assessment of Organizational Knowledge</li> <li>▪ FHS Garden Project DVD</li> <li>▪ LCAP Funding Request to Purchase Calculators</li> <li>▪ LCAP Request for Release Days by the Science Department for Chemistry, Biology, and General Science teachers</li> </ul> <p>LCAP Request for Release Days from</p>

D1.5 Findings	D1.5 Supporting Evidence
<p>development workshops, PLC meetings, EL/SDAIE team meetings, and release days to train and support teachers in their work to provide quality instruction to our EL students.</p> <p>The assessment results above have been used to develop whole staff meeting professional development activities focused directly on the EL population (January 2017 and January 2018.)</p> <p>The January 2017 Staff Meeting Professional Development workshop focused on a school wide approach in dealing with new ELPAC testing that was being implemented. Student ELPAC scores were used to help create the following workshop topics to help classroom teachers direct instruction in developing lessons that help students improve important academic skills:</p> <p>How to address the need for students to practice academic English orally and be held accountable for it;</p> <p>Utilizing vocabulary building strategies;</p> <p>Teaching Summary writing strategies;</p> <p>Building routine for A/B partner interactions; and</p> <p>Building routine for reporting out.</p> <p>In the January 2018 Staff Meeting Professional Development, the EL/SDAIE Leadership team presented a workshop for the staff which addressed helping teachers understand and utilize ELPAC scores. The workshop covered topics related to understanding ELPAC scores, how the scores are used in course placement, and strategies that could be used in academic classes that help students in the test domains of writing, listening, speaking, and reading. The objectives for the workshop were:</p> <p>Develop an understanding of the ELPAC;</p> <p>Identify ways for students to build necessary skills in our content-area classrooms.</p> <p>The EL/SDAIE team meeting notes show a systematic record of planning, coordination, and implementation of a results-driven process. Student assessment data is used in each of the selected meetings to drive</p>	<p>Math Department</p> <ul style="list-style-type: none"> <li>▪ EGMAP Explanation Document</li> <li>▪ Math Pre-Service Professional Development 2018-19</li> <li>▪ CETA Conference Award Email Notification for Outstanding Theater Education Award</li> <li>▪ Newspaper Article about Teacher of the Year</li> </ul>

D1.5 Findings	D1.5 Supporting Evidence
<p>discussions about possible strategies, programs, and support tools that could be offered to our EL/SDAIE students. In the April 24th and 25th meetings, team members used LTEL CELDT scores and LTEL D/F grade reports as a tool to brainstorm and create EL Program LCAP Goals. In the August 13 meeting, English teachers used EDGE Placement Ranges to discuss the best classes for student placement.</p> <p>The key assessment tools have also been used to create and fund the EL/SDAIE Focal Student Pilot program. Using the assessment data related to EL/SDAIE D and F records, a pilot program was developed and implemented to match EL/SDAIE team members with students identified from the D/F list. Team members meet with students on a regular basis to mentor students throughout the year. Topics of the meetings include goal setting, discussions related to progress in classes, organizational help, and other topics related to their success. Funds for stipends for participating teachers involved in the program have been allocated from site funding.</p> <p>Funds have also been allocated to provide each EL/SDAIE team member with, Teaching Literacy in the Visible Learning Classroom. Numerous sections of the book have been used to facilitate PLC team meeting activities directed toward improving instruction in key areas as determined by ELPAC and SBAC scores.</p> <p>To help meet the needs of our SDAIE students in their social science courses, the school has allocated funds to add and offer classes in both SDAIE United States Government and Economics. Teachers teaching these courses have been added to the expanding EL/SDAIE PLC team and have participated in training workshops, in-services, and summer training.</p> <p>EL/SDAIE release days have been funded to help support teachers in developing skills and strategies necessary to provide instruction that improves student outcomes in key areas identified by the assessment tools. The EL coordinator and District EL coach provided a full day of in-service including a demonstration lesson, a reading and discussion on current best practices in the areas of student support,</p>	



D1.5 Findings	D1.5 Supporting Evidence
<p>and one-on-one guidance in instructional support.</p> <p>In the spring of 2017, the English Department created a freshman intervention strand for students in general education who needed extra help in reading and writing during their first year of high school. Classes include an intensive reading intervention class as well as a yearlong English-9 class. The English-9 PLC meets twice a year, once before winter break to determine who is failing general education English-9 and why. The team then refers students to second semester intervention classes if appropriate. The team meets again in the spring to discuss incoming eighth-graders and placement for next year's sophomores. English teachers work with the District's instructional coach to analyze SBAC scores, reading scores, middle and high school transcripts, discipline records, attendance, and writing samples.</p> <p>This year a 10th grade PLC formed to create a schoolwide intervention program called SEASE for students who had failed two or more classes in ninth grade. This program, using LCAP money, identified about 60 incoming sophomores who had no other supports, e.g., IEP, 504 Plan, Avid, and who were failing. Advocacy classes were set up for these students, mentoring and field trips were provided, and parent meetings have been held. A counselor and administrator were chosen to work with these students, and the school psychologist was brought into the program. Teachers who created the program presented it to the faculty in August 2018 at a staff meeting. Data reviewed included transcripts, attendance, and discipline records.</p> <p>Assessment data is used to change course within the classroom as well. Reflections written by 2017-18 students in the year-long English-9 intervention class guided instruction this year. Formative and summative math assessment results have shown that further scaffolding is needed in the concept of absolute value equations. Math teachers created an interactive notebook to reinforce this skill.</p> <p>Likewise, assessment data drives expenditures in extra-curricular activities, clubs, and wellness activities such as Challenge Day/Diamond Day. In the Gamers' Club,</p>	



D1.5 Findings	D1.5 Supporting Evidence
<p>officers and advisors meet to track and evaluate progress and performance of the student club. The agenda items and questions demonstrate how resources and funds are allocated.</p> <p>A few years ago, students from departments across campus from AP level to Special Education, assessed various aspects of the school grounds to develop the data behind the master plan for the FHS Garden Project. Examples include calculating the slope of the grounds for the project, researching the history of the school, and collecting data from student questionnaires. The project was funded by several organizations, including the US Fish and Wildlife Service. Over the past few years, this work has guided the expenditures of thousands of grant dollars used to create and maintain academic gardens on campus.</p> <p>Athletic coaches collect and use data to inform their coaching. Online websites such as Hudl allow coaches to videotape individual athlete's performance and target skills.</p> <p>The success of Franklin High's programs is largely dependent on teacher initiative and LCAP funding, both of which are guided by assessment data. At Franklin High, teachers who want to use LCAP funds must first fill out a form that tells how the expenditure relates to existing LCAP goals and Common Core standards, and what the research shows about the proposal. LCAP funding has been used to purchase graphing and scientific calculators for the Math Department to help prepare students for SBAC and higher-level mathematics.</p> <p>LCAP funding was used to create a scope and sequence of Next Generation Science Standards themes and lesson for chemistry, biology, and general science. Science teachers meet regularly to ensure their lessons are aligned with the new science standards, and that courses are rigorous. Substitute teachers for these release days are paid with LCAP money. The Elk Grove Measurement of Academic Progress (EGMAP) is used as a benchmark for LCAP funds supporting EL/SDAIE, after-school tutoring, Challenge Days/Diamond Days, PRIDE (the PBIS program), Take Your Parent to School Days, Sober</p>	

D1.5 Findings	D1.5 Supporting Evidence
<p>Grad Night, the movie “Screenagers,” and CTE/certificate programs.</p> <p>Standardized testing results are one criteria for allocation of the Local Control and Accountability Program (LCAP) budget, most of which pays for release days so teachers can meet in their Professional Learning Communities (PLC). Analysis of common assessments is a frequent PLC agenda item and an important one. Analysis of common assessments helps teachers keep their programs consistent, alerts them when lessons or pacing guides need revision, and reassures them when lessons work – all of which make instruction more effective. However, the direct analysis of standardized assessment scores, either within PLCs or as an entire school, does not consistently take place in a systematized way.</p> <p>Franklin teachers frequently seek professional development, and LCAP often makes it possible. Pre-service professional learning for mathematics teachers included tips on how to approach performance tasks on the SBAC/CAASP examination. The LCAP Goal 1.1 was designed to increase the number of students attaining proficiency in the core content areas. “A3WP” teaches strategies that support learning for socio-economically disadvantaged students and English learners, two Franklin subgroups that assessment data consistently has shown need intervention.</p> <p>Due to the professional commitment of teachers here at Franklin High School, and the fact that assessment data drives all instruction on this campus, Franklin High school’s teachers are recognized as being exemplary. One of our theater teachers, for example, was named Teacher of the Year from Northern California by the California Educators of Theatre Association for outstanding achievement and contribution in theater instruction. Additionally, one of our math teachers was recently named Sacramento County Teacher of the Year.</p>	

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through

a challenging, coherent, and relevant curriculum.

D1.6 Findings	D1.6 Supporting Evidence
<p>Franklin High systemically assesses its curriculum and instruction review and evaluation processes, relying heavily on the PLC model introduced school wide four years ago. A committee of teachers and all administrators attended Saturday trainings for an entire year, then brought the PLC model back to the campus. Four school site teams (English, English Learner, World Language, and Math) participated in additional training with Solution Tree, the consultants who provided the Saturday trainings. From there, teachers trained each other to run meetings with norms and collaboration. Today, the vast majority of LCAP funding goes toward release days for teachers who want to assess curriculum and instruction within their teams. The PLC model facilitates the review of data to assist the effectiveness of instruction. Typically, additional collaboration time is built into the yearly schedule during late-start Wednesdays.</p> <p>This year, Franklin's site level administration team completed mandated training at the District level to calibrate their staff evaluation process. In this way, the District ensures that regardless of which member of our administrative team is tasked with evaluation of a staff member in a particular department, the same standards of observation are applied and the same quality of feedback and accuracy in evaluation of teacher performance are provided.</p> <p>On campus, Franklin has a variety of methods for assessing students' progress toward meeting academy course requirements, graduation requirements, and course completion. Students meet with counselors throughout their time at Franklin to assess their progress in meeting graduation requirements. Counselors also keep track of students who are at risk of falling behind in credit attainment. In their junior year, students receive copies of their transcripts in their advocacy class and counselors show them how to evaluate their graduation plan.</p> <p>The Special Education Department works with staff during the IEP process to develop adaptation plans that guide teachers when they assess students with disabilities. Departments also set annual goals that are</p>	<ul style="list-style-type: none"> <li>▪ PLC Meeting Agenda LCAP Budget</li> <li>▪ LCAP Request Form NGSS Curriculum Development and Alignment with Common Core</li> <li>▪ Training Documents</li> <li>▪ Advocacy Lesson Plans Advocacy PowerPoint Transcript Review</li> <li>▪ IEP Transition Plan</li> <li>▪ Special Education Department Goal</li> <li>▪ Green Academy Flyer</li> <li>▪ Professional Development Agenda including Common Assessments</li> <li>▪ Research Study into Equity in AP English</li> <li>▪ Agenda for ELA/ELD Humanities Meeting</li> <li>▪ AP Calculus Student Analysis for Chapter 1 Test.</li> <li>▪ Percentage of FHS Students who Submitted FAFSA Comparison by District</li> <li>▪ The University of California High School Counselor Conference Schedule</li> </ul>

D1.6 Findings	D1.6 Supporting Evidence
<p>shared with administration. This year's Special Education Department goal is to improve the monitoring and reporting of student progress each quarter in addition to the traditional progress reports and report cards.</p> <p>Counselors and academy coordinators have developed course sequences to ensure students in those programs meet graduation requirements through a rigorous and relevant course of study. For example, the Green Academy informational flyer outlines a course sequence that students can follow to explore energy through engineering. While completing this sequence, students also complete high school graduation requirements. Counselors, administrators, and academy leaders are currently re-evaluating the academy programs to create a new STEAM program to include the arts.</p> <p>Franklin teachers and counselors participate in a variety of professional development workshops and conferences to keep abreast of educational trends so that they can continually evaluate Franklin's programs in an efficient and meaningful way. For example, AP-level teachers attend summer trainings and then align curriculum and instruction with state and national standards. The evidence shows how an AP Calculus teacher analyzes student responses by question to determine whether all students are learning the material.</p> <p>Additionally, counselors attend trainings throughout the year, such as the University of California High School Counselor Conference, to ensure they can evaluate and review programs accurately and appropriately. One of the ways attendees bring that information back to campus is evidenced in the high number of students submitting FAFSA applications as compared to other high schools in the District.</p>	

## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

D2.1 Findings	D2.1 Supporting Evidence
<p>Assessment, particularly formative, drives instruction at the academic, coaching, and extracurricular level. Summative assessments are given on a logical timeline, e.g., at the end of a unit or chapter or during finals week. Formative assessment is done constantly and in all settings at Franklin High School. This is perhaps one of Franklin High's greatest strengths: the frequency and variety of formative assessments that instructional staff uses to improve learning.</p> <p>A quick, online survey of Franklin High teachers gave a glimpse of some of the many formative assessment techniques used by teachers:</p> <p>In art classes, teachers constantly refer to mastery examples that are posted in the classroom. Students receive rubrics for grading their projects before they start work. When art teachers see an individual student straying from the goals, teachers ask those students to pull out the rubric and identify why the teacher is redirecting the student.</p> <p>In Advanced Placement Calculus, the teacher uses a warm-up quiz to review previous concepts and skills.</p> <p>Another math teacher uses half-sheet warm-ups and quizzes. She gives students the problems they will face on an upcoming test. Then students, without bringing along a pencil or pen, walk around the room and talk to any student about the problems for two minutes.</p> <p>Still another math teacher reports that he uses "Synch Time" at least twice a period. He sets a timer for three minutes and students check their work with a partner, stating aloud the process they used to solve their problems. If the partners do not agree, they discuss who might have been correct and what mistakes were made. When time is up, students can ask for clarification on three problems.</p>	<ul style="list-style-type: none"> <li>▪ Franklin High School Profile</li> <li>▪ Argumentative Essay: To Kill a Mockingbird Papers; Revised Essays</li> <li>▪ Parallel Test</li> <li>▪ Email: Theater Planning/ Communication with Families</li> <li>▪ Email Re: Question about Spec Ed Testing</li> <li>▪ English PLC Meeting Agenda</li> </ul>

D2.1 Findings	D2.1 Supporting Evidence
<p>In a math class, dice are rolled that correspond to the row and columns of desks to randomly select a student to come to the whiteboard. Students are allowed to bring a friend for moral support.</p> <p>In French class, students use white boards to give quick written responses. The teacher uses index cards to call on students. She walks around and spot checks students while they work. She also engages them in brief review activities that are immediately self-corrected, e.g., think-pair-share and review games. She also has students complete several practice activities in the same format as the quiz before they actually take the quiz. She reteaches as needed.</p> <p>World Languages use Popsicle sticks or cards to randomly call on students. Teachers use pair-share, where two students have a conversation in the target language. Then one partner has to share what the other said. Whiteboards and games like Kahoot help teachers check for understanding.</p> <p>In many cases, as time allows, teachers permit students to revise summative exams as well because revision is the key to learning.</p> <p>In English classes, students are often allowed to revise essays extensively to master concepts and improve their grades.</p> <p>In AP Calculus, the teacher does close analyses of student performances on exams and quizzes to identify specific skills with which a student is struggling. Students can complete a test correction packet. Students analyze their mistakes, state what they did wrong, and then rework the problem. After a particularly weak performance on a test, the teacher will write a “parallel test” that matches the original test question-for-question, but with fresh problems. Students complete the parallel test independently, giving them a chance to correct errors but also to apply their new understanding of those concepts.</p> <p>In art classes, students whose projects are far from the ideal, receive an “R,” which means revise.</p> <p>In repeater and special education English-10 classes, students who are completing their speech proficiencies</p>	

D2.1 Findings	D2.1 Supporting Evidence
<p>are given feedback from the entire class, not just the teacher. They are allowed to revise and re-present their speech as many times as necessary to pass it. Smaller class sizes in intervention and special education make this possible.</p> <p>In intensive reading intervention classes, students must earn a minimum score of 70 percent. Those who do not achieve this level will meet with the teacher for re-teaching and then the test is reassigned.</p> <p>In French, students can retake all quizzes and tests to try for a better score. Students are given the opportunity to see their results, ask questions, and receive re-teaching if necessary before retaking the test.</p> <p>An important component of effective assessment is maintaining open and effective lines of communication with the strongest backers of the programs and students: the parents and guardians. Teachers use e-mails, phone calls, and parent meetings to keep in touch. Synergy's online gradebook provides an opportunity for parents and students to monitor grades and e-mail staff directly.</p> <p>Another important component of effective assessment is frequent evaluation and revision. Franklin High School teachers evaluate and revise their assessments frequently. During a day-long PLC meeting, English teachers collaborated to map the AP English Literature and Composition course, and chose common assessments for spring semester. The Science Department generally uses common assessments every two weeks due to the accelerated pace of a block schedule.</p>	



D2.1. Additional Online Instruction Prompts: Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.

D2.1 Findings	D2.1 Supporting Evidence
<p>Franklin High School integrates online assessments, both formative and summative, in many areas of instruction.</p> <p>APEX, a self-guided and self-paced online credit recovery program in English, math, and social science, is offered to students who need to repeat classes required for graduation. Students take online tests and quizzes to demonstrate they have met academic standards under the supervision of a teacher credentialed in the specific subject matter.</p> <p>Math I, Math II, and Yearlong Math III are given access to IXL, an online skill building program that adapts instruction and assessment to the individual's specific needs. Teachers use this during the school day, and students can use it at home as well.</p> <p>The English Department, has adopted the District wide Study Sync curriculum, which includes an intense online component that allows students to be assessed in an SBAC format.</p> <p>The intensive intervention reading classes assess for word recognition and reading skills. Performance is tracked and compared as each unit progresses. Progress is determined by the program and reported back to the student via printout. Students have specific goals and are assisted in reaching these goals.</p> <p>An e-mail survey of Franklin High staff shows that many teachers use online programs and apps, including Google Classroom, to assess students, often formatively. Here are some of the teacher responses:</p> <p>Kahoot is a popular game app used to review material or check for understanding across all disciplines.</p> <p>Google Slides and Google Docs are used to share student work and peer edit.</p> <p>Google Classroom is used for students to create image banks for artwork.</p> <p>Google Classroom is used for teachers to store chapter</p>	<ul style="list-style-type: none"> <li>▪ Guided Online (APEX)/Extended Education Student/Parent Agreement</li> <li>▪ Printout of StudySync Assessment</li> <li>▪ Printout of Language Live! Assessment Spreadsheet</li> </ul>

D2.1 Findings	D2.1 Supporting Evidence
<p>and unit review material so students have easy access when studying.</p> <p>Google Forms is used to create online quizzes.</p> <p>Plickers, a low-tech version of Kahoot, is used to check for understanding.</p> <p>Google Classroom is used so students can submit videos and slide shows.</p> <p>Grade Cam is used to create assessments that allow teachers to see data on each student for each question.</p> <p>Chromebooks are used to access the online curriculum that pairs with student textbooks.</p> <p>Conjuguemos.com, is a website that Spanish students use to practice and review grammar and vocabulary. It has interactive games students can play with each other.</p> <p>Google Docs is used for homework submission so that students maintain a copy for their own records.</p> <p>Google Docs is used for scholarship portfolios.</p> <p>Google Classroom is used to maintain a bank of “extra” copies and lecture PowerPoints for students who missed class or who lost an assignment.</p>	

### Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

D2.2 Findings	D2.2 Supporting Evidence
<p>Franklin High School teachers regularly collect data on student performance in various forms, including writing diagnostics, formative assessments, digital technologies (e.g., Quizlet or Kahoot!) and summative assessments such as unit exams and formal essays. This data is analyzed in many ways, including through the use of analytic rubrics, item analysis tools on Gradecam, and reports from the College Board on the strengths and</p>	<ul style="list-style-type: none"> <li>▪ Email Correspondence Regarding Sharing of Pacing Guides</li> <li>▪ PLC Agenda</li> <li>▪ LCAP Budget</li> <li>▪ 9<sup>th</sup> Grade Diagnostic</li> </ul>

D2.2 Findings	D2.2 Supporting Evidence
<p>weaknesses of our AP exam takers (the AP Instructional Planning Report). Teachers discuss students' achievement of learning goals within departments to inform department-wide pacing guides and to determine needs for re-teaching.</p> <p>Professional Learning Communities (PLC), which double as subject matter teams at Franklin High, are an integral part of the assessment analysis process on this campus. PLCs were introduced school wide about four years ago after a team of Franklin High administrators (all five participated) and teachers completed a yearlong training (on Saturdays) at the District office. That team brought the concept back to campus and the consultants who led the District training, Solution Tree, then held sessions with teams who volunteered for the training. Those four teams were the English Learner team, 10th grade English, math, and social science teams. Franklin High, at that time, did not have a Local Control and Accountability Plan (LCAP) budget, so release days were funded through the school operating budget. Today, PLCs are standard procedure for any instructional team meeting, and the majority of the LCAP budget pays for PLC release days to collaborate and revise instructional practices and lessons.</p> <p>Assessment data analyzed at PLC meetings tend to originate from common assessments created and given as a team, team pacing guides, or classroom lessons and curriculum, but standardized testing results are sometimes analyzed as well. Some examples of assessment analysis are as follows:</p> <p>Ninth grade analytical writing in response to literature. Franklin High refers to this writing as "TEEP," technique or tool, example or evidence, effect on mood or tone, and author's purpose. This guides the student in choosing a literary device used in the writing, embedding an MLA-formatted quotation as an example, explaining the effect this device has on the writing's mood or tone, and then explaining why the author used that tool at this point in the story. Teachers give a writing assignment at the start of the school year to analyze where incoming students stand in their writing proficiency and then meet periodically through the year to collaborate on writing lessons based on collected</p>	<p>Writing</p> <ul style="list-style-type: none"> <li>▪ TEEP Writing Follow Up and Feedback</li> <li>▪ Writing Assignments with Grading Rubric Attached</li> <li>▪ AP Instructional Planning Report (2018) FHS</li> <li>▪ Special Education Educational Benefit Training Handout</li> <li>▪ Specific Question Analysis of Final Exams T1, Spanish III</li> <li>▪ Quizlet Formative Assessment Results</li> <li>▪ Equity Institute Flyer</li> <li>▪ English 10 SDAIE: Mindset Reading Assessment (Initial Instruction, Progress Monitoring Assessment, Original Student Assessments, Re-teaching, Student Work on Retake)</li> <li>▪ Pacing Guide Revisions</li> <li>▪ Friday Fun Quiz</li> <li>▪ Friday Fun Quiz Student Examples</li> <li>▪ Biology Exam and Performance Task</li> <li>▪ Kinsella Vocab Chart</li> </ul>

D2.2 Findings	D2.2 Supporting Evidence
<p>student work.</p> <p>Advanced Placement (AP) teachers use team meetings to analyze the results of their students' standardized AP exams, using those results to glean how to make informed curricular decisions.</p> <p>The District's Special Education Department recently completed a multi-year verification review. As a result, all Franklin High School special education staff participated in trainings on how to determine educational benefit when choosing services for students with disabilities.</p> <p>Specific examples of how teachers analyze formative and summative assessments are:</p> <p>The World Language Department uses Gradecam test analysis tools to evaluate the success rate of individual questions to determine specific areas where students may not have met learning objectives. In the evidence provided, a teacher printed which specific questions were incorrect for each student. She analyzed the question and either eliminated it, altered the question for future assessments, or re-taught the learning objective at the beginning of the next semester.</p> <p>AP Spanish students write persuasive essays based on a prompt using sources provided by the teacher. The teacher analyzes the students' presentational writing assignments, identifying areas for future instruction, including argumentative essay structure and spelling patterns not yet acquired. AP Spanish teachers use the ICArC pattern taught by the English Department: Introduction, Counterclaims, Argument, and Conclusion. The essays and rubrics provided as evidence include work from general education students as well as English Learners and students with special needs. Examples of high, medium, and low performance are included.</p> <p>A formative assessment through the Quizlet website and mobile app shows how instructional staff views which vocabulary students have mastered and which need reinforcement. The students complete interactive activities with the target vocabulary for their Spanish class, and the teacher uses the Quizlet item analysis</p>	<p>Intermediate English</p> <ul style="list-style-type: none"> <li>▪ Kinsella Vocab Powerpoint for Beginning EL English</li> </ul>

D2.2 Findings	D2.2 Supporting Evidence
<p>tool to evaluate students' understanding of specific vocabulary items.</p> <p>In some cases, analysis of data conducted during District trainings has led to teachers requesting more collaborative meetings. Three Franklin High School teachers and one vice principal completed training through the Elk Grove Unified School District Equity Institute as a result of the racial division between honors and intervention classes at FHS. Enrollment figures and casual observation show Asian and White ethnicities tend to populate Franklin High AP/honors classes whereas African Americans and Hispanics are enrolled in fewer of these classes. The team created a plan that includes training Franklin and Franklin's feeder middle school, Toby Johnson, in cultural proficiency, and release days for collaboration with middle school teachers to analyze data. The middle school principal declined to have his school participate, but he is scheduled to retire mid-year. Franklin plans to re-invite the middle school when a new principal is hired.</p> <p>The first unit in the English 10 SDAIE course focuses on development of growth mindset, a key component of the MESH skills (Mindsets, Essential Skills, and Habits) that promote equity and student success. Since many of our SDAIE English students struggle with below grade-level reading skills, these first in-class reading experiences are often difficult. Although we spent several days reading and discussing the first selection and practicing writing about the reading (see examples of instruction and progress monitoring assessment in the evidence), most students still performed poorly on the first assessment. Based on the gaps in understanding identified through examining student work and through conversations with students after the test, the teacher was able to reteach many key skills including reading the prompt carefully, making specific connections to the ideas in the text, integrating/citing relevant quotations, using consistent verb tense, and avoiding repetition. The students and teacher then read a new (and more difficult) selection, and this time their assessment results improved by over 30%. The teacher also observed a marked improvement in the students' confidence and engagement when they began the next part of the unit. This pattern of re-teaching</p>	

D2.2 Findings	D2.2 Supporting Evidence
<p>based on student performance data is a regular part of our team-wide EL and SDAIE practices.</p> <p>In Biology SDAIE, “Friday Fun Quizzes” are a very short formative assessment that give the teacher insight into the student’s understanding of the curriculum. The quiz is a very short assessment ranging from 5-10 questions that are multiple choice, true or false, and fill-in style questions. These quizzes allow the teacher to modify the curriculum, re-teach, or progress on to the next topic. It is a way to build toward the summative assessment and also provides the students with an evaluation of their own performance.</p> <p>The Biology team at Franklin has established common assessments for each of our units so that we are able to collaborate and assess our students understanding together. Through common assessments we can evaluate the curriculum and make changes as necessary. Being a part of a team that works so effectively encourages cohesiveness and ensures that all students have access to the curriculum.</p> <p>The EL Beginning and Intermediate English class uses the EDGE textbook series. The assessments for the chapters in the book ask students to know the definitions for the vocabulary for the selections. Most students do well on the vocabulary section of the assessment, as the students were being asked to find the definition for a term in a multiple choice format. However, the EL team found that despite students doing well on this portion of the test, the students hadn’t really demonstrated true acquisition of these terms - specifically in verbal and written usage. The EL team then created vocabulary charts based on Kate Kinsella’s models that have shown to help students acquire language. Students now use vocab charts daily to practice verbal and written use of these vocabulary words. Since implementing this practice, it has been observed that students are understanding and improving not only spoken usage of particular vocabulary words, but also of written English in regard to sentence structure and subject/verb agreement.</p>	



## Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

D2.3 Findings	D2.3 Supporting Evidence
<p>At Franklin High School, teachers, administrators and support staff maintain close communication with the students regarding expectations, whether they be academic, technical or workplace-related. Teachers give students rubrics that outline assignment requirements. Teachers provide feedback on papers and during student conferences. In many cases, students have the opportunity to make corrections and improve skills. Teachers also communicate through self-analysis sheets on which students reflect on their own abilities and advancements.</p> <p>Some specific examples of teacher feedback include:</p> <p>In an English class, students were given a rubric with essay guidelines and a writing prompt for the novel, <i>Catcher in the Rye</i>. After a first draft, students were given the essay with specific feedback regarding thesis, grammatical structure and analysis of the novel. Students received specific instruction on areas of needed improvement and were asked to write a second draft. This assignment shows direct teacher-to-student communication allowing students to improve their ability to "think, analyze, and read critically" (Schoolwide Learner Outcome 2). Student learning outcomes were made clear through the rubric and teacher comments following the first draft.</p> <p>In Spanish III, students and their teacher brainstormed essay subcategories related to the students' lives using present, past, and future verb tenses. After their first draft was graded, students received a comments sheet with notes on structural, thematic and content areas that</p>	<ul style="list-style-type: none"> <li>▪ <i>Catcher in the Rye</i> Essay Scoring with Feedback</li> <li>▪ Spanish III Essay: <i>Mi Vida</i></li> <li>▪ Teacher Feedback on Writing Assignment</li> <li>▪ (Ensayo Persuasivo)</li> <li>▪ Reflections on the 2018-18 School Year</li> <li>▪ Teacher Feedback on Papers</li> <li>▪ Follow-up Trends in Grade 9 Writing</li> <li>▪ TEEP Analysis of "The Raven"</li> <li>▪ Grocery Shopping with Vocabulary</li> <li>▪ Political/Economic Cartoon Assessment</li> <li>▪ Technical Report Rubric</li> <li>▪ Mid-year Learning Survey and Reflection Letter</li> </ul>



D2.3 Findings	D2.3 Supporting Evidence
<p>needed addition or improvement. Grammatical errors were marked on the essays and students were given a key indicating the type of error, but were expected to think critically on their own to correct their errors. This is evidence of critical thinking aligns with SLO 2.</p> <p>Feedback on persuasive essays is sometimes provided to students using the “suggesting” mode and the comments tool through Google Classroom. The writing task used as evidence here addresses content standards Content 4.1 and Communication 4.0 and 4.3. The evidence illustrates specific and global feedback given to a student, and the analysis of student work was also used by the teacher to evaluate needs for future teaching. This evidence is related to one of the Department EDLRs because, by developing presentational writing skills, students are learning to “demonstrate proficient communication in the target language.”</p> <p>Students in the Intensive Intervention Reading Program reflected on their past year and supported their findings with evidence and work samples collected throughout the year. Students improved their ability to communicate effectively through use of evidence. (SLO #1)</p> <p>In English classes, feedback is written on papers and given through whole class peer editing to address common errors in student writing. When students make the same mistakes often, teachers share those trends with the entire class. Students improve their ability to recognize common mistakes and read critically. (SLO #2) Students analyzed Edgar Allan Poe’s “The Raven” using a TEEP (Tool, Example, Effect, and Purpose) structure. Initial focus questions were expanded and developed into a tool-specific graphic organizer. The final element included is a full TEEP paragraph analysis of the poem, including teacher feedback on a uniform rubric.</p> <p>The Independent Living Skills (ILS) class for students with intellectual disabilities does a great deal of real-world performance assessments with immediate feedback. In one task, students actually shopped at a community grocery store and used job- and scenario-related vocabulary. The task was worth up to 50 points.</p>	<ul style="list-style-type: none"> <li>▪ Supported Employment Training Placement Final Assessment</li> <li>▪ Senior Exit IEP - Post Secondary Plan</li> <li>▪ SDAIE Government Political Cartoon</li> <li>▪ SDAIE Government Political Cartoon Success Criteria - Student Sample</li> <li>▪ SDAIE Government Daily Lifelines/Learning Logs</li> <li>▪ SDAIE Government Unit 1 Overview</li> <li>▪ SDAIE Econ FRBSF Podcast on the Economics of Adulting Student Generated Vocabulary Lists #1</li> <li>▪ SDAIE Econ Unit 1 Overview</li> <li>▪ SDAIE Econ - PSA on Texting While Driving - planning, rough draft and final projects</li> </ul>

D2.3 Findings	D2.3 Supporting Evidence
<p>In the current class, scores on this task ranged from 0 to 49 on work related tasks and 0-50 on food identification tasks, illustrating the range of abilities in this one special education class. Students are learning to make positive contributions to their community through effective work habits (SLO 5)</p> <p>In economics class, students produced economic and political cartoons. Students self-assessed, but teachers also gave feedback through a rubric. Students communicate complex political ideas visually.(SLO 1)</p> <p>A technical report written by students was returned with a rubric designating specific areas of strength and weakness. Criteria were: Technical Report, Sequence of Assembly, Technical Drawings, and Results of Testing. In addition to the provided rubric, the teacher wrote any other necessary, specific feedback so students can improve on areas of weakness prior to the next report. This piece is evidence of SLO 1, communicating effectively in academic and workplace environments. Students are learning how to communicate the successful assembly of a prototype they have created. The assembly must be communicated effectively in order for the product to work, a skill much needed in the technical field.</p> <p>Students complete a survey evaluating their own learning and progression from the beginning of the term. The survey asks questions such as, "... as an independent reader, rate yourself on where you were at the beginning of class and where are you now." The teacher also includes questions designed to help her assess the effectiveness of her teaching strategies: "How effective were 4-person response groups, group paragraphs and projects?" One student response is as follows: "Before, I would rate myself as a four since I would analyze the bare minimum or the obvious reasoning behind statements. However, through practice in this class I can rate my analysis as a solid ten." This evidence demonstrates alignment with WASC indicator D2.3 in that students are "interviewed" in written form so that they can understand their own ability and improvement in the area of analysis and critical reading (SLO 2).</p> <p>Following a period of employment, special education</p>	

D2.3 Findings	D2.3 Supporting Evidence
<p>students receive a report filled out by a job coach in which specific details of their job performance and ability are evaluated. Performance criteria include ability to grip or hold objects, ability to fold and straighten, and ability to sit and stand in one area. A student's openness to criticism and attempts to improve are also recorded. This report shows evidence of WASC indicator D2.3 in that it is a written dialogue with students which evaluates their progress. This evidence is an example of the teaching of student success/communication in the workplace environment.</p> <p>Students with an IEP (Individualized Education Program), along with the students' teachers, administrator and counselor, gather to discuss the students' successes and his/her readiness to exit high school at the exit IEP meeting. The IEP report address areas such as cognitive ability, social and behavioral health and communication skills, addressing SLO 1: Communicate effectively in both academic and workplace environments. The student-administrator-counselor connection demonstrates a continuous communication providing feedback to students.</p> <p>Throughout the general EL Social Science course as well as the SDAIE Government course, students receive a variety of types of feedback on their performance. Since students taking EL and SDAIE courses often struggle with below grade-level writing skills, ongoing teacher feedback on assignments focuses on improving organization and structure, word choice, grammar and spelling. Whenever possible, teachers use rubrics or "Criteria for Success" charts that indicate the areas in which students met expectations as well as those areas where more work is needed. When time permits, students then revise their work incorporating the feedback. However, one challenge with this type of ongoing feedback is that due to time limits, students may not always have the chance to revise assignments to incorporate this type of formative feedback. In these cases, where the assessment is more summative than formative, students are encouraged to revisit their feedback on past assignments and to incorporate those modifications on future assignments.</p>	

D2.3 Findings	D2.3 Supporting Evidence
<p>Students also provide teachers with ongoing formative assessment feedback through the daily completion of lifelines and learning logs in EL Social Science and SDAIE Government. Lifeline questions review material learned in the previous lessons; teachers can use student oral and written responses to gauge retention of key concepts from previous classes. Learning logs are brief responses which students write at the end of each lesson, summarizing what they learned, indicating how engaged they felt throughout the lesson (by assigning themselves a score of 1, 2 or 3), and writing any questions or ideas or concepts that they did not understand or would like to review. The oral response to the lifeline at the start of class is useful for a teacher to gauge how much re-teaching might be necessary, and the teacher can easily see engagement levels by asking students to display their check (1, 2 or 3). Reading written responses to the learning log can provide an informal look at how student writing is progressing, and can help identify any questions that may need to be addressed in upcoming lessons or before moving on to new curriculum and skills.</p> <p>Senior EL and SDAIE students usually take SDAIE Economics as well as SDAIE Government, where teachers emphasize college and career readiness in addition to the traditional curriculum and standards. To help teach academic vocabulary related to college and career readiness, teachers provide students with Unit Overviews that list the key concepts, learning objectives, and vocabulary of each unit. The vocabulary section specifically indicates which terms are applicable to college and career readiness. Students then use the vocabulary words on various assignments and activities throughout the unit, giving teachers a variety of formative and summative assessments to monitor student mastery of these key terms and ideas.</p>	

## ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Franklin High School's instructional and coaching staff consistently use their own assessment data to identify and remediate weaknesses, both in student skills and teacher instruction. Franklin teachers tend to be creative with their assessment methods, using a variety of types of assessment, and accessing and utilizing technology. Franklin teachers attempt to collaborate as time allows, sharing ideas and practices, and creating common assessments. The rollout of the new ELPAC assessment system provided an important opportunity to strengthen our assessment practices for that test itself and for alignment of classroom assessment to ELD standards. Assessment results drive our ongoing placement practices to ensure that EL students are in the most challenging and appropriate courses throughout the year. While there are certainly teams that show evidence of a high degree of meeting the criteria in Category D, perhaps Franklin High School's most significant flaw as it relates to assessment and the use of assessment data to drive instruction is the lack of an effective, school-wide plan to analyze and systematize our approach to effectively addressing the achievement gaps that seem to be so persistent in our student body.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

Prioritize the areas of strength and growth for Category D.

Assessment and instruction based on data analysis permeates the work done by instructional staff, not only within the classroom, but in athletics, student clubs and organizations, and activities.

Four years ago, Franklin High formed a PLC Committee that included all five administrators and several teachers. Committee members attended Saturday trainings facilitated by Solution Tree consultants to learn how to bring the PLC model into Franklin, with an emphasis on using data to inform intervention strategies. Initially Solution Tree met with Franklin teams who volunteered to spearhead the movement. The PLC model is now commonplace on our campus and intervention classes have been added. LCAP money funds release days for PLC teams to review data and plan curriculum.

Franklin High staff consistently takes a leadership role on campus and at the district level, giving the school a strong voice in decisions made regarding assessment and accountability.

Many Franklin teachers teach their students to analyze their own assessment data and develop individual plans for improving their study habits and skills.

Franklin teachers are creative in their use of assessments, using a variety of formative strategies as well as summative.

There is a strong, EL team-wide focus on aligning classroom assessment with the new ELPAC summative assessment and the ELD standards, and helping students understand the importance of the test in their path to reclassification and academic progress.

Students benefit from opportunities to take the ELPAC summative assessment in small groups with proctors they know.

EL/ SDAIE team attends yearly collaborative placement meetings to keep students in challenging and appropriate courses that best meet their academic needs.

EL/SDAIE students participate in developing personalized “Road to Reclassification” maps in order to identify what they need to do academically to meet their college and career goals.

Parents receive training in Synergy access and use through onsite ELAC meetings using student translators, as necessary.

Members of the EL team met with district staff to streamline the vital Next Generation Science Standards (NGSS) District-wide to ensure that courses are rigorous, meet graduation requirements, and align with the ELD standards.

<p>Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth</p>
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Six years ago, Franklin’s WASC action plan identified subgroups, e.g., African-Americans, Hispanic, and Students with Disabilities, as targeted groups who were significantly falling behind their peers academically at Franklin High. This finding was based on standardized testing results and enrollment in AP/Honors level classes. Today, Franklin finds itself in the same position with little evidence that programs have been implemented in the past six years that have successfully identified reasons for the disparity or made any substantial progress on resolving those issues. The 2018 SBAC scores show that 59.72 percent of African-American students and 45.22 percent of Hispanic students attending Franklin High School have not met state standards in English by their junior year; in math, 72.22 percent of African-American students and 73.27 percent of Hispanic students have not met state standards by junior year. On the other hand, 23.17 percent of Asian students and 30.53 percent of White students have



not met state standards in English by junior year; 35.25 percent of Asian students and 52.08 percent of White students have not met state standards in math. Enrollment in Advanced Placement and honors classes still reflects predominantly an Asian and White population while students in intervention classes tend to be of African-American and Hispanic ethnicities. In 2017-18, teachers referred 30 ninth grade English students to the freshman ELA intervention strand mid-year due to failing grades. Of those, 13 were African-American students; 22 were male.

Franklin High School administration needs to establish a comprehensive school-wide plan for evaluating its standardized scores, reviewing instructional practices to determine what works and what does not, and determining what is causing the achievement gap on this campus. Leaving this work to PLC teams and individual teachers has not been effective.

Three Franklin teachers and one administrator attended the district's Equity Institute in 2017-18 and created a plan for Franklin High that includes staff training in culturally responsive instruction and practices as well as a plan for working with our feeder middle school to attempt to identify reasons why some students move into the honors track while others move into intervention. The principal of our feeder middle school declined to work with Franklin on this plan. The staff energy was being exerted on WASC process combined with the middle school administration's reluctance to join us, led to the postponing of this work. A change in the middle school administration has just recently occurred. Franklin High School needs to enact the equity plan soon after WASC wraps up as this is a key component to closing the school's achievement gap.

While Franklin has embraced the PLC model, the current practice of team release days should be re-evaluated to determine whether this is the best use of LCAP funding and allocation of time. Currently, teams usually meet once or twice a year in all-day meetings to share curricular ideas, write lessons, and analyze data from common assessments. Meeting so infrequently means that instructional revisions identified through these meetings occur annually. If PLC meetings occurred more frequently, but for an hour or two at a time, revisions could be made more quickly, effecting change before the current set of students have moved on.

Franklin High School does not have a standard procedure for student study teams. Teachers sometimes refer students to vice principals, sometimes to counselors, and sometimes to the school psychologist. No paperwork exists for these referrals so they are done by e-mail or in person. The lack of procedure and timelines means that teachers can wait months for an SST to be scheduled, and sometimes the meetings never get scheduled. When an SST is scheduled, the student may no longer be in the referring teacher's classroom, so the teacher is not invited to the meeting and may never receive follow-up on the meeting's outcome. These delays have resulted in a number of parents referring their own child for special education testing, which more often than not, determines that the student does not have a learning disability. According to our school psychologist, the special education staff averages about 100



student assessments annually. Each assessment requires about nine hours of testing. A quarter of those are initial referrals. When a student does not qualify for special education services and has bypassed the SST process, the student can easily fall off the radar for other interventions. The lack of an SST process also frustrates the ELA Intervention Team's ability to get additional services for intervention students with emotional and social challenges who would not qualify for special education services.

Franklin High Administration needs to develop an SST procedure with standardized referral paperwork and a timeline strictly followed to provide students with needed interventions, and to collect legally required documentation before students are referred for special education assessments.

Four years ago Franklin High began adoption of the PBIS model, and Tier I has been implemented. School rules and expected behavior are reviewed in all classrooms at the start of each school year, and Wildcat PRIDE (Preparation, Respect, Integrity, Determination, and Empathy) posters are hung in classrooms. However, Franklin has not yet moved into adoption of Tier II for general education students. Tier II and III supports are offered to special education students through the program specialist, behavior intervention plans, and IEPs.

It is recommended that Franklin High add a Tier II to its PBIS model to include analysis of student data to identify and support individual students who need interventions. It is also recommended that we consider adding Tier III.

Limitations in Synergy access make it impossible to gather grade information and other relevant data about students not enrolled in our courses, including our focal students.

Limitations in Synergy have also led to students being placed in all SDAIE classes, rather than a combination of SDAIE and CP classes, as teachers recommended. The EL team needs to work with Technology Services, administration, and counseling to ensure that students are placed appropriately over the summer and throughout the year. Limitations in Synergy and the master schedule are inhibiting our ability to ensure that EL students move up to higher-level classes as soon as they are ready.

Develop additional ways to provide access and partnerships with parents in their primary languages (e.g. ParentVUE access, ELAC, school-wide activities).

Work with Synergy and Technology Services to increase the languages supported through Synergy ParentVUE.

Continue to strengthen the placement process and increase communication between the EL/SDAIE team and Special Education case managers to place and support dually identified students.

Revise the EL math placement test to parallel the newly Integrated Math curriculum so that students can be more appropriately placed in a timely fashion.

## Category E: School Culture for Student Personal and Academic Growth: Assessment and Accountability

### E1. Parent and Community Engagement Criterion

The School Leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Regular Parent Involvement

E1.1 Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1 Findings	E1.1 Supporting Evidence
<p>The Franklin High School website (<a href="http://www.frhs.egusd.net">www.frhs.egusd.net</a>) is a highly effective communication tool to inform students, parents, and community members about important campus events and details. For example, the website includes information regarding school and district information, and CTE pathways.</p> <p>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. 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. 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.</p> <p>Teachers use Synergy to share curriculum and assessment information with students and parents. Teachers use the Synergy grade book to electronically post grades on a regular basis. Synergy also allows parents and students to email teachers for additional information through StudentVue and ParentVue.</p> <p>IXL math supports the learning processes and skill levels of all students by presenting visual landmarks of students' problem solving. Franklin Chromebooks provide access to the online program for extra practice on multi-tiered and extensive curriculum. A step-by-step explanation is presented for incorrect answers,</p>	<ul style="list-style-type: none"> <li>▪ FRHS Website</li> <li>▪ Programs</li> <li>▪ Athletics</li> <li>▪ Synergy URL</li> <li>▪ IXL worksheet</li> <li>▪ IXL</li> <li>▪ Syllabus (Baer)</li> <li>▪ Family Life Permission Slip</li> <li>▪ First Day Packet/Forms</li> <li>▪ "Take Your Parent to School" Day Agenda</li> <li>▪ Volunteer Appreciation Dinner</li> <li>▪ Parent Newsletter</li> <li>▪ AVID Parent Meeting</li> <li>▪ Link Crew Freshmen Orientation</li> <li>▪ Parent Orientation Agenda</li> </ul>

E1.1 Findings	E1.1 Supporting Evidence
<p>while time spent on the problems, goals to reach, and amount of attempts is monitored on the side. The online math supplemental program allows students to complete continued practice at home. The program can be used for courses ranging from AP/honors to students with moderate-severe needs, while parents are encouraged to assist and oversee the at-home practice.</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.</p> <p>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 and are given the opportunity to review the curriculum, meet with the teacher and/or opt their student out of all, or parts of the Family Life 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 policies.) 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 these policies.</p> <p>Each year, Franklin High School 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 held in the</p>	<ul style="list-style-type: none"> <li>▪ Back to School Night Flyer</li> <li>▪ Senior Parent Meeting Packet - Kilby</li> <li>▪ Sober Grad Agenda - Kilby</li> <li>▪ Sober Grad Donation Letter- Kilby</li> <li>▪ Sober Grad Shirt – Kilby</li> <li>▪ ELAC</li> <li>▪ ELAC Parent Meeting Agenda</li> </ul>

E1.1 Findings	E1.1 Supporting Evidence
<p>Spring.</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. It also informs parents of the school schedule and ways in which they can support their student throughout the school year.</p> <p>The FHS AVID mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Our FHS AVID program is made up of eight sections, two per grade level, totaling over 300 students, and is one of the largest in the Elk Grove Unified School District. Every fall we hold an AVID parent meeting on campus for the entire AVID program. This is an evening in which the parents can meet the AVID administrator, counselor, their child's AVID teacher and the AVID coordinator. Parents also learn about the AVID program to include the mission, curriculum, field trips, events, and important dates. This allows parents to become active partners in the teaching/learning process. Franklin's AVID students are continuously challenged to achieve academic goals through rigorous, challenging courses. Although AVID, by definition, focuses on individual determination, it is challenging for the students to succeed on their own. Therefore, the AVID team frequently seeks the support of parents and guardians.</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. These students go through a morning assembly filled with icebreakers to help break walls down and give them opportunities to meet other Freshmen. Students are then put into small groups with two Link Crew Leaders and do activities in a classroom from learning each other's names to conquering and navigating "high school" in the 64 squares activity. Students are then taken on a tour of the school which helps get students acclimated and alleviate any stressors they may have about the first day of school.</p> <p>The night of the Freshmen Orientation, Franklin hosts</p>	

E1.1 Findings	E1.1 Supporting Evidence
<p>a Parent Orientation. Parents visit the campus, are introduced to administration and staff members, receive campus information, find out ways in which they can be involved, purchase spirit wear, yearbooks, activities stickers, and sign up for volunteer activities, including Booster Club membership.</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. This presentation, in tandem with the teacher's presence at the event, can capture the flavor, structure, and mindset of the classroom instruction.</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 meetings relay information about academic and behavioral expectations, as well as major events for seniors: cap and gown information, senior ball, senior trip, the graduation ceremony, etc.</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 (who help us put on the event) as well as our community (which understands 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 2018,</p>	

E1.1 Findings	E1.1 Supporting Evidence
<p>approximately 80% of our graduates attended Sober Grad Night. A parent group of more than 60 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>The English Learners Advisory Committee (ELAC) was created to support and improve our program for English Learners along with giving parents a voice and an equal opportunity to be a part of the school. ELAC members provide advice to the principal and other staff to improve learning for EL students. As part of the EL Program, ELAC members learn more about programs offered to their students and become aware of the importance of regular school attendance.</p> <p>Franklin High School has involved non-English speaking parents in a variety of ways. The school has included an EL parent on the School Site Council, and EL parents attend an ELAC parent meeting once a month to give feedback to the school and the administration. ELAC was created to ensure that parents of EL students had an opportunity to meet with a vice principal and receive campus information, ask questions, and share information on upcoming events.</p> <p>The English Learners team works hard to involve parents in our school community and include them as regular contributors to our ongoing program development.</p> <p>When new EL students first enroll, parents meet with a vice principal who welcomes them and provides them with a parent information packet. The parent packet includes information regarding program staff, program goals, tutoring, adult education opportunities, information on the educational rights of immigrant children (including undocumented students), the site and district English Learners Advisory Committees, and our Parent VUE online resources.</p> <p>This information is also shared with new and returning EL student families at our yearly EL Family Information Night. The administrative and teaching staff meets with families and students to share the</p>	<ul style="list-style-type: none"> <li>• Family Information Packet Documents</li> <li>• (Cover Sheet)</li> <li>• 2018 EL Family Information Night Presentation</li> <li>• (Cover Sheet)</li> <li>• ELAC Agendas</li> <li>• EL/Strategies Placement List</li> <li>• (Cover Sheet)</li> <li>• 504 Plan for Dually Identified Student</li> </ul>

E1.1 Findings	E1.1 Supporting Evidence
<p>resources in the parent packet in more detail and to provide technical support in learning to access and navigate the ParentVUE tools.</p> <p>Each month parents are invited to attend the English Learners Advisory Committee (ELAC). Parents are notified about the monthly meeting through personal phone calls in their native language, school messenger, EL student reminders to bring their parents to the meetings, and emails.</p> <p>EL teachers and the EL coordinator also collaborate regularly with case managers to ensure effective placement and support for our dually identified EL/special needs students.</p> <p>Before course selection begins, the EL coordinator meets with each case manager in the spring to collaborate on the most appropriate placement for dually identified students.</p> <p>EL teachers and the EL coordinator regularly participate in IEP, 504, and Student Study Team meetings to collaborate with parents, case managers, counselors, and the school psychologist.</p> <p>When needed, the EL coordinator arranges for translators to attend these meetings to ensure that parents and students can participate fully.</p>	<ul style="list-style-type: none"> <li>▪ (Cover Sheet)</li> </ul>



## Use of Community Resources

## E1.2 Indicator: The School Uses Community Resources to Support Student Learning.

E1.2 Findings	E1.2 Supporting Evidence
<p>Franklin High School holds an annual blood drive event on campus through a partnership with BloodSource. The blood drive fosters an environment of making positive contributions to the community. Franklin High School will have its 15th annual blood drive on March 7, 2019. The FHS Blood Drive has had huge success with a large participation rate among students and staff.</p> <p>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 committees, assist with providing field trips, visit the classrooms as speakers, and provide curriculum assistance to the instructors.</p> <p>In addition, a strong partnership with Apple over the past 9 years has provided a paid internship experience for STEM 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 and allows students to transfer skills learned in the technology courses to real world applications. Franklin High School is fortunate to be the only high school in California with such a program at Apple.</p> <p>The Link Crew Lockdown 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 this Lockdown event during the spring. This event helps 9th grade students make new friends and learn the importance of a drug-free lifestyle. The event also includes speakers for the community. Speakers give the message of the night and businesses get involved in helping to put on the event to make it memorable for the freshmen class. The attendance at this event has remained high as over 200 of the 650 freshmen attend.</p>	<ul style="list-style-type: none"> <li>▪ Blood Drive Flyer/</li> <li>▪ Sign Up List</li> <li>▪ STEM/GREEN Partnerships</li> <li>▪ Apple Internship Program</li> <li>▪ Link Crew Lockdown Parent Letter</li> <li>▪ FTC Playbills</li> <li>▪ Band Review Participant List</li> <li>▪ Outfield Fence Sign Sponsorship Form</li> <li>▪ Baseball Donation Letter</li> <li>▪ Foster Youth Community Support</li> <li>▪ Foster Youth Community Support</li> <li>▪ Wildcat Pride Prizes</li> <li>▪ Foster Youth Community Support</li> <li>▪ Apple Interns/Other Business/Community Partners</li> </ul>

E1.2 Findings	E1.2 Supporting Evidence
<p>The Franklin High School Theatre Company (FTC) presents several shows throughout the school year. FTC regularly receives support from local experts who assist with productions throughout the school year and community members and businesses who help support the program. The fall 2018 show, William Shakespeare's As You Like It, benefitted from ongoing partnerships with local artists and community sponsors. FTC provides enrichment for Franklin students.</p> <p>The Band program at Franklin High School continues to grow. In October of 2018, they hosted a Band Review in which over 30 schools from across California came to compete in a Marching and Field competition. This event is great for the local community. The community is active in attending and supporting the Band Review, and volunteers help run the large event.</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. Over the years, more than thirty local businesses have partnered as a sponsor for 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, and improvements to the facility. Each year, the program hosts a fundraising dinner that relies on donations from the local community and parents to attend the event and raise funds for the program. The baseball donation letter outlines the importance of parental involvement as it relates to the dinner and encourages community involvement. The outfield fence sponsorship gives businesses the opportunity to partner with the Franklin Baseball program.</p> <p>In an effort to best support and acknowledge the needs of the foster youth on our campus, various community resources have been sought and received over the last few years. The Sacramento Optimist Club and Evolve You Foundation have provided backpacks and school supplies, as well as Christmas</p>	

E1.2 Findings	E1.2 Supporting Evidence
<p>stockings during the holidays filled with various gifts for each foster youth. Light of the Valley Church in Elk Grove continues to sponsor an annual holiday luncheon that is coordinated by Franklin High School's foster youth advocacy teacher/site coordinator, providing food and an FHS sweatshirt for each foster youth. Light of the Valley Church also awards a \$1,000 Perseverance Scholarship to one foster youth each year.</p> <p>Kids Helping Kids (non-profit organization) has donated laptops and printers, as well as Target gift cards for college supplies to some of our graduating foster youth seniors. Franklin staff, and friends and family of our foster youth advocacy teacher donate funds to provide birthday and holiday gifts to each of our foster youth, as well as small gift cards throughout the year to acknowledge individual efforts that embody the group's STRIVE program (which rewards students for their perseverance, improvement, achieved goals, etc.).</p> <p>Franklin High School uses community resources to support foster youth students. Sacramento County, along with EGUSD, provides a Life Skills Course. Students, ages 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 into adulthood, such as community speakers who have overcome similar challenges. Students benefit by learning strategies for success as an adult.</p> <p>Through a variety of business and community partnerships, all students gain access to relevant, powerful activities and co-curricular experiences that directly support student achievement and wellness.</p> <p>The EL team regularly incorporates real-world applications in their classroom curriculum, instruction, and assessment. For example, students in the SDAIE Economics course study curriculum developed through the Federal Reserve, with which the instructor is an experienced teaching partner. Students in EL and SDAIE English courses develop professional resumes and practice interview skills. In the SDAIE English 10</p>	<ul style="list-style-type: none"> <li>▪ SDAIE Economics Choose a Career Assignment</li> <li>▪ Resume Instructions</li> </ul>

E1.2 Findings	E1.2 Supporting Evidence
<p>class, students participated in a live Skype video conference from Jordan with Faiza al-Araji, co-author of “The Iraq War Blog,” a piece featured in the StudySync English textbook. Students asked questions about her experiences in the war and her continued activism.</p> <p>The EL staff also regularly shares information with students and families regarding our Adult Education program offerings, including ESL, citizenship, and job training classes.</p>	<ul style="list-style-type: none"> <li>• SDAIE English 10 Faiza al-Araji Video Conference Questions</li> <li>• EGACE Presentation</li> </ul>

### School Environment Criterion

The School is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement.

### Safe, Clean, and Orderly Environment

E2.1 Indicator: The School has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures

E2.1 Findings	E2.1 Supporting Evidence
<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 person on campus, well-liked by students and staff. Each quarter, campus security attend trainings that are facilitated by the vice principal. These trainings include, but are not limited to, search and seizure, report writing, and process and procedures for expulsions.</p> <p>The school supports the Elk Grove Unified School District policy of uniform complaint procedures. This can apply for students, teachers, and parents. The school is also up to date on its digital citizenship policies for students and staff. Students receive lessons on digital citizenship in Advocacy classes once or twice a year.</p> <p>Franklin also works hard to maintain and update fire safety procedures. Our fire drills are efficient, orderly, and calm despite the 2700 students who must be</p>	<ul style="list-style-type: none"> <li>• Campus Security Role</li> <li>• Campus Supervisor Training(s) Agenda(s)</li> <li>• UCP Procedures</li> <li>• Digital Citizenship Policies</li> <li>• Fire Drill Map</li> <li>• Evacuation and Emergency Safety Procedures</li> <li>• Emergency Evaluation Form with Time for Clearing Campus Completed Form</li> <li>• OCI Sign in Sheet</li> </ul>

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E2.1 Findings	E2.1 Supporting Evidence
<p>the students become more familiar with key points on campus and feel more at ease with the staff. During this walk, the EL teacher introduces the students to the Campus Supervisors to give them someone to go to for security needs. Often times, there is a little anxiety with approaching those who are in charge of security, and this introduction gives new EL students some peace of mind that if they come for help, we are there to help them with concerns. Because of cultural differences, sometimes verbal or body language means something different in different countries, and campus supervisors sometimes work with students to clarify safe and respectful behavior. It is common to see campus supervisors call out to EL students to say hello and check in. These relationships help students feel more connected to the campus and have another set of adults to go to in times of need.</p> <p>The Beginning and Intermediate EL teachers in all subject areas prepare English Learners to understand safety protocols such as what to do in the event of an emergency, especially before scheduled drills.</p> <p>The Beginning and Intermediate EL teachers also discuss derogatory language, when needed, so English Learners understand the connotation and seriousness of language that is sometimes heard.</p>	<ul style="list-style-type: none"> <li>▪ Campus Tour for New EL Students</li> <li>▪ Examples of EL Instruction re: Safety and Derogatory Language</li> </ul>

### High Expectations/Concern for Students

E2.2 Indicator: The School demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2 Findings	E2.2 Supporting Evidence
<p>Through the PBIS program at Franklin, we explicitly teach students our school wide expected behaviors in order to create an environment of high expectations, caring and concern for students. Also known as PRIDE, each student is taught to be “PRIDE Strong” during the first full week of school. Lessons are taught to support our five PRIDE words (Preparation, Respect, Integrity, Determination, and Empathy). Students are also exposed to the PRIDE behavior matrix which outlines the school wide expected behaviors of our students in all areas on campus.</p>	<ul style="list-style-type: none"> <li>▪ PRIDE Behavior Matrix</li> <li>▪ PRIDE Strong Handout</li> <li>▪ PRIDE Tickets</li> <li>▪ Conflict Mediation Training Packet</li> </ul>



E2.2 Findings	E2.2 Supporting Evidence
<p>Students who portray these expectations may receive PRIDE tickets which can result in them being chosen for incentives and prizes randomly throughout the year.</p> <p>Our Conflict Mediation program trains junior and senior students to help resolve conflicts that arise on campus. Facilitated by our 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 20-30 mediators who solve conflicts ranging from physical confrontations and private property disputes to bullying and broken friendships. This program has helped to increase trust and develop relationships between students and administration. It has also allowed students the opportunity to acquire problem solving techniques and the ability to work with peers to solve problems amongst themselves.</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. On average, Franklin hosts two or three Challenge Days a year. 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 12th consecutive year offering Challenge Day to students and staff. Student participants are nominated by staff.</p> <p>Franklin High School recognizes the harmful effects of bullying on student learning and school attendance. In an effort to prevent bullying, we follow the district policy on bullying and cyberbullying and students participate in a number of programs on campus such as Random Acts of Kindness Week, and the PRIDE program.</p> <p>As the club charter list indicates, an extensive variety of 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</p>	<ul style="list-style-type: none"> <li>▪ Challenge Day Nomination Form and Pictures</li> <li>▪ District Bullying Procedures</li> <li>▪ Club List - Kilby</li> <li>▪ Club Charter Form - Kilby</li> </ul>



E2.2 Findings	E2.2 Supporting Evidence
<p>that they were a part of the year before. It is not unusual to see Franklin High School have over 60 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>In the spring of 2018, after examining student achievement data, the EL PLC decided to pilot a Focal Student program based on the model created by the National Equity Project. The majority of teachers on the team volunteered to work with one, two, or three struggling EL students over the course of the year, meeting on a bi-weekly basis to build relationships, offer academic and personal support, and monitor student progress.</p> <p>Members of the EL teaching team regularly incorporate lessons that celebrate the heritage and culture of our students through our study of literature and history. For example, the SDAIE US History curriculum included the contributions of immigrants in the Industrial Revolution and impact of U.S. annexation in the Philippines, and these lessons were expanded on in the College and Career Writing support class. In addition, Beginning English students write and share reflective presentations about their cultures and the challenges of assimilation, inspired by the short story, "Growing Together."</p> <p>When necessary, the EL coordinator reaches out to counselors and teachers to ensure that students have culturally-sensitive learning experiences. For example, two observant female Muslim students expressed their concerns about the requirement to change for PE. The EL coordinator worked with counselors, teachers, and the students to change the girls' schedules to allow them to take PE together, and she worked with</p>	<ul style="list-style-type: none"> <li>▪ Focal Student Pilot Student List and Pre-Planning Guide</li> <li>▪ US History/College and Career Writing Lesson Guides</li> <li>▪ Growing Together Lesson Guide</li> <li>▪ Sample Student Schedule Discussion Email</li> </ul>

E2.2 Findings	E2.2 Supporting Evidence
their PE teacher to ensure that the girls would not have to change. The girls both reported that they were looking forward to the class now.	

### Atmosphere of Trust, Respect, and Professionalism

E2.3 Indicator: The School has an atmosphere of trust, respect, and professionalism.

E2.3 Findings	E2.3 Evidence
<p>To support an atmosphere of trust, respect and professionalism, Franklin High School has a monthly Student Senate meeting that allows all students to have a “Voice”. Students are included in planning, decision making and the overall direction of the student activities at Franklin High School. Students are nominated or elected by peers to serve on the Student Senate. Each class has one Student Senator that attends monthly meetings. Student Senate meetings are run by the ASB vice president.</p> <p>The Franklin High School Booster Club is an active parent group that supports a wide variety of athletic teams and clubs on campus. The level of involvement and communication between our parent booster club and our staff and administration is great. Booster involvement is increasing every year, making positive contributions to the community and school. Boosters is run by the parents and involves a school administrator and a few staff members. The Booster Club is heavily involved on our campus.</p> <p>Students, teachers, staff members, administration, parents, ELAC (English Language Advisory Committee) representative and community members meet quarterly to review EL plans and budgeting for allocated money. The School Site Council discusses test scores (SBAC scores) and the individual scores of sub groups. Local Control Accountability Plan (LCAP) is also discussed and funds are assigned accordingly.</p> <p>Our principal provides regular weekly newsletters, called Wildcat Weekly, that provides staff members information on weekly events and school updates. It also includes information on best teaching practices, and new strategies that teachers can use in the</p>	<ul style="list-style-type: none"> <li>▪ ASB Student Senate Meeting Agenda</li> <li>▪ Booster Club Minutes and Agenda</li> <li>▪ School Site Council Agenda</li> <li>▪ Wildcat Weekly</li> <li>▪ Leadership Team Agenda</li> <li>▪ Student-Athlete Handbook</li> <li>▪ WOW Assembly</li> <li>▪ Foster Youth</li> </ul>

E2.3 Findings	E2.3 Evidence
<p>classroom. In addition to the Wildcat Weekly, our school leadership team meets once a month to discuss school related topics and make decisions that are best for Franklin High School. Composed of department chairs and administrators, our leadership team shows respect and professionalism to make decisions that are best for Franklin High School students and staff.</p> <p>The student-athlete handbook is a contract and resource for students, parents, and coaches. All athletes are held to a higher academic and behavioral standard than the average student on our campus. This contract 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.</p> <p>The WOW Assembly is an Assembly held at the end of the school year to highlight the opportunities available to the incoming Freshman class. For the WOW (Welcome Our Wildcats) event, held in May every year, we invite 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.</p> <p>Franklin High School provides a respectful and supportive environment for foster youth. When a student registers at Franklin and is in the foster youth</p>	

E2.3 Findings	E2.3 Evidence
<p>system or has been previously, they are asked if they would like to be in an Advocacy 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. Though the class meets regularly approximately twice a month on advocacy days to learn various strategies for success, the foster youth students in this group are provided for throughout the year with emotional and academic support and goal setting via the foster youth advocacy teacher on an as needed basis (both from her and district foster youth representatives), along with access to a storage unit that is housed in her classroom which is filled with academic supplies, personal items such as toiletries and clothing, and snacks. Students receive personal notes and gifts throughout the year on various holidays, including their birthdays, via donations from FHS staff and family and friends of the foster advocacy teacher. Foster youth seniors are also provided with additional support to help lessen the cost of the various senior year activities, as well as transitional support from high school to college (access to independent living information, help setting up new/independent living with furniture donations, etc.). The class ultimately becomes more than a class, but rather a family of support and shared experiences in order to feel connected to each other, the school, and an adult mentor that is looking out for and encouraging them throughout their high school experience and beyond.</p> <p>Members of the EL/SDAIE PLC regularly report a high-level of satisfaction and trust in the program communication and collaboration.</p> <p>The EL coordinator involves the entire team and administration in decisions about budget, program vision, and implementation. In addition, the team works together honestly and openly to ensure the most supportive, collaborative relationships possible.</p>	<ul style="list-style-type: none"> <li>▪ Excerpt from November 14, 2016 EL PLC Meeting Notes</li> <li>▪ EL PLC Norms, Vision, and Mission, and Strategic Goals</li> <li>▪ EL Program Meeting Agenda (Coordinator and Administration)</li> </ul>

E2.3 Findings	E2.3 Evidence
	<ul style="list-style-type: none"> <li>• EL PLC Meeting Agenda</li> </ul>

### E3. Personal and Academic Student Support Criterion

All Students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### E3.1 Adequate Personalized Support

E3.1 Indicator: The School has available and adequate services to support student's academic and personal needs.

E3.1 Findings	E3.1 Supporting Evidence
<p>Franklin's Counseling Department has established numerous procedures that ensure all students have access to vital information, both academic and otherwise. Our counselors hold yearly Course Selection Nights for all returning students, as advertised colorfully around campus on the Course Selection Night Flyer. Each night is broken down by grade level to maximize the specific and relevant detail provided to each student. These course selection nights offer access to the counseling staff to students and their parents and feature department representatives as well for more intricate program details. These events are invaluable to helping our students choose a course load that is appropriate to their abilities and goals.</p> <p>To help our students develop a bond and trust in their counselor, our school helps provide students with access and exposure to their counselors from early on in high school. Our introductory PowerPoint Presentation, shown in every class on the first day of school, features photos of each counselor to increase their visibility to students during the ultra-busy first week of school. Our counselors also make sure to visit all Advocacy classes during the first week of the school year that Advocacy meets.</p> <p>Many resources are available to students as they develop both individualized academic and post-</p>	<ul style="list-style-type: none"> <li>• Counseling Programs that Support Student's Personal Needs</li> <li>• Course Selection Night</li> <li>• 1st Day PowerPoint</li> <li>• AP/Honors Night (Baer)</li> <li>• Foster Advocacy Teacher Email</li> <li>• IEP/504</li> <li>• APEX Enrollment Form</li> <li>• APEX Student/Parent Agreement</li> <li>• CTE Pathways</li> <li>• College and Career Fair Flyer and Map Your Future Flyer</li> <li>• Health Tech Procedures</li> <li>• I Care Form</li> <li>• Work Permit</li> </ul>

E3.1 Findings	E3.1 Supporting Evidence
<p>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, EL, Social Science, and STRATS.</p> <p>Academically, the school hosts senior information, scheduling, academy information, and AP/honors information nights. In addition, during 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. 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, and in classrooms.</p> <p>Franklin offers an Advocacy class specifically geared toward students in Foster Care. Designed to offer some consistency for these students whose lives may otherwise be quite unpredictable, the class provides a small, steady place on our large campus. Mrs. Manfredi, our Foster Youth Advocacy teacher, does an amazing job at providing community resources and personal counseling for these students.</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 for additional support. All students have access to on-campus tutoring, counselors, and individual tutoring.</p> <p>Counselors review the D/F list report every progress report and term report card and try to reschedule courses necessary for graduation and remediation. They meet with struggling students to discuss their academic progress and give them resources. Tutoring schedules and outside tutoring information is provided. Counselors also discuss other options for students to</p>	



E3.1 Findings	E3.1 Supporting Evidence
<p>make up classes that they may have failed and/or received a low grade in. Our APEX program, or after school online credit recovery program, allows students the opportunity to earn credits for classes they may need in order to graduate.</p> <p>The school provides career counseling information in a variety of ways: CTE Pathways, 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 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.</p> <p>Counselors inform students of all the available programs and opportunities during all of their ongoing communication. Information is delivered through the website, 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.</p> <p>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, 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 the</p>	



E3.1 Findings	E3.1 Supporting Evidence
<p>website and in the daily bulletin to keep students aware of all the opportunities available to them.</p> <p>Because our secondary schools have no full time nurses on staff, Franklin employs a Health Technician—a clerical employee with CPR/First Aid certification. Important health-related brochures 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. Student health records are found online in Synergy so they can be accessible during fire drills and emergency situations. 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.</p> <p>We have seven counselors, two psychologists, one health technician, and four vice principals, 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</p>	

E3.1 Findings	E3.1 Supporting Evidence
<p>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.</p> <p>Counselors provide support and guidance with personal issues. Counselors have an open door policy at Franklin and students can see them anytime they need to. 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. In addition, if students feel the need to address a concern regarding another student, they can anonymously fill out an ICare form. ICare forms are available in various locations around campus and are used to provide help to students in need.</p> <p>Work permits enable students to go into the community and acquire work experience, and help motivate students to maintain good grades and good attendance. 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 the parent/guardian. In the letter to parents, the school requests parental cooperation to help guide and support the student in maintaining their employment status along with their educational progress.</p> <p>Through consistent communication between teachers,</p>	

E3.1 Findings	E3.1 Supporting Evidence
<p>counselors, the school psychologist, case managers, and parents, English Learners are placed in the most challenging courses appropriate for their particular needs. Based on individual, content-specific placement data, teachers and counselors recommend courses that allow students to accelerate their learning in areas of strength while also receiving the support necessary to shore up their weaknesses.</p> <p>At the beginning of each quarter, the Beginning English instructor contacts each student's new teachers with information, including language acquisition levels, personal interests, and opportunities for support. Throughout the term, the English instructor keeps in touch with other teachers to offer additional support for English Learners, and teachers share assignments or resources that need additional explanation.</p> <p>In addition,</p> <p>EL teachers and the EL coordinator regularly participate in IEP, 504, and Student Study Team meetings to collaborate with parents, case managers, counselors, and the school psychologist.</p> <p>When needed, the EL coordinator arranges for translators to attend these meetings to ensure that parents and students can participate fully.</p> <p>The Focal Student pilot allows EL team staff to provide more personalized academic and personal support for struggling EL students.</p> <p>The EL program provides after school tutoring four days a week in math and other subjects.</p>	<ul style="list-style-type: none"> <li>▪ EL Student Placement Spreadsheet</li> <li>▪ EL/Strategies Placement List</li> <li>▪ EL Student Teacher Information Email</li> <li>▪ Principles of Engineering Email</li> <li>▪ 504 Plan for Dually Identified Student</li> <li>▪ Focal Student Pilot Student List and Pre-Planning Guide</li> <li>▪ 2018 EL Tutoring Flyer</li> </ul>

#### Support and Intervention Strategies Used for student growth/development

E3.2 Indicator: Strategies are used by the School Leadership and Staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Findings	E3.2 Supporting Evidence
<p>After school tutoring programs are available for all students in multiple subject areas. All leveled students can get additional assistance with homework and preparing for tests. This allows for an additional level</p>	<ul style="list-style-type: none"> <li>▪ Tutoring Schedule</li> </ul>

E3.2 Findings	E3.2 Supporting Evidence
<p>of support for all students and gives students options to learn or review the material with additional teacher support/assistance.</p> <p>In AVID, students are asked to reflect and set goals in each class for each term. The students write a short introductory letter explaining how the instructor can best support them in reaching these goals. This provides the student with a more “tailored” learning plan and the teacher gets to know the student a little better. This allows the students an opportunity to communicate with the teacher and in the process, make the students accountable for their own learning.</p> <p>APEX provides students with the opportunity to remediate (make-up) courses that are required for graduation. APEX occurs after school during the Guided Online/Extended Day Program, offering priority to students who are credit deficient.</p> <p>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>Dually identified EL/special needs students benefit from the support of their case managers and the EL/SDAIE teachers, as well as the resources offered by both programs (e.g., EL after school tutoring, the Strategies Center). Students benefit from targeted instruction and research-based instructional strategies in classes that are carefully selected to best meet their individual needs.</p> <p>We have built the EL/SDAIE master schedule to facilitate upward movement from level to level. For example, if an English Intensive Course II student advances quickly, the Course III section is also scheduled during the same period, allowing the student to move up without other schedule disruptions. Teachers are in contact throughout the year to advocate for students who are ready for higher-level</p>	<ul style="list-style-type: none"> <li>▪ AVID Letter</li>   <li>▪ APEX/Extended Day Curriculum</li>   <li>▪ 504 Accommodation Plan</li>   <li>▪ EL/Strategies Placement List</li> <li>▪ 2018 EL Tutoring Flyer</li>   <li>▪ EL Student Placement Spreadsheet</li>   <li>▪ EL/SDAIE Program Master Schedule</li> </ul>

E3.2 Findings	E3.2 Supporting Evidence
<p>courses.</p> <p>Through the 2018-19 Focal Student pilot, EL teachers will dig even deeper into the individual needs of struggling English Learners in order to advocate for them and ensure their success.</p>	<ul style="list-style-type: none"> <li>▪ Focal Student Pilot Student List and Pre-Planning Guide</li> </ul>

### Support Services – Multi-Tiered Interventions and Student Learning

E3.3 Indicator: The School Leadership and Staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3 Findings	E3.3 Supporting Evidence
<p>The health office provides health-related support to students to ensure their physical safety and promote their success in school. Students who have experienced a mental health crisis are at an increased risk of experiencing crises in the future. The student crisis re-entry guidelines are critical in ensuring a successful transition for any student who may have been out of school for any length of time due to significant mental health concern.</p> <p>Mental health is an area of concern in our community. By shedding light on the issue and providing information, we can learn how to deal with our issues and seek help. The movie, <i>Angst</i>, explores anxiety, its causes and effects, and what we can do to manage stress. This movie was presented on a weeknight afternoon to all students, parents and staff members in the Franklin community.</p> <p>The Kaiser Wellness Series is a two-hour workshop focusing on helping people understand the mind-body connection and how stress can affect physical and emotional health. Causes of depression and what one can do to manage stress, anxiety and /or depression were reviewed, including relaxation methods for mind/body health. A separate workshop was offered to parents and one for staff.</p>	<ul style="list-style-type: none"> <li>▪ Student Crisis Re-Entry Guidelines</li> <li>▪ Wellness Activities for students, staff and parents</li> <li>▪ College Visits and Post-Secondary Workshops</li> <li>▪ Student Study Team Procedures</li> <li>▪ 504s/IEPs</li> <li>▪ SEASE: How Franklin Staff Build a Support Program for</li> <li>▪ Underperforming Students List</li> </ul>

E3.3 Findings	E3.3 Supporting Evidence
<p>Through the Career Center, students are given the opportunity to attend presentations from college and career representatives. These presentations provide students with information on post-secondary school opportunities. The visits range from community college to 4-year universities to technical, trade and vocational programs. These presentations occur several times per month throughout the year. Students are made aware of these presentations through the daily bulletin and our website. Students attend during class or at lunch. In addition, the AVID program hosted a college fair last spring where the AVID students represented over 40 colleges and universities.</p> <p>Franklin High School staff have procedures in place in order to have a student assessed to implement a plan or need for services to support a student's academic success. The Student Study Team may recommend on site interventions, community services or testing by the special education team.</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>Some Franklin students struggle during their freshmen year. High school can intimidate students and the new expectations and distractions of a large energetic campus may yield disappointing academic results. Many of these struggling students enter their sophomore year in dire academic standing. To address these needs, a team of Franklin staff members decided to support these students by creating the SEASE program (Supporting Emotional, Academic, and Social Excellence) in the spring of 2018. Together, their cross-curricular team created a presentation to administration and identified two classes of sophomore students that needed intervention and additional support. They built a program for them around the</p>	

E3.3 Findings	E3.3 Supporting Evidence
<p>core classes of English and math that they failed as freshmen. That program is in its first year of implementation.</p> <p>The SEASE team proposed the program to administration, arranged it with the District, and then implemented it on campus. In addition, they have scheduled numerous SEASE parent meetings in the evenings to solicit and encourage family support for these otherwise struggling students.</p> <p>In addition to supporting the students academically, SEASE brings in team building elements of AVID that help the students see themselves as collaborative and supportive of one another. Of particular note is that the SEASE team arranged for a Ropes Course Field Trip. The students worked with an established program out of California State University, Sacramento, to further develop their trust and communication skills.</p> <p>The SEASE program is inspirational on campus. These staff members saw a gap in our traditional academic program and designed one that personalized the core subjects for this struggling group of students. They then set about implementing a novel instructional model that is otherwise reserved for students with stronger academic needs. The staff hopes to extend this program to other grades as well.</p> <p>When new potential English Learners enroll, we complete a series of placement assessments to ensure that students are placed appropriately. If students are new to California, the EL coordinator administers the ELPAC Initial Assessments for reading, writing, listening, and speaking. If students are already identified through CALPADS as English Learners, they take the EDGE reading placement assessment and a site-created writing assessment. In addition, students take a district-created math placement assessment. This information is used to ensure that students are placed accurately in the most challenging courses appropriate.</p> <p>Although this happens less frequently now as a result of our initial placement practices, occasionally teachers contact the EL coordinator with concerns about students who may be misplaced. Usually within the</p>	<ul style="list-style-type: none"> <li>▪</li> <li>▪ New EL Student Enrollment and Placement Plan</li> <li>▪ EL Student Placement Form</li> <li>▪ EL Student Placement</li> </ul>



E3.3 Findings	E3.3 Supporting Evidence
<p>next 24-48 hours, the EL coordinator conducts additional assessment, student interviews, and research to see if a schedule change is appropriate.</p> <p>In our EL PLC meetings, we frequently discuss students who are struggling and identify strategies that have been successful. Members of the team also communicate frequently via email to identify effective means of support for struggling students. In our PLC release days, we look for patterns in student achievement and identify steps to take as a program.</p> <p>In addition, the vice principal who oversees the EL program conducts regular monitoring of EL and RFEP student achievement. He frequently meets with struggling students individually, and provides them with information about after school tutoring. In addition, the EL tutoring information is shared with all school staff, and teachers who are not part of the EL/SDAIE team regularly recommend students who should attend.</p> <p>The EL PLC requested and received LCAP funding to purchase dedicated Chromebook carts for the EL English classes and science classes. Students now have access to Chromebooks for work in class, during lunch, and after school.</p>	<p>Email</p> <ul style="list-style-type: none"> <li>▪ November 2016 EL PLC Release Day Notes</li> <li>▪ Student Intervention Email</li> <li>▪ RFEP Monitoring Teacher Intervention Feedback Form</li> <li>▪ EL Chromebook Cart LCAP Funding Request</li> </ul>

### Equitable Academic Support to enable all students' access to a Rigorous Curriculum

E3.4 Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4 Findings	E3.4 Supporting Evidence
<p>STEM/GREEN Academies offer students an opportunity to access challenging, relevant and coherent curriculum through an innovative four year course of study.</p> <p>Franklin High School and the community offer high quality pathways, map your future and multiple college visits for students to explore and learn real world applications and techniques in preparation for their future.</p> <p>Franklin High School offers 7 different High Quality Pathways for students to explore and learn real world</p>	<ul style="list-style-type: none"> <li>▪ STEM/GREEN Academies</li> <li>▪ High Quality Pathways/College &amp; Career Options</li> </ul>

E3.4 Findings	E3.4 Supporting Evidence
<p>applications and techniques in preparation for their future. These include Animation, Design Arts, Digital Media, Entrepreneurship and Innovation, Engineering Design, Engineering Technology and Web Design.</p> <p>The master schedule allows for 100 extra credits to be earned in 4 years. The schedule also offers AP or elective course enhancement or credit recovery/intervention. Our 98.8. % graduation rate shows we are reaching and supporting a large percentage of our overall student body. Our A-G completion rate is 72.6%. Our graduation rate increased from 2017 to 2018. Our A-G completion rate has improved 8% among all students to 70.9%, and we saw a 16% improvement among our African American students in the last year (2012), demonstrating continuing improvement in providing access to rigorous courses.</p> <p>In the spring of 2018, the EL PLC undertook an extensive analysis of student achievement data. As a result, we identified important patterns and gaps in achievement, including troubling trends among 11th grade EL and RFEP students and dually identified long-term English Learners. We then created a plan of action based on our findings and began implementation in Fall 2018.</p>	<ul style="list-style-type: none"> <li>• Grad Rate Evidence/ A-G Data</li> <li>• Spring 2018 EL and RFEP Data</li> <li>• Spring 2018 LTEL Data</li> <li>• Spring 2018 Recommendations based on Data</li> </ul>

### E3.5 Co-Curricular Activities

E3.5 Indicator: The School ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the schoolwide learner outcomes, academic standards, and college – and career - readiness standards.

E3.5 Findings	E3.5 Supporting Evidence
Franklin provides ample opportunities for students to take advantage of co-curricular activities. Also widely available are regularly communicated opportunities for student involvement in the school and the community. A large number of students are involved in athletics at Franklin High School. We offer more athletic teams than any other school in our district, and over 25% of the students on campus participate on an athletic team. In the 2017-2018 school year, 471 males and 272	<ul style="list-style-type: none"> <li>• Athletics Participation Graph</li> </ul>

E3.5 Findings	E3.5 Supporting Evidence
<p>females participated in a sport on campus.</p> <p>At the WOW Assembly in May, incoming freshmen students interested in athletics are given a form from the athletic director with tryout information and contact information for coaches. This gives students a way to get involved with co-curricular activities even before the first day of school their freshmen year.</p> <p>In addition to sports, clubs are a big part of the co-curricular activities on campus. Over 60 clubs are chartered every year. Students may join clubs for social reasons, but some join for academic growth or to look for community service opportunities.</p> <p>One of the more active clubs on campus is our Mathletes club. For the last few years, Franklin Mathletes have been successful in competition but also active in the community. Beginning in 2016, Franklin began hosting Math Contests through a partnership with mathleague.org, an organization founded and run by a math enthusiast in South Africa. The Mathletes have held numerous high school competitions, bringing in students from other high schools throughout Northern CA. In 2017, the Franklin Mathletes expanded their contest offerings to include elementary school competitions, hoping to engage the local math community's younger enthusiasts. In the 2018-2019 school year, the Franklin Mathletes will host a number of math competitions beginning with the first one in November, 2018.</p> <p>When new EL students enroll, and on the first day of the school year, students have the opportunity to meet our activities director and athletic director and learn about how to get involved in co-curricular activities. During campus tours with bilingual peer tutors and LINK Crew leaders, students get to see our visual and performing arts rooms, as well as our industrial technology facilities. Throughout the year, EL teachers, peer tutors, and LINK Crew leaders reach out to invite EL students to join campus clubs, teams, and activities.</p>	<ul style="list-style-type: none"> <li>▪ WOW Assembly Athletics Flier</li> <li>▪ Club List – Kilby</li> <li>▪ Mathleague.org Scores</li> <li>▪ Photos from Mathlete Competitions</li> <li>▪ New EL Student Tour Guide</li> </ul>

## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

### Summary

(including comments about the preliminary identified critical learner needs)

Franklin High School is well known for its accepting school wide culture. We are one of the most diverse schools in the EGUSD. Students are provided the opportunity to participate and engage in a number of campus wide activities and co-curricular activities. These include but are not limited to access to AP classes, CTE Pathways, the most athletic teams in EGUSD, and a variety of campus clubs. The student leadership program continues to plan a wide variety of activities and programs through which all students can actively participate. The school communicates and encourages parental/community involvement through its school website, newsletters, ParentVue (Synergy), parent committees (Booster Club, Sober Grad Night, AVID Night, STEM), Back to School Night, and multiple Take Your Parent to School days. The EL/SDAIE team contributes to the support of our students' personal and academic growth as one of the interdisciplinary teams that gets together several times a year to hone instructional practices, collaborate, and determine interventions/innovations that can help propel student growth, both personal and academic. Teachers who are part of the EL team work hard to provide services to English Learners and their families through increased collaboration. Students with disabilities are enrolled extensively in general education classes, but data shows that many do not receive the type and amount of support that they need to be successful in acquiring skills and passing courses to keep them on track for graduation.

Prioritize the strengths and areas for growth for Category E.

### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

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.

A large number of students are involved in athletics at Franklin High School. We offer more athletic teams than any other school in our District, and about a third of the students on campus participate on an athletic team.

Beyond athletics, Franklin HS also supports numerous academic competition programs from every discipline, programs which have been active in the community and through

which, students have been successful competitively, winning numerous accolades and honors.

Through the PBIS program here at Franklin, we explicitly teach students our school wide expected behaviors in order to create an environment of high expectations, caring and concern for students.

Franklin HS supports the emotional and mental health of our students with campus wide programs that are run by participating teachers from across the disciplines. Programs like Challenge Day are expanding to include and impact increasingly large numbers of students.

Synergy has been implemented as an effective tool for students and parents.

Our 98.8% graduation rate shows that we are reaching and supporting a large percentage of our overall student body. Our a-g completion rate is 72.6% and our graduation rate increased from 2017-2018.

There is strong collaboration, respect and professionalism within the EL/SDAIE Professional Learning Community.

The EL team identifies struggling students and responds to their needs.

EL and SDAIE students are involved in the conversation about addressing personal educational needs and how we can collaborate to work through challenges.

Further academic support through after school tutoring is provided.

ELAC meetings every month are held where parents are invited to participate in trainings that support their student's academics, personal and social development, and college/career plans. Parents are also involved in providing input in the LCAP plan.

The EL team has piloted the identification of focus students who need additional support, and assigned a mentor to them to provide academic support.

EL Back-to-School Night is held annually. EL parents are invited to come to school, learn about the EL program and understand the classes that their students will be taking.

A school site ELAC representative participates in School Site Council.

Site representatives attend the ELAC meetings to provide input on the District LCAP plan and receive additional information on how to support their students.

<p>Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth</p>
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Continue to expand and refine the PBIS program.

Identify new strategies and opportunities to increase parent and community engagement.

Continue to develop outreach of AP classes to lower performing subgroups.

Analyze the effectiveness of the SEASE program and look to develop and implement additional programs to support student learning.

Increase parent participation and opportunities for students to contribute their voice to the EL program.

Increase opportunities for the EL/SDAIE team to function as a regularly-meeting, true PLC.

Continue to push for lower class size in EL classes to facilitate high quality instruction in reading and writing.

Investigate the potential of a co-teaching model as a replacement for the current model of delivery of services to students with disabilities so that students with disabilities can be placed in general education classes where they have high quality instruction by content area experts, but are supported by the presence and assistance of a special education teacher.

Reach out to encourage more industry and business involvement with our EL program.

Provide more opportunities for EL students and students with disabilities to be exposed to career-based electives and programs.

## **Prioritized Areas of Growth Needs: Categories A through E**

Expand our intervention efforts to support struggling students, starting with extending the SEASE program, while simultaneously continuing to develop additional intervention programs and targeted, effective practices to support African Americans, Latinos, and students with disabilities.

Provide more time for ongoing interdisciplinary collaboration and planning to address the needs of low performing subgroups including EL and students with disabilities.

Advocate for vertical planning with Toby Johnson Middle School to re-establish a strong, 7-12 program designed to meet the needs of all students.

Continue with PBIS/PRIDE, extending the program and refining it as needed to help motivate our lower performing subgroups, keeping them in the classroom where they receive the instruction they need by lowering suspension rates.

Develop an instructional component to OCI, potentially creating a two tier referral process to give students opportunities to participate in a “Restorative Practices Tier” that will result in their successful return to class and reduction in class suspensions and lost instructional time, while adding an instructional component for students who remain in on campus suspension.

Increase professional development opportunities for teachers to gain skills needed to meet the needs of all students including strategies for teaching meaningful writing to students of all skill levels across the curriculum.

Revise the Advocacy program to reflect the addition of student wellness and mental health instruction and support with post-secondary preparation.

Investigate alternate approaches to delivery of services and academic support for students with disabilities.

Create a “Teacher in Charge” position designed for the purpose of supporting the coordination of a systematic approach to the development, monitoring, and evaluation of programs such as SEASE, PBIS, Advocacy, OCI and AP/Honors to address the needs of our low performing and under-represented student populations.



## Chapter IV: Summary Analysis of Identified Critical Student Learning Needs

**Critical Student Learning Need # 1: Narrow the academic performance gap for lower performing subgroups as measured by SBAC by expansion of use of intervention programs, such as SEASE, for all grade levels and underperforming subgroups, and by increasing student time in class by fully implementing PBIS and reducing suspension rates of underperforming subgroups.**

Addressing the needs of lower performing subgroups at Franklin High School continues to be of recognized importance and priority to the staff. When analyzing the 2018 SBAC student performance data, it became apparent that our cumulative efforts have resulted in less than the desired outcomes. In the area of math performance, 97% of our students with disabilities, 74% of our Hispanic/Latino students, 72% of our African American students, and 65% of our socio-economically disadvantaged students were in either the “not met” or the “nearly met” categories. In the area of ELA performance, 92% of our students with disabilities, 60% of our African American students, 48% of our socio-economically disadvantaged students, and 45% of our Hispanic/Latino students were in either the “not met” or the “nearly met” categories. These percentages are disheartening and disturbing. The development and implementation of the SEASE (Supporting Emotional, Academic, and Social Excellence) program reflects our most recent effort to improve these performance results. The development of the SEASE program was initiated by a group of teachers on campus who proposed the program in April of 2018, and who worked diligently throughout the summer months in order to be able to introduce the program at the start of the current 2018-19 school year. The SEASE program consists of a team of cross-curricular teachers, counselors, school administrators and the school psychologist who work together to empower students to learn and apply strategies to be more successful in school, career and home. While this program has only been implemented at the 10<sup>th</sup> grade level and only been in place for the first two terms of the 2018-19 school year, early indications are that the program is already having some positive results. For example, with this first group of students participating in SEASE, when comparing average GPA's from terms 1 and 2 of their non-SEASE supported 9<sup>th</sup> grade year to average GPA's from terms 1 and 2 of this, their SEASE supported 10<sup>th</sup> grade year, participating students showed some overall improvement in average GPA's. The average GPA of the participating group increased from 1.67 in term 1 of their freshman year to 2.00 in term 1 of this year, a .33% increase. 30 of the 51 student participants showed some grade improvement. The average GPA of the participating group increased from 1.27 in term 2 of their freshman year to 1.58 in term 2 of this year, a .31% increase. 32 of the 51 students showed some improvement. While the increase is not dramatic, the small improvement nevertheless shows some promise. Attendance has improved for at least 14 of the 51 participating students, and there is some indication in the early data related to behavior that detentions and class suspensions are trending down for the participating students. Survey data from SEASE parent meetings in both September and again in November of 2018 show that parents are pleased with the program overall and feel that

strategies being shared at SEASE parent meetings will help them to better support their students. Based upon these early indicators, staff has determined that one way to support our lower performing subgroups is to extend the SEASE program to all underperforming subgroups across all grade levels. In that way, we can get this same level of support in place for all students who need it. Our hope is that with more time and a larger group of participating students, we will be able to determine with more reliability the effectiveness of this program and with it, begin to successfully close the academic achievement gap.

An additional area where intervention has been determined by staff to be warranted to narrow the academic achievement gap is in the area of behavioral intervention. Time out of class for any reason, including disciplinary action for behavior, means lost instructional time, and more often than not, loss of instructional time for students who need the instruction the most. For example, Franklin High School's African American student population accounts for 13% of the overall student population, but had a 15% suspension rate, and accounted for 43% of all suspensions in 2017-2018, numbers which are not atypical compared with those from previous years. Given the high percentage of African American students scoring in the "not met" or "nearly met" categories on SBAC, loss of instructional time is something that ought to be minimized as much as possible. In order to attempt to address this issue, the staff has determined that we need to move toward full implementation of PBIS, starting by moving on to Tier II. This conclusion was reached from a combination of staff and Focus Group meetings as well as the results of a school wide PBIS Tiered Fidelity Inventory in which the success rate of the implementation of PBIS was scored at 53%.

**Critical Student Learning Need # 2: Improve student learning through focusing on staff interdisciplinary collaboration and vertical teaming in order to implement school-wide strategies to improve learning outcomes for English Learners and Special Education students, and to implement meaningful student writing across subjects and disciplines.**

While collaboration is a highly valued, core element of the culture at Franklin High School, and possibly *because* it is so highly valued by our staff, there never seems to be enough of it to satisfy our needs. The master schedule is designed to provide meeting time every Wednesday before the start of school. Much of this Late Start Wednesday meeting time, however, is utilized for whole staff meetings, department meetings, and scheduled IEP meetings. While collaboration is taking place in these various meetings, the type of interdisciplinary collaboration and vertical teaming that is needed requires more time than the Late Start Wednesday schedule provides. In order to address this, District and site administration has been supportive in providing funding for release time for those teachers requesting it. The EL/SDAIE team is one group of teachers on campus that has taken advantage of this opportunity to meet on a regular basis. The team has worked closely during release time to gain professional development, and with the guidance of the EL coordinator and the help of a District EL coach, has developed and implemented a set of consistent, research-based instructional practices, and the commitment to the use of these practices, combined with the results of regular formative assessments, to modify instruction

to improve student learning outcomes. Nonetheless, by looking at data reflecting student performance, it has become apparent that in order to substantially improve student performance, these efforts need to extend beyond the work of the EL/SDAIE teaching team and become a school wide effort to improve learning outcomes for English Learners as well as Special Education students, with the approach of the EL/SDAIE team as a potential model to emulate. When looking at 2018 SBAC student performance, 80% of EL students were either in the “not met” or the “nearly met” categories in ELA, and 74% were either in the “not met” or the “nearly met” categories in math. 2018 SBAC data results for Special Education students were even worse. 92% of Special Education students were either in the “not met” or the “nearly met” categories in ELA, and 97% were either in the “not met” or “nearly met” categories in math. Alarming, graduation rate data over the past three years has shown that Special Education students are graduating at a significantly lower rate than all other groups including EL and Socio-Economically Disadvantaged students, and from the 2016-2017 year to the 2017-2018 school year, a significant drop in the percentage of Special Education students graduating occurred (from 88% to 77%.) Another area of concern revealed through data analysis is that our Spanish-speaking students made up the highest number of EL students with at least one D or F grade in Quarters 1 through 3. The need for more time to collaborate on ways to implement consistent, EL and Special Education support strategies school-wide is apparent.

With regard to meaningful student writing across subjects and disciplines, addressing this need will not only support EL and Special Education students on campus, but all students.

When looking at specific writing targets on the SBAC, it was found that some of these were the areas of the poorest overall performance of our students. For example, on the SBAC Writing Target # 1 Narrative indicator, our students’ performance was worse than on the test as a whole. Likewise, on the SBAC Writing Target #8 Writing (which tests language skills and vocabulary), again our students performed worse here than on the test as a whole. Therefore, since many of our students are performing poorly when tested on writing, including but not limited to our EL and Special Education student populations, the staff concluded that the need to implement meaningful student writing across subjects and disciplines warrants additional focused interdisciplinary collaboration. Though we recognize the need for and the potential benefit to our students of vertical planning with teachers at Toby Johnson Middle School (our feeder middle school), our recent efforts at vertical teaming have been met with less than enthusiasm by the site level administration on that campus. This needs to be addressed by District and site administration to the extent possible.

**Critical Student Learning Need # 3: Address student wellness issues through promotion of self-awareness, self-reliance, and self-discipline by increasing student mental health support services, programs and training, and development of meaningful wellness instruction and life skills lessons developed for use in Advocacy and for students assigned to OCI.**

Over the past three years, staff has increasingly noticed and expressed concern about the need to focus attention on the creation of a school culture that embraces support for

student wellness. Over several years, it has been observed at Franklin High School that our students are increasingly in need of social-emotional support, and staff believes that the lack of adequate support of these needs while at school has impacted the academic success of our students in their classrooms. Staff also expressed that we were in need of more peer counseling/conflict mediation as well as a better method for informing students about access to the conflict mediation program and other support programs at Franklin High. In the 2017-2018 school year, staff determined that it would be of benefit to gain the input of our student body as well as our parent community regarding issues of student wellness. In 2018, in order to gain information about how students were feeling with regard to social-emotional support needs on campus and overall, the Franklin High School administrative team initiated a plan to administer the California Healthy Kids Survey. The California Healthy Kids Survey is “part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.” The data that results from administration of such a survey can help with “promotion of student engagement and achievement, safety, positive development, health, and overall well-being.” This is an anonymous, confidential survey. In 2018, many of our students and parents responded to the survey and the results validated the concerns of the staff. Of those students who completed the survey, only 20% said that they feel connected to the school; only 33% said that they are academically motivated; 12% of our students reported that no adult on campus cares about them; 8% of our students said that they were experiencing bullying; 31% reported feeling sad or hopeless; and fully 20% of our students said that they have considered suicide. Of those parents completing the survey, only 27% said that they feel that they can emotionally support their student. These results cannot be ignored. Therefore, it is the intention of the staff to develop strategies and programs to increase support services, programs and training to support student mental health, and to develop effective lessons for use in Advocacy classes as well as for use with students assigned to On Campus Intervention (OCI) that teach life skills and wellness. The development of effective lessons related to student mental health and wellness will allow us to develop a more meaningful, purposeful Advocacy program, and a more effective On Campus Intervention program and will provide two places within our school schedule where education and support for the emotional-social needs of our students can be provided. Through embedding these lessons in Advocacy, all students will receive instruction and support in the area of emotional-social wellness. By adding an instructional component to our On Campus Intervention program, we can provide extra support in this area to those students who are struggling with issues that lead to missing instructional time because they have been removed from the classroom due to engaging in disruptive behaviors. Rather than spending time in OCI that is purely punitive, students will have interaction with an OCI teacher who will provide instruction in mental wellness and life skills issues such as self-reflection, coping strategies, ways to deal with frustration and anxiety, and methods for getting their emotional-social needs met, in addition to addressing individual student issues and needs that may impact their behaviors and hence, time in class and academic success.

## Chapter V: Schoolwide Action Plan

### Goal #1: Narrow the academic achievement gap for lower performing subgroups as measured by SBAC

#### Rationale:

- The evidence shows that we are not effectively addressing the needs of our low performing subgroups resulting in the persistence of the achievement gap.
- The percentages of low performing subgroups who score poorly on the SBAC in ELA and Math indicate that English and math skills are not being adequately acquired by all of our students.
- The percentage of students in our low performing subgroups who are able to pass courses with grades of C or better needs to increase so that these students can earn their high school diplomas and move on to successful post-secondary activities of their choice.
- The percentage of students in our low performing subgroups who are being removed from instructional time due to class suspensions for tardiness to class and/or minor behavior issues is a problem that needs additional attention in order to create and implement an effective, consistent, system-wide approach to minimizing loss of instructional time needed to support the academic needs of these students.

#### Supporting Data:

- As of the 2017-2018 school year, there is only one grade-level (structured) “whole student” intervention program at Franklin HS
- Students w/ disabilities: 92% “not met” & “nearly met” on ELA SBAC in 2018
- Students w/ disabilities: 97% “not met” & “nearly met” on Math SBAC in 2018
- Socio-Econ Disadvantaged Students: 48% “not met” & “nearly met” on ELA for 2018 SBAC
- Socio-Econ Disadvantaged Students: 65 % “not met” & “nearly met” on Math for 2018 SBAC
- African American Students: 60% “not met” & “nearly met” on ELA for 2018 SBAC
- African American Students: 72% “not met” & “nearly met” on Math for 2018 SBAC
- Hispanic/ Latino Students: 45% “not met” & “nearly met” on ELA for 2018 SBAC
- Hispanic/ Latino Students: 74% “not met” & “nearly met” on Math for 2018 SBAC
- D & F Rates: 2018-19: Q1 = 9%; 2017-2018: Q1 = 9%, Q2 = 10%, Q3 = 11%, Q4 = 15%
- School-Wide PBIS Tiered Fidelity Inventory(success rate of PBIS implementation, 2016 - 2018):  
PBIS Tier I Self-Assessment Score: 19/35 = 53% PBIS Tier II Self-Assessment Score: 0/126 0%
- African American Students account for 13% of our population, have a 15% suspension rate, and account for 43% of all suspensions

#### Growth Target 2019-2020:

- Reduce the percentages of students in those subgroups wherein 70% or more are in the “not met” or “nearly met” categories on SBAC in ELA and Math by at least 5%, and reduce the percentages of students in those subgroups wherein 45-69% are in the “not met” or “nearly met” categories on SBAC in ELA and Math by at least 3%.
- Reduce D & F Rates by at least 1% in each quarter of the year over the previous year.
- Achieve 75% on PBIS Tier 1 Fidelity Inventory.
- Reduce the percentage of African American student suspensions by at least 5%.

#### Growth Target 2020-2021:

- Reduce the percentages of students in those subgroups wherein 70% or more are in the “not met” or “nearly met” categories on SBAC in ELA and Math by at least 5%, and reduce the percentages of students in those subgroups wherein 45-69% are in the “not met” or “nearly met” categories on SBAC in ELA and Math by at least 3%.
- Reduce D & F Rates by at least 1.5% in each quarter of the year over the previous year.



- Achieve 90% on PBIS Tier 1 Fidelity Inventory.
- Reduce the percentage of African American student suspensions by at least 5%.

Growth Target 2021-2022:

- Reduce the percentages of students in those subgroups wherein 70% or more are in the “not met” or “nearly met” categories on SBAC in ELA and Math by at least 5%, and reduce the percentages of students in those subgroups wherein 45-69% are in the “not met” or “nearly met” categories on SBAC in ELA and Math by at least 3%.
- Reduce D & F Rates by at least 2% in each quarter of the year over the previous year.
- Achieve 100% on PBIS Tier 1 Fidelity Inventory.
- Reduce the percentage of African American student suspensions by at least 5%.

SLO's Addressed:

- SLO # 1 – Communicate effectively in both academic and workplace environments
- SLO # 2 - Think, analyze, and read critically
- SLO # 6 – Demonstrate P.R.I.D.E. – Preparation, Respect, Integrity, Determination, and Empathy

Impact on Student Learning of Academic Standards and SLO's:

- More students in our low performing subgroups on SBAC will be in the met performance category on the SBAC in ELA and Math.
- Fewer students in our low performing subgroups on SBAC will be in the not met category on the SBAC in ELA and Math.
- The full effective implementation of PBIS will result in fewer students missing instructional time due to disciplinary action.
- There will be an overall reduction in the number of D and F grades.
- There will be a reduction in the percentage of African American students suspended resulting in more instructional spent time in class.

Means to Monitor Progress:

- Interim SBAC Assessments
- SBAC Scores
- PBIS Tiered Fidelity Inventory
- Successful Course Completion via Synergy
- Suspension Rates of African American Students

Means to Report Progress:

- Report SBAC Interim Assessments to department and grade level PLC teams
- Report SBAC data to staff through whole staff and leadership meetings
- Report SBAC data to parents and other stakeholders at School Site Council
- Report SBAC data to parents and other stakeholders through SARC Report and CA Dashboard
- Share PBIS Tiered Fidelity Inventory results through emails and in staff meetings
- Share Grades through Progress Reports and Official Report Cards
- Share Grade Data with grade level and subject matter PLC teams
- Share Quarterly Research and Evaluation Reports at staff and leadership meetings, and at School Site Council meetings

Action Item	Action Steps	Person(s) Responsible	Resources	Timeline	Assessment
1.Extend implementation of SEASE Program	a. Define the roles and responsibility of an intervention coordinator	Admin/ Leadership	LCAP/ FTE	Spring 2019	Job Description/ Formal Evaluation

	b. Interview and hire an intervention coordinator	Admin/ Leadership	n/a	Spring/ Summer2019	Hire Positon
	c. Increase communication of intervention programs and opportunities with parents	Admin/ Intervention Coordinator/ District FACE Coordinator	LCAP	On-going, starting Fall 2019	Communication Tools: email, newsletter, website, parents on campus
	d. Explore structured intervention models during the school day	Admin/ Intervention Coordinator/ Staff Committee/ Students	LCAP	On-going, starting Fall 2019	Report out findings during staff, leadership and dept. meetings
2.Continue the implementation of PBIS to 100% fidelity of Tier I.	a. All stakeholders represented on the PBIS/ PRIDE Team	PRIDE Team	n/a	Spring 2019, on-going	Agendas, Sign-in Sheets
	b. Create an ASB student commissioner for PBIS/ PRIDE	Admin/ Activities Director/ PRIDE Team	n/a	Fall 2019	ASB Commissioner interviews and duties
	c. Create additional PBIS/PRIDE Advocacy Lessons	PBIS/PRIDE Coordinator/ Admin	LACP/ PRIDE Matrix	Spring-Summer 2019, on-going	Creation, and delivery of lessons/ Perception data from students
	d. PBIS/PRIDE on every Leadership Meeting Agenda	Admin/ Leadership	n/a	Spring 2019, on-going	Agenda items/ Sign-in sheets
3.Enhance staff and student familiarization with SBAC Assessments.	a. Expand staff utilization of SBAC Interim Assessment and Digital Library	Admin/ CAASPP Testing Coordinator/ Dept. Chairs	Chromebooks/ District Trainings/ Planning Time	Fall 2019, on-going	Student Assessment Result Reports
	b. Train staff on the SBAC Interim	Admin/ CAASPP Testing	Chromebooks/ District Trainings/	Fall 2019, on-going	Staff Meeting Agendas, Training,



	Assessment and Digital Library interface	Coordinator/ Instructional Coach	Planning Time		Survey Data on Trainings
	c. Increase the ratio of students to technology devices	Admin/ Technology Support Person/ CAASPP Testing Coordinator	LCAP	Fall 2019	Purchase of additional Chromebook Carts
4.Reduce the number of suspensions.	a. Collaborate with staff on PBIS/ PRIDE majors & minors	Admin/ PBIS/PRIDE Coordinator	LCAP/ Synergy Major-Minor PBIS Data	Fall 2019	Synergy Reports/ Staff Meeting Agenda, Sign-in Sheets
	b. Research Restorative Practices with PBIS/PRIDE team	Admin/ PBIS/PRIDE Coordinator/ PRIDE Team	LCAP	Spring 2020	Report Findings at Staff and Leadership Meetings
	c. Staff training on Restorative Practices	Admin/ PBIS/PRIDE Coordinator/ PRIDE Team	LCAP/ Synergy Major-Minor PBIS Data	Spring 2010	Staff Meeting Agendas, Training, Survey Data on Trainings
	d. Implementation of Restorative Practice interventions	All Stakeholders	LCAP	Spring 2020	Perception/ Survey Data

## **Goal #2: Improve student learning through focusing on staff interdisciplinary collaboration and vertical teaming**

### Rationale:

- The evidence shows that our EL and Special Education students are not being successful with regard to ELA and math skills development, skills that are essential to their future college and/or career opportunities.
- The evidence indicates that our Spanish-speaking students need more intensive, daily support in order to pass their courses and move on toward graduation.
- The evidence shows that a substantial percentage of our Special Education students are failing to earn a high school diploma, an outcome which will negatively impact them throughout their lives.
- The evidence indicates that the development of skills in narrative writing, and written language & vocabulary are areas where our students need more instructional support in order to reach our desired Schoolwide Learning Outcomes of becoming successful with effective communication for both school and work.

### Supporting Data:

- EL Students: 80% “not met” & “nearly met” on ELA SBAC in 2018; 74% “not met” & “nearly met” on Math SBAC in 2018.
- In 2017-2018, Spanish-speaking students made up the highest number of EL students with at least one D or F grade in Quarters 1-3
- Special Education Students: 92% “not met” & “nearly met” on ELA SBAC in 2018; 97% “not met” & “nearly met” on Math SBAC in 2018
- The graduation rate for Special Education students was 77% in 2017-2018, the lowest of all subgroups and a substantial decrease from the previous year
- 2018 SBAC Writing Target #1 Narrative indicator: “worse than performance on the test as a whole”
- 2018 SBAC Writing Target #8 Writing (Language & Vocabulary) indicator: “worse than performance on the test as a whole”

### Growth Target: 2019-2020

- Reduce the percentage of EL and Special Education students in the “not met” and “nearly met” categories on the SBAC in ELA and Math by at least 3% for each group.
- Reduce the number of EL and Special Education students with at least one D or F grade by at least 5% in each group.
- Increase the graduation rate of Special Education students by at least 3%.
- Increase the performance of all students on the SBAC Writing Target # 1, Narrative indicator, by at least 2%.
- Increase the performance of all students on the SBAC Writing Target # 8, (Language & Vocabulary) indicator by at least 2%.

### Growth Target: 2020-2021

- Reduce the percentage of EL students in the “not met” and “nearly met” categories on the SBAC in ELA and Math by at least an additional 3%.
- Reduce the number of EL students with at least one D or F grade by at least an additional 5%.
- Increase the performance of all students on the SBAC Writing Target # 1, Narrative indicator, by at least an additional 2%.
- Increase the performance of all students on the SBAC Writing Target # 8, (Language & Vocabulary) indicator by at least an additional 2%.

### Growth Target: 2021-2022

- Reduce the percentage of EL students in the “not met” and “nearly met” categories on the SBAC in ELA and Math by at least 3%.
- Reduce the number of EL students with at least one D or F grade by at least 5%.

- Increase the performance of all students on the SBAC Writing Target # 1, Narrative indicator, by at least an additional 2%.
- Increase the performance of all students on the SBAC Writing Target # 8, (Language & Vocabulary) indicator by at least an additional 2%.

SLO's Addressed:

- SLO # 1 – Communicate effectively in both academic and workplace environments
- SLO # 3 – Achieve academic goals through rigorous, challenging courses

Impact on Student Learning:

- Fewer EL and Special Education students will score in the “not met” or “nearly met” categories on the SBAC in both ELA and Math.
- More EL and Special Education students will pass their courses and earn grades of at least a C or better in all courses.
- Student narrative writing skills will improve for all student subgroups across all disciplines and all grade levels.
- Student written language usage and vocabulary skills will improve for all student subgroups across all disciplines and all grade levels.

Means to Monitor Progress:

- Interim SBAC Assessments
- SBAC Scores
- Student Writing Samples
- Progress Reports and Official Report Cards via Synergy

Means to Report Progress:

- Report SBAC Interim Assessments to EL and Special Education teams, department and grade level PLC teams
- Report SBAC data to staff through whole staff and leadership meetings
- Report SBAC data to parents and other stakeholders at School Site and ELAC Council meetings
- Report SBAC data to parents and other stakeholders through SARC Report and CA Dashboard
- Progress Reports and Official Report Cards
- Report SBAC Interim Assessments to grade level and subject matter PLC team meetings
- Report regularly measured impact of instruction upon student writing across disciplines in department and PLC

Action Item	Action Steps	Person(s) Responsible	Resources	Timeline	Assessment
1. Improve learning outcomes for students who are receiving EL/ SDAIE services	a. Continue to provide training and support for EL/SDAIE best practices	Admin/ EL Coordinator/ ELA Coordinator	EL Funds	Spring 2019, on-going	Staff Meeting Agendas and Sign-In Sheets/ EL Walk-Throughs
	b. Implement and utilize interdisciplinary writing prompts and rubrics for EL/SDAIE courses	Admin/ EL Coordinator/Dept. Chairs/ ELA Coach/ EL Team	LCAP/ EL Funds	Spring 2019, on-going	Analysis of Student Work/ LPAC Scores/ SBAC Scores
	c. Establish a EL/SDAIE Summer Boot-	Admin/EL Coordinator/El	LCAP/EL Funds	Summer 2020	Student Attendance and

	Camp	Coach			participation/pre and post work
	d. Increase the academic support for struggling EL/SDAIE students during the school day	Admin/EL Coordinator/EL Coach /EL Team	LCAP/EL Funds	Fall 2020	Student work/grades/LPAC Scores//SBAC Scores
2.Improve learning outcomes for students receiving Special Education services	a. Continue to provide training for Special Education best practices	Admin/Special Ed. Dept./Program Specialist/Inclusion Specialist	Release Days/LCAP	On-going	Meeting Agendas/ Sign-In Sheets/pre and post surveys
	b. Establish a Special Education Summer Boot-Camp	Admin/Special Ed. Dept./Program Specialist/Inclusion Specialist	LCAP	Summer 2020	Student Attendance/ participation/pre & post work
	c. Increase academic support and tutoring for student receiving Special Education services	Admin/Special Ed. Dept./Program Specialist/Inclusion Specialist/Para-educator	LCAP	On-going	Academic improvement/ student participation/sign-in sheets
3.Improve writing for ALL students	a. Expand staff utilization of SBAC Interim Writing Assessment and Digital Library	Admin/ CAASPP Testing Coordinator/ Instructional Coach/Dept. Chairs	Chromebooks/ District Trainings/ Planning Time	Fall 2019	Student Assessment Result Reports
	b. Develop and implement a school-wide writing style format and scoring rubrics	Admin/Leadership/Instructional Coach	Release Time	Spring 2020	Adopted format
	c. Plan vertical team meetings with Toby Johnson Middle School with a focus on narrative and	Admin/Leadership/Instructional Coach	Release Time	Spring 2020	Adopted format/Student work/

	language & vocabulary development				
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### **Goal # 3: Address student wellness issues through promotion of self-awareness, self-reliance, and self-discipline**

#### Rationale:

- Research shows that it is difficult to be successful academically when students are experiencing life stressors and issues related to mental health.
- Research shows that students who are more involved in and connected to their schools are more successful, getting better grades and having higher graduation rates.
- The results of the CA Healthy Kids Survey that many of our students took in 2018 showed that for many, they are struggling with issues that have potential to interfere with their ability to focus on academic endeavors and the successful completion of courses and earning of a high school diploma.
- Many in our parent community have reported that they feel inadequate to support their student emotionally, and that the school can have a positive impact upon the emotional and mental wellness of their student.

#### Supporting Data:

- 20% of students feel connected to school (CA HKS 2018)
- 33% of students are academically motivated (CA HKS 2018)
- 20% of students have considered suicide (CA HKS 2018)
- 12% of students reported that no adult on campus cares about them (CA HKS 2018)
- 8% of students have experienced bullying (CA HKS 2018)
- 31% of students report feeling sad or hopeless (CA HKS 2018)
- 27% of parents feel they can emotionally support their student (EGUSD Parent Survey 2018)

#### Growth Target: 2019-2020

- The number of students reporting on the CA HKS that they feel connected to school will increase by at least 10%.
- The number of students reporting on the CA HKS that they are academically motivated will increase by at least 7%.
- The number of students reporting on the CA HKS that they have considered suicide will decrease.
- The number of students reporting on the CA HKS that no adult on campus cares about them will decrease by at least 3%.
- The number of students reporting on the CA HKS that they have experienced bullying while at Franklin High School will decrease by at least 2%.
- The number of students reporting feeling sad or hopeless on the CA HKS will decrease by at least 3%.
- The number of parents reporting on the CA HKS that they feel that they can emotionally support their student will increase by at least 5%.

#### Growth Target: 2020-2021

- The number of students reporting on the CA HKS that they feel connected to school will increase by at least an additional 10%.
- The number of students reporting on the CA HKS that they are academically motivated will increase by at least an additional 5%.
- The number of students reporting on the CA HKS that they have considered suicide will decrease.
- The number of students reporting on the CA HKS that no adult on campus cares about them will decrease by at least an additional 2%.
- The number of students reporting on the CA HKS that they have experienced bullying while at Franklin High School will decrease by at least an additional 2%.
- The number of students reporting feeling sad or hopeless on the CA HKS will decrease by at least an additional 3%.

- The number of parents reporting on the CA HKS that they feel that they can emotionally support their student will increase by at least an additional 4%.

Growth Target: 2021-2022

- The number of students reporting on the CA HKS that they feel connected to school will increase by at least an additional 5%.
- The number of students reporting on the CA HKS that they are academically motivated will increase by at least an additional 5%.
- The number of students reporting on the CA HKS that they have considered suicide will decrease.
- The number of students reporting on the CA HKS that no adult on campus cares about them will decrease by at least an additional 2%.
- The number of students reporting on the CA HKS that they have experienced bullying while at Franklin High School will decrease by at least an additional 1%.
- The number of students reporting feeling sad or hopeless on the CA HKS will decrease by at least an additional 3%.
- The number of parents reporting on the CA HKS that they feel that they can emotionally support their student will increase by at least an additional 4%.

SLO's Addressed:

- Work cooperatively with diverse groups
- Make positive contributions to the school and community
- Demonstrate P.R.I.D.E. – Preparation, Respect, Integrity, Determination, and Empathy

Impact on Student Learning:

- More students will report that they feel connected to their school, resulting potentially in an increased comfort level that may increase attendance and academic motivation.
- Increasing numbers of students will be academically motivated which may result in more time in class that leads to improvement in skills acquisition and learning.
- More students will report that they have not considered suicide because they feel more cared about, welcome, connected and successful.
- More students will report that there is one or more adults on campus who care about them and as a result, those relationships may motivate to greater academic achievement.
- Students will not experience bullying and/or will learn techniques to deal effectively with bullying which may result in increased attendance, connection to the school, and personal empowerment/internal locus of control leading to increased learning outcomes.

Means to Monitor Progress:

- Continue to administer the CA Healthy Kids Survey, and analyze student responses
- Develop and administer student surveys to be completed in Advocacy by which students respond to questions designed to determine the effectiveness of various changes to OCI and the Advocacy Program
- Create and administer exit surveys to be completed by students at the end of a term, school year, and/or their senior year in which they identify the types of mental health and wellness issues that impeded their success and which, if any of the programs on campus, were most helpful in addressing their mental health and wellness needs
- Create lessons for Advocacy in which students will rate how they are feeling on a variety of subjects related to mental health and wellness, and use the results of these lessons as pre and post indicators to determine the impact of SEL lessons taught in Advocacy throughout the year.

Means to Report Progress:

- Report CA Healthy Kids Survey data to the staff through emails and whole staff meetings
- Report the results of the Advocacy survey to Advocacy teachers and to the whole staff through emails and staff meetings
- Report the results of exit surveys to staff through staff meetings, department meetings, and grade level PLC's



•Analyze and report results of Advocacy lessons at the first staff meeting of the school year and again at the last staff meeting of the year					
Action Item	Action Steps	Person(s) Responsible	Resources	Timeline	Assessment
1.Increase mental health services and interventions for students	a. Provide staff development in Mental Health First Aid	Admin/Student Support and Health Services	District Trainings/Site Trainings/	Fall 2021	Agendas/sign-in sheets
	b. Create a Wellness Center that students can access when dealing with personal and/or behavioral issues that may interfere with their learning	Admin/Counseling Department/Wellness Team/Intervention Coordinator/	LCAP/Room/Staff/FTE	On-going	Wellness center log/Synergy Reports/perception survey
	c. Develop support groups (i.e. stress management, time management, grief)	Counseling Department	Time	Fall 2019	Sign-in sheets/curriculum/pre and post assessments
	d. Design and implement programs that create positive staff and/or student relationships (student to student, student to staff, staff to staff)	Admin/Leadership/Wellness Team/PBIS Team/Intervention Coordinator/Student Leadership	LCAP	19/20 school year	CHKS Survey
2.Increase the effectiveness of Advocacy	a. Research Advocacy Lessons that focus on Character Building, Mental Health Awareness, Stress Indicators, and Self-Resiliency	Admin/Leadership/Wellness Team/PBIS Team/Intervention Coordinator/Student Leadership	LCAP	Spring 2020	Adoption of curriculum/perception survey

	b. Collect perception (survey) data from Students and Staff	Admin/Leadership/Wellness Team/PBIS Team/Intervention Coordinator/Student Leadership	Time	Fall 2019	Analyze survey results
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## Appendices

- A. Local Control and Accountability Plan (LCAP):** This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link

<http://www.egusd.net/wp-content/uploads/2018/10/2018-LCAP-FINAL-APPROVED-6-26-18.3.pdf>

[http://www.egusd.net/wp-content/uploads/2018/12/LCAP\\_2017-2018\\_FranklinHigh.pdf](http://www.egusd.net/wp-content/uploads/2018/12/LCAP_2017-2018_FranklinHigh.pdf)

**B. Results of student questionnaire/interviews**

Student Population: 2687

Sample Size: 2525

Sample Percentage: 94%

1. My teachers use a variety of teaching methods.
  - a.Strongly agree 20%
  - b.Agree 65%
  - c.Not sure 11%
  - d.Disagree 3%
  - e.Strongly disagree 1%
2. My teachers encourage my thinking and problem solving skills.
  - f.Strongly agree 30%
  - g.Agree 50%
  - h.Not sure 14%
  - i.Disagree 5%
  - j.Strongly disagree 1%
3. My teachers set high standards for the quality of work they expect.
  - k.Strongly agree 35%
  - l.Agree 48%
  - m.Not sure 10%
  - n.Disagree 5%
  - o.Strongly disagree 2%
4. In most of my classes I learn to gather, organize, and apply ideas and information.
  - p.Strongly agree 30%
  - q.Agree 45%
  - r.Not sure 20%
  - s.Disagree 2%
  - t.Strongly disagree 3%
5. My teachers are knowledgeable in their subject matter.
  - a.Strongly agree 35%
  - b.Agree 55%
  - c.Not sure 8%
  - d.Disagree 1%
  - e.Strongly disagree 1%
6. My teachers try to make class interesting.
  - a.Strongly agree 20%
  - b.Agree 45%
  - c.Not sure 20%
  - d.Disagree 10%
  - e.Strongly disagree 5%
7. My teachers help me connect learning to my other classes or my previous education.
  - a.Strongly agree 15%
  - b.Agree 38%
  - c.Not sure 32%

- d. Disagree 10%
- e. Strongly disagree 5%
- 8. My teachers consider the different ways in which students learn.
  - a. Strongly agree 19%
  - b. Agree 38%
  - c. Not sure 26%
  - d. Disagree 15%
  - e. Strongly disagree 2%
- 9. My teachers will adapt their explanation or lesson if students struggle with learning.
  - a. Strongly agree 18%
  - b. Agree 41%
  - c. Not sure 22%
  - d. Disagree 16%
  - e. Strongly disagree 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. Strongly agree 37%
  - b. Agree 42%
  - c. Not sure 12%
  - d. Disagree 7%
  - e. Strongly disagree 2%
- 11. I have been taught to use library resources.
  - a. Strongly agree 21%
  - b. Agree 40%
  - c. Not sure 16%
  - d. Disagree 20%
  - e. Strongly disagree 3%
- 12. My teachers use grading methods that accurately reflect my progress or achievement.
  - a. Strongly agree 20%
  - b. Agree 42%
  - c. Not sure 22%
  - d. Disagree 10%
  - e. Strongly disagree 7%
- 13. I am able to use grades as a tool to improve my learning.
  - a. Strongly agree 30%
  - b. Agree 45%
  - c. Not sure 21%
  - d. Disagree 3%
  - e. Strongly disagree 1%
- 14. My homework assignments are meaningful and worth the time they take.
  - a. Strongly agree 8%
  - b. Agree 27%
  - c. Not sure 25%
  - d. Disagree 25%
  - e. Strongly disagree 15%
- 15. In my classes homework and project deadlines are reasonable.
  - a. Strongly agree 13%
  - b. Agree 50%
  - c. Not sure 21%
  - d. Disagree 10%
  - e. Strongly disagree 6%
- 16. My teachers are able to offer suggestions to improve my understanding and achievement.
  - a. Strongly agree 14%
  - b. Agree 45%
  - c. Not sure 22%
  - d. Disagree 8%
  - e. Strongly disagree 8%

17. My teachers use a variety of technological tools in their teaching.
  - a.Strongly agree 38%
  - b.Agree 32%
  - c.Not sure 28%
  - d.Disagree 1%
  - e.Strongly disagree 1%
18. I understand how my schoolwork connects to the state standards.
  - a.Strongly agree 8%
  - b.Agree 50%
  - c.Not sure 30%
  - d.Disagree 10%
  - e.Strongly disagree 2%
19. My teachers help me understand how the curriculum connects to real life.
  - a.Strongly agree 15%
  - b.Agree 35%
  - c.Not sure 25%
  - d.Disagree 15%
  - e.Strongly disagree 10%
20. I understand how the curriculum connects to the SLO's (Schoolwide Learning Outcomes).
  - a.Strongly agree 15%
  - b.Agree 31%
  - c.Not sure 44%
  - d.Disagree 8%
  - e.Strongly disagree 2%

## 2018 Senior Survey Data

### College and Career Intentions

#### Fall Employment Plans

- 76% of seniors plan to work this fall (13% full time and 63% part time)
- 2% plan to enter military service
- 22% have no plans to work

#### Fall College Plans

- 14% of seniors plan to attend a University of California
- 24% plan to attend a California State University
- 43% plan to attend a California Community College
- 89% plan to attend college this fall

#### Fall College Application Process

- 43% of seniors applied to 1-3 colleges, 29% applied to 4-6, and 16% applied to more than 6 colleges
- 85% completed the FAFSA
- 28% indicated use of career assessments to help in decisions about employment or college study
- 13% reported that EGUSD's College and Career website was helpful

#### Educational Goals

- 81% of seniors plan to earn a Bachelor's degree or higher (Bachelors 44%, Graduate 37%)
- 14% believe that they could pursue their job or career choice without attending college

## College and Career Preparation

### Student Ratings of Academic Subject Skill Preparation

- Skills to be a capable reader/writer/speaker — 88%
- Skills in critical thinking and analysis — 79%
- Skills in math/problem solving — 70%
- Skills in business/vocational education — 51%
- Skills in technology and technological changes — 61%
- A challenging program with high standards — 77%

### Student Ratings of Life Skills Preparation

- Skills to work collaboratively with others — 79%
- Skills to organize/study — 68%
- Knowledge to maintain personal health and awareness — 61%
- Fostering confidence in abilities — 63%
- Knowledge of other cultures and their contributions — 65%
- Skills to relate with other races/cultures — 67%
- Opportunities to participate in school extracurricular/athletic activities — 81%
- Personal or social counseling — 60%
- Ability to problem solve real world situations — 62%
- Skills to foster creativity — 69%
- Skills to build and maintain relationships — 64%

### Student Ratings of the School's College and Career Preparation

- Information about college/career opportunities — 78%
- Effective guidance/career counseling — 74%
- Overall preparation for employment/career — 52%
- Knowledge of how to write a resume — 47%
- Knowledge of how to complete a job/college application — 53%
- Knowledge of what employers will expect from me — 52%
- Foundation for personal and professional integrity — 64%

Research Brief

2017 Senior Survey Results - Franklin High School

July 2017

## College and Career Intentions

### Fall Employment Plans

- 79% of seniors plan to work this fall (9% full time and 70% part time)
- 1% plan to enter military service
- 19% have no plans to work

### Fall College Plans

- 19% of seniors plan to attend a University of California
- 30% plan to attend a California State University
- 37% plan to attend a California Community College
- 92% plan to attend college this fall

### Fall College Application Process

- 44% of seniors applied to 1-3 colleges, 28% applied to 4-6, and 18% applied to more than 6 colleges
- 83% completed the FAFSA
- 27% indicated use of career assessments to help in decisions about employment or college study
- 17% reported that EGUSD's College and Career website was helpful

### Educational Goals

- 87% of seniors plan to earn a Bachelor's degree or higher (Bachelors 44%, Graduate 43%)
- 14% believe that they could pursue their job or career choice without attending college



## College and Career Preparation

### Student Ratings of Academic Subject Skill Preparation

- Skills to be a capable reader/writer/speaker — 91%
- Skills in critical thinking and analysis — 83%
- Skills in math/problem solving — 76%
- Skills in business/vocational education — 49%
- Skills in technology and technological changes — 59%
- A challenging program with high standards — 77%

### Student Ratings of Life Skills Preparation

- Skills to work collaboratively with others — 83%
- Skills to organize/study — 72%
- Knowledge to maintain personal health and awareness — 65%
- Fostering confidence in abilities — 64%
- Knowledge of other cultures and their contributions — 61%
- Skills to relate with other races/cultures — 67%
- Opportunities to participate in school extracurricular/athletic activities — 84%
- Personal or social counseling — 68%
- Ability to problem solve real world situations — 61%
- Skills to foster creativity — 65%
- Skills to build and maintain relationships — 64%

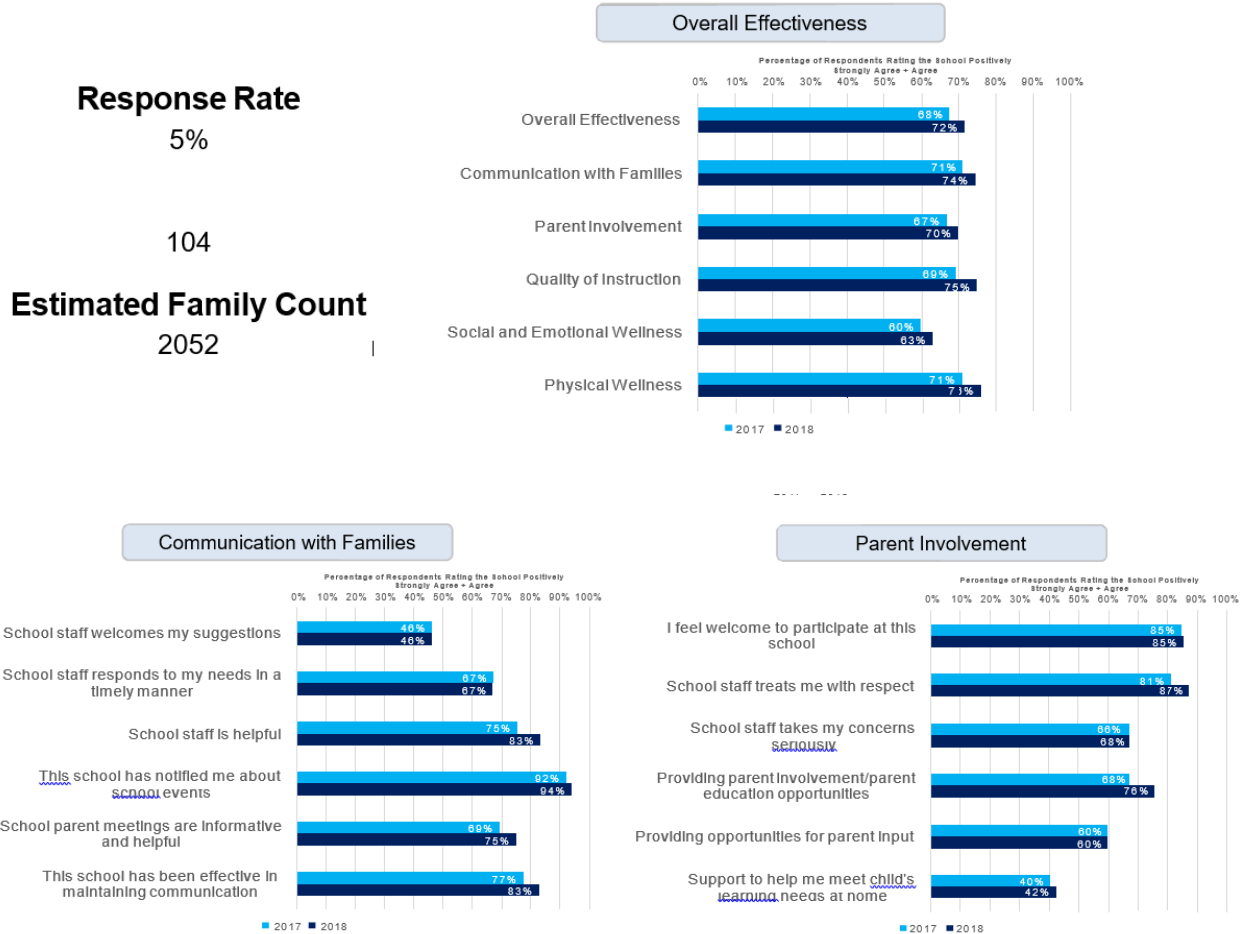
### Student Ratings of the School's College and Career Preparation

- Information about college/career opportunities — 80%
- Effective guidance/career counseling — 80%
- Overall preparation for employment/career — 52%
- Knowledge of how to write a resume — 47%
- Knowledge of how to complete a job/college application — 50%
- Knowledge of what employers will expect from me — 51%
- Foundation for personal and professional integrity — 71%

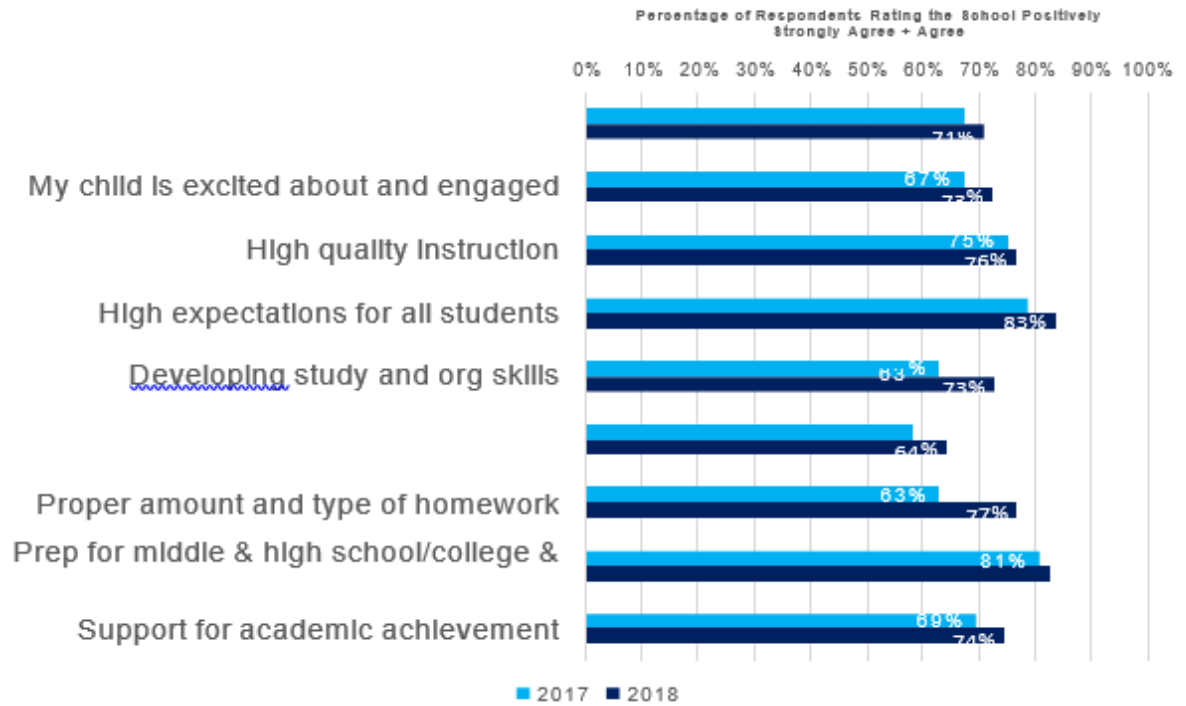
## C. Results of parent/community questionnaire/interviews

Research Brief  
2018 Parent Survey Results – Franklin High School

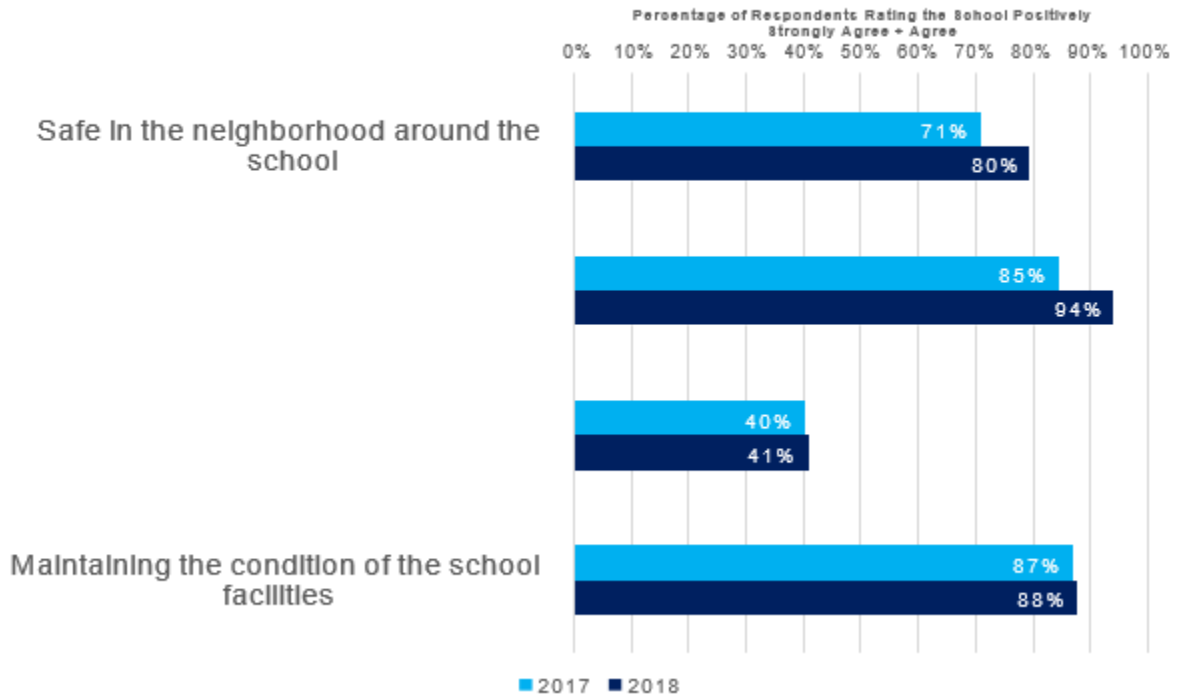
August 2018



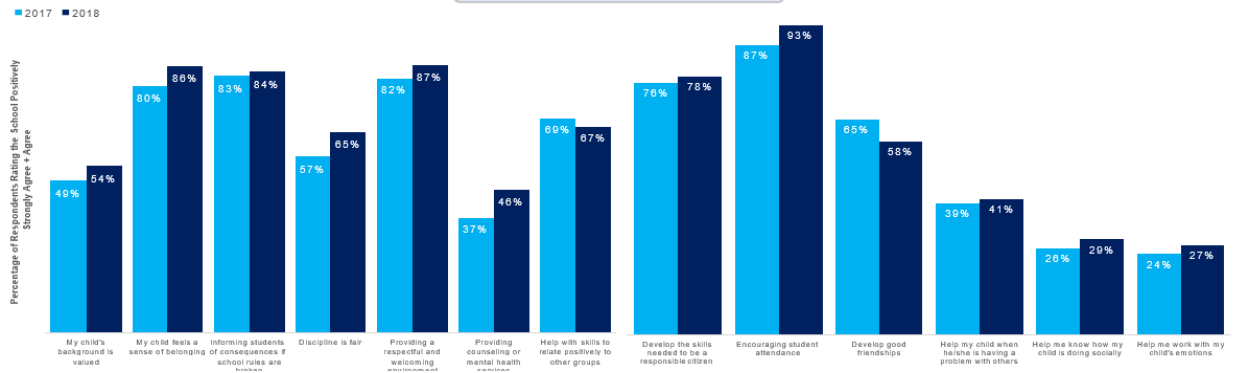
## Quality of Instruction



## Physical Wellness



## Social and Emotional Wellness

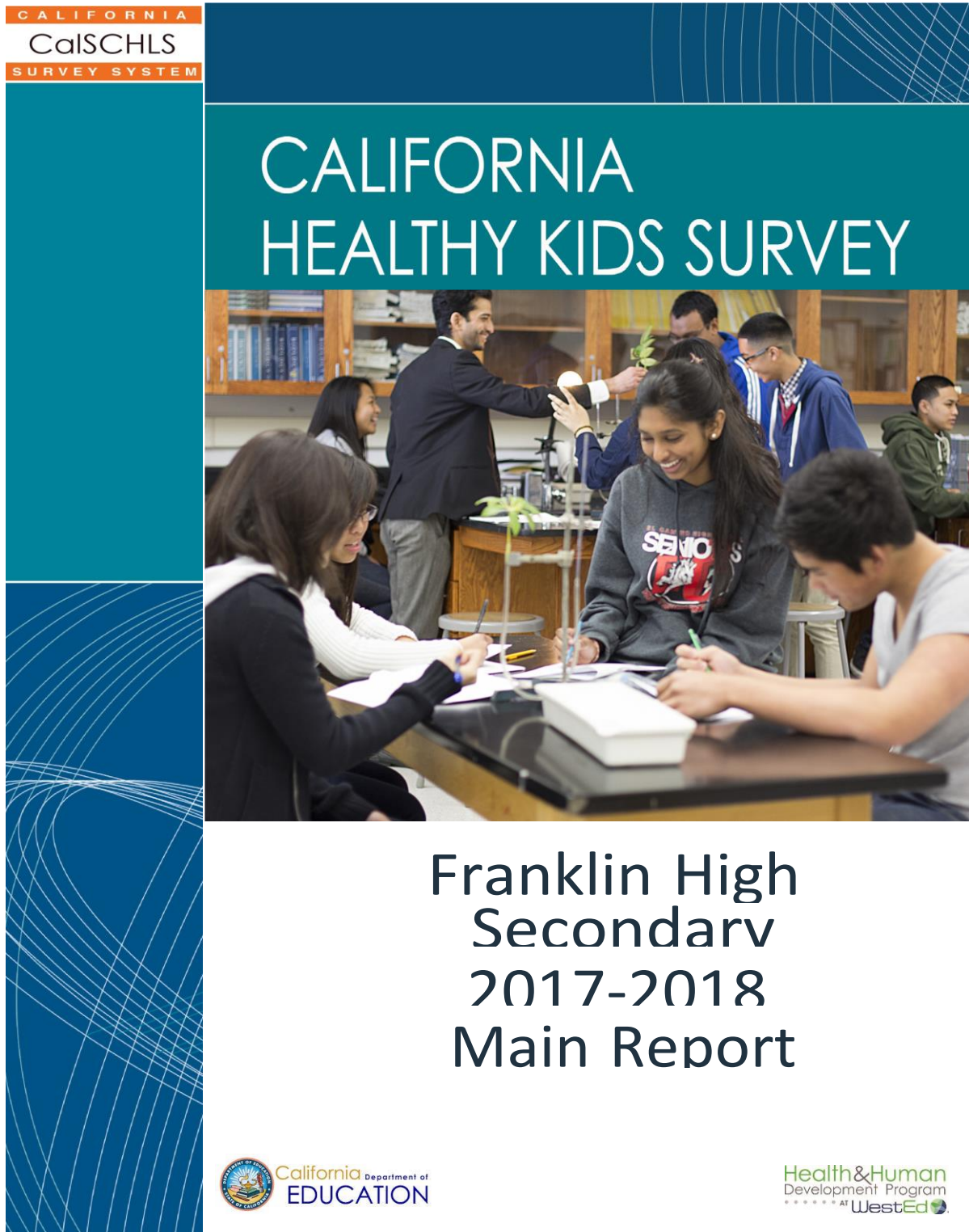


**Parent Survey Perception-Survey Data**

Parent Effectiveness & Support Survey		
2017: 4% Response Rate 81/2052		
2018: 5% Response Rate 104/2052		
Overall Effectiveness	2017 % of “strongly agree & agree”	2018 % of “strongly agree & agree”
Overall Effectiveness	68%	72%
Communication w/ Families	71%	74%
Parent Involvement	67%	70%
Quality of Instruction	70%	75%
Social / Emotional Wellness	60%	63%
Physical Wellness	71%	76%
Communication w/ Families	2017 % of “strongly agree & agree”	2018 % of “strongly agree & agree”
Suggestions Welcomed	46%	46%
Timely Responses	67%	67%
School Staff Is Helpful	75%	83%
Notification of School Events	92%	94%
Meaningful Parent Meetings	70%	75%
Maintaining Communication	77%	83%
Parent Involvement	2017 % of “strongly agree & agree”	2018 % of “strongly agree & agree”
Welcoming Feeling	85%	85%
Treated w/ Respect	81%	87%
My Concerns Are Validated	66%	68%
Involvement Opportunities	68%	76%
Parent Input	60%	60%

Physical Wellness	2017 % of “strongly agree & agree”	2018 % of “strongly agree & agree”
Safety: School & Neighborhood	71%	80%
Safe At School	85%	95%
Heathy Meal Options	40%	41%
Maintaining Facilities	87%	88%
Quality Of Instruction	2017 % of “strongly agree & agree”	2018 % of “strongly agree & agree”
Effective Teaching Methods	67%	71%
My Student is Engaged	67%	73%
High Quality Instruction	75%	76%
High Expectations for All	78%	83%
Proper Amount of Homework	63%	77%
College/ Career Prep	81%	82%
Social and Emotional Wellness	2017 % of “strongly agree & agree”	2018 % of “strongly agree & agree”
Encouraging Student Attendance	87%	93%
Sense of Belonging	80%	86%
Respectful Environment	82%	87%
Skills for Citizenship	76%	78%
School Rules Communication	83%	84%
Childs Background is Valued	49%	54%
Discipline is Fair	57%	65%
Counseling for Mental Health	37%	46%
Support w/ Student Emotions	24%	27%

D. The most recent California Healthy Kids Survey





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## PREFACE

### HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (CalSCHLS) System*, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website ([chks.wested.org](https://chks.wested.org)), including **Helpful Resources for Local Control and Accountability Plans** ([chks.wested.org/resources/LCAP-CalSCHLS.pdf](https://chks.wested.org/resources/LCAP-CalSCHLS.pdf)). The California Safe and Supportive Schools website ([CaliforniaS3.wested.org](https://CaliforniaS3.wested.org)) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

### THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and

well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

### **Core Module**

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

The Core Module also includes a wide range of demographic questions to help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in the LCAP efforts. These include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

**What's New?** For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

### **Supplemental School Climate Module**

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from [chks.wested.org/administer/download/supplemental/#clim](https://chks.wested.org/administer/download/supplemental/#clim)). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same

constructs.

### **Supplemental Social Emotional Health Module (SEHM)**

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

### **SURVEY ADMINISTRATION AND SAMPLING**

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

### **THE REPORT**

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

### **Racial/Ethnic and Gender Results**

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

### **UNDERSTANDING THE DATA**

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).

### **Sample Characteristics.**

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

### Changes Between Survey Administrations.

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

### RESOURCES

The CHKS website contains numerous guidebooks and other resources for using and understanding survey results.

- **CHKS Guidebook to Data Use and Dissemination** provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).
- **CHKS factsheets** ([chks.wested.org/using-results/factsheets](https://chks.wested.org/using-results/factsheets)) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- **Making Sense of School Climate** provides a discussion of all the CalSCHLS survey items that relate to school climate (download [californiaS3.wested.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](https://californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)).
- **Helpful Resources for Local Control and Accountability Plans** ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](https://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation ([chks.wested.org/training-support/workshops-presentations](https://chks.wested.org/training-support/workshops-presentations)).
- The **School Climate Connection Newsletter** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website ([CaliforniaS3.wested.org](https://CaliforniaS3.wested.org)) contains a wealth of information and tools related to school climate improvement and socialemotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

### NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some

custom services (additional fees apply) available from the CalSCHLS TA Center to help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

**Engage Students, Staff, and Parents in Reviewing the Results and Action Planning** First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see [CaliforniaS3.wested.org](http://CaliforniaS3.wested.org)). For more information, email [schoolclimate@wested.org](mailto:schoolclimate@wested.org).

### **Compare Results with Other Data**

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- Elementary CHKS Results.** Examine how the results from 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- Other Data.** Examine how the results compare with other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms. **Data Workshop**

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email [schoolclimate@wested.org](mailto:schoolclimate@wested.org).

## Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

### School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results; and
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit [californiaS3.wested.org/resources/California\\_State\\_SCRC\\_1314.pdf](http://californiaS3.wested.org/resources/California_State_SCRC_1314.pdf)).

### District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

### Disaggregated Reports

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need. **Analyze Dataset**

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center as a custom service.

### Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

## Exhibit 1

### ***Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools***



	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
<b>Student Well-Being</b>					
Academic mindset		<input type="checkbox"/>	<input type="checkbox"/>		
Academic motivation	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Academic performance (grades)	<input type="checkbox"/>				
Alcohol, tobacco, and drug use	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Attendance (absences, truancy, reasons absent)	<input type="checkbox"/>			<input type="checkbox"/>	
Behavioral self-control			<input type="checkbox"/>		
Collaboration			<input type="checkbox"/>		
Emotional self-regulation			<input type="checkbox"/>		
Empathy			<input type="checkbox"/>		
Gratitude			<input type="checkbox"/>		
Optimism			<input type="checkbox"/>		
Perceived safety	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Persistence			<input type="checkbox"/>		
Problem Solving			<input type="checkbox"/>		
School connectedness	<input type="checkbox"/>				
Self-awareness			<input type="checkbox"/>		
Self-efficacy			<input type="checkbox"/>		
Social-emotional competencies and health			<input type="checkbox"/>	<input type="checkbox"/>	
Social emotional distress			<input type="checkbox"/>		
Violence and victimization (bullying)	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Zest			<input type="checkbox"/>		
<b>School Climate</b>					
Academic rigor and norms				<input type="checkbox"/>	<input type="checkbox"/>
College and career supports		<input type="checkbox"/>			<input type="checkbox"/>
Family support			<input type="checkbox"/>		
High expectations	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Meaningful participation and decision-making	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Parent involvement	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Quality of physical environment	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Relationships among staff				<input type="checkbox"/>	
Relationships among students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships between students and staff	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Respect for diversity and cultural sensitivity		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>



Teacher and other supports for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>School Climate Improvement Practices</b>			
Bullying prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discipline and order (policies, enforcement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services and policies to address student needs		<input type="checkbox"/>	
Social-emotional/behavioral supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff supports		<input type="checkbox"/>	

## ACKNOWLEDGMENTS

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Tom Herman  
 Administrator, Coordinated School Health and Safety Office  
 California Department of Education

## Survey Module Administration

Table 1

### *CHKS Survey Modules Administered*

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	X
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	

# Core Module Results

## 1. Survey Sample

Table A1.1

*Student Sample for Core Module*

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	705	597
Final number	615	466
Response Rate	87%	78%

## 2. Summary of Key Indicators

Table A2.1

### *Key Indicators of School Climate and Student Well-Being*

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness <sup>†</sup>	20	20	A4.6
Academic motivation <sup>†</sup>	36	30	A4.6
Chronic truancy (twice a month or more often) <sup>§</sup>	2	3	A4.2
Caring adult relationships <sup>‡</sup>	25	30	A4.5
High expectations <sup>‡</sup>	33	35	A4.5
Meaningful participation <sup>‡</sup>	14	17	A4.5
Facilities upkeep	14	14	A4.13
School Safety and Substance Use			
School perceived as very safe or safe	66	66	A5.1
Experienced any harassment or bullying <sup>§</sup>	30	30	A5.2
Had mean rumors or lies spread about you <sup>§</sup>	31	30	A5.3
Been afraid of being beaten up <sup>§</sup>	13	10	A5.4
Been in a physical fight <sup>§</sup>	7	10	A5.4
Seen a weapon on campus <sup>§</sup>	13	14	A5.6
Been drunk or “high” on drugs at school, ever	5	11	A6.9
Mental and Physical Health			
Current alcohol or drug use <sup>¶</sup>	7	21	A6.5
Current binge drinking <sup>¶</sup>	3	8	A6.5

Very drunk or “high” 7 or more times	3	12	A6.7
Current cigarette smoking <sup>†</sup>	2	2	A7.3
Current electronic cigarette use <sup>†</sup>	3	8	A7.3
Experienced chronic sadness/hopelessness <sup>§</sup>	29	33	A8.3
Considered suicide <sup>§</sup>	20	19	A8.4

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>Average percent of respondents reporting “Very much true.” <sup>§</sup>Past 12 months.

<sup>¶</sup>Past 30 days.

### 3. Demographics

Table A3.1

#### *Gender of Sample*

	Grade 9	Grade 11
	%	%
Male	54	54
Female	46	46

Question HS/MS A.3: What is your sex?

Note: Cells are empty if there are less than 10 respondents.

Table A3.2

#### *Hispanic or Latino*

	Grade 9	Grade 11
	%	%
No	71	70
Yes	29	30

Question HS/MS A.5: Are you of Hispanic or Latino origin?

Note: Cells are empty if there are less than 10 respondents.

Table A3.3

*Race*

	Grade 9	Grade 11
	%	%
American Indian or Alaska Native	1	2
Asian	35	36
Black or African American	9	10
Native Hawaiian or Pacific Islander	3	5
White	12	16
Mixed (two or more) races	39	31

Question HS/MS A.6: What is your race?

Note: Cells are empty if there are less than 10 respondents.

Table A3.4

*Living Situation*

	Grade 9	Grade 11
	%	%
A home with one or more parent or guardian	94	94
Other relative's home	1	3
A home with more than one family	2	2
Friend's home	1	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	1	1

Question HS/MS A.8: What best describes where you live? A house, apt, trailer, or home include home. apartm nobile

Note: Cells are empty if there are less than 10 respondents.

Table A3.5

*Highest Education of Parents*

	Grade 9	Grade 11
	%	%
Did not finish high school	4	5
Graduated from high school	9	11
Attended college but did not complete four-year degree	12	15
Graduated from college	60	56
Don't know	15	13

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.) Note: Cells are empty if there are less than 10 respondents.

Table A3.6

*Free or Reduced Price Meals Eligibility*

	Grade 9	Grade 11
	%	%
No	58	63
Yes	29	31
Don't know	13	6

Question HS/MS A.10: Do you receive free or reduced-price lunch? Receiving free or reduced-price lunch means that lunch at school is provided to you for free or you pay less for it. Note: Cells are empty if there are less than 10 respondents.

Table A3.7

*Participation in Migrant Education Program, Past 3 Years*

	Grade 9	Grade 11
	%	%



No	82	90
Yes	1	1
Don't know	17	9

*Question HS/MS A.11: In the past three years, were you part of the Education Migrant move to find seasonal or temporary work in agriculture or Progra fishing? Note: Cells are empty if there are less than 10 respondents.*

Table A3.8  
*Language Spoken at Home*

	Grade 9	Grade 11
	%	%
English	74	71
Spanish	6	6
Mandarin	2	2
Cantonese	3	4
Taiwanese	0	0
Tagalog	5	5
Vietnamese	3	3
Korean	0	0
Other	7	9

*Question HS/MS A.12: What language is spoken most of the time in your home?*  
*Note: Cells are empty if there are less than 10 respondents.*

Table A3.9  
*English Language Proficiency – All Students*

	Grade 9	Grade 11
	%	%
<i>How well do you...</i> understand English?		
Very well	92	92
Well	7	6
Not well	1	1
Not at all	1	0

speak English?		
Very well	89	90
Well	9	8
Not well	1	2
Not at all	1	0
read English?		
Very well	87	89
Well	11	10
Not well	2	1
Not at all	1	0
write English?		
Very well	85	85
Well	12	13
Not well	2	2
Not at all	1	0
<i>English Language Proficiency Status</i>		
Proficient	87	88
Not proficient	13	13

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English...

Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale. Proficient: students with average item response > 3.5; and Not Proficient: students with average item response ≤ 3.5.

Table A3.10

<i>English Language Proficiency – Students Speaking a Language Other Than English at Home</i>		
	Grade 9	Grade 11
	%	%

<i>How well do you...</i>		
understand English?		
Very well	79	83
Well	17	12
Not well	3	4
Not at all	2	1
speak English?		
Very well	73	80
Well	21	15
Not well	3	5
Not at all	3	1
read English?		
Very well	74	80
Well	20	16
Not well	5	3
Not at all	1	1
write English?		
Very well	69	71
Well	23	23
Not well	5	5
Not at all	2	2
<i>English Language Proficiency Status</i>		
Proficient	70	75
Not proficient	30	25

Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale. Proficient: students with average item response > 3.5; and Not Proficient: students with average item response ≤ 3.5.

Table A3.11

*Number of Days Attending Afterschool Program*

	Grade 9	Grade 11
	%	%
0 days	71	72
1 day	7	6
2 days	5	6
3 days	5	5
4 days	5	3
5 days	8	7

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?  
 Note: Cells are empty if there are less than 10 respondents.

Table A3.12

*Military Connections*

	Grade 9	Grade 11
	%	%
No	95	93
Yes	3	5
Don't know	2	2

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Note: Cells are empty if there are less than 10 respondents.

Table A3.13

*Sexual Orientation*

	Grade 9	Grade 11
	%	%
Straight (not gay)	85	84
Gay or Lesbian	1	2
Bisexual	6	6
I am not sure yet	5	4
Something else	1	2

Decline to respond	2	2
--------------------	---	---

*Question HS A.129/MS A.118: Which of the following best describes you?*

*Note: Cells are empty if there are less than 10 respondents.*

Table A3.14

*Gender Identity*

	Grade 9	Grade 11
	%	%
No, I am not transgender	96	96
Yes, I am transgender	1	0
I am not sure if I am transgender	1	2
Decline to respond	2	1

*Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?*

*Note: Cells are empty if there are less than 10 respondents.*

#### 4. School Performance, Supports, and Engagement

Table A4.1

*Grades, Past 12 Months*

	Grade 9	Grade 11
	%	%
Mostly A's	34	26
A's and B's	37	37
Mostly B's	7	9
B's and C's	16	18
Mostly C's	2	4
C's and D's	3	4
Mostly D's	1	1
Mostly F's	0	0

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?

Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

*Truancy, Past 12 Months*

	Grade 9	Grade 11
	%	%
0 times	83	74
1-2 times	10	15
A few times	5	7
Once a month	0	1
Twice a month	1	1
Once a week	0	0
More than once a week	1	2

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes? Notes: Cells are empty if there are less than 10 respondents.

Table A4.3

*Absences, Past 30 Days*

	Grade 9	Grade 11
	%	%
I did not miss any days of school in the past 30 days	66	55
1 day	16	17
2 days	9	16
3 or more days	8	11

Question HS/MS A.19: In the past 30 days, how often did you miss a day of school for any reason? Notes: Cells are empty if there are less than 10 respondents.

Table A4.4

*Reasons for Absence, Past 30 Days*

	Grade 9	Grade 11
--	---------	----------

	%	%
Does not apply; I didn't miss any school	64	53
Illness (feeling physically sick), including problems with breathing or your teeth	24	28
Were being bullied or mistreated at school	1	1
Felt very sad, hopeless, anxious, stressed, or angry	4	7
Didn't get enough sleep	5	10
Didn't feel safe at school or going to and from school	0	1
Had to take care of or help a family member or friend	4	6
Wanted to spend time with friends	0	0
Use alcohol or drugs	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	3	7
Were bored or uninterested in school	2	4
Had no transportation to school	1	2
Other reason	10	13

Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5

*School Environment Scales (Developmental Supports)*

	Grade 9 %	Grade 11 %	Table
Total school supports <i>Average Reporting "Very much true"</i>	24	27	
High	28	31	
Moderate	51	51	



Low	21	18	A4.7
Caring adults in school <i>Average Reporting "Very much true"</i>	25	30	
High	28	33	
Moderate	56	55	A4.8
Low	16	13	
High expectations-adults in school <i>Average Reporting "Very much true"</i>	33	35	
High	38	40	A4.9
Moderate	52	50	
Low	10	11	
Meaningful participation at school <i>Average Reporting "Very much true"</i>	14	17	
High	11	16	
Moderate	42	42	A4.9
Low	47	43	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6

*School Connectedness, Academic Motivation, and Parent Involvement Scales*

	Grade 9 %	Grade 11 %	Table
School Connectedness	20	20	

<i>Average Reporting "Strongly agree"</i>			A4.10
High	45	46	
Moderate	43	43	
Low	11	11	
Academic Motivation			
<i>Average Reporting "Strongly agree"</i>			A4.11
High	35	29	
Moderate	42	41	
Low	23	31	
Parent Involvement in School			
<i>Average Reporting "Strongly agree"</i>			A4.12
High	35	30	
Moderate	47	49	
Low	18	21	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.7

*Caring Relationships Scale Questions*

	Grade 9	Grade 11
	%	%
Caring adults in school		
<i>Average Reporting "Very much true"</i>	25	30

*At my school, there is a teacher or some other adult...*

who really cares about me.

Not at all true	13	11
A little true	36	25
Pretty much true	28	36
Very much true	23	28

who notices when I'm not there.

Not at all true	17	15
A little true	30	25
Pretty much true	30	35
Very much true	22	26

who listens to me when I have something to say.

Not at all true	10	9
A little true	25	21
Pretty much true	35	34
Very much true	29	36

*Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A4.8

*High Expectations Scale Questions*

	Grade 9	Grade 11
	%	%
High expectations-adults in school <i>Average Reporting "Very much true"</i>	33	35
<i>At my school, there is a teacher or some other adult...</i>		
who tells me when I do a good job.		
Not at all true	10	8
A little true	25	25
Pretty much true	39	39
Very much true	27	28

who always wants me to do my best.		
Not at all true	7	9
A little true	20	18
Pretty much true	34	36
Very much true	38	37
who believes that I will be a success.		
Not at all true	10	10
A little true	23	21
Pretty much true	34	31
Very much true	33	39

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.9

*Meaningful Participation Scale Questions*

	Grade 9	Grade 11
	%	%
Meaningful participation at school <i>Average Reporting "Very much true"</i>	14	17
<i>At school...</i>		
I do interesting activities.		
Not at all true	17	18
A little true	27	28
Pretty much true	28	24
Very much true	29	30
I help decide things like class activities or rules.		
Not at all true	48	40
A little true	28	27
Pretty much true	15	18
Very much true	9	15
I do things that make a difference.		
Not at all true	28	27

A little true	36	34
Pretty much true	21	22
Very much true	15	17
I have a say in how things work.		
Not at all true	42	38
A little true	31	29
Pretty much true	16	19
Very much true	11	14
I help decide school activities or rules.		
Not at all true	62	52
A little true	21	22
Pretty much true	11	15
Very much true	6	10

*Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A4.10

*School Connectedness Scale Questions*

	Grade 9	Grade 11
	%	%
School Connectedness		
<i>Average Reporting "Strongly agree"</i>	20	20
I feel close to people at this school.		
Strongly disagree	7	8
Disagree	6	9
Neither disagree nor agree	25	23
Agree	35	35
Strongly agree	26	25
I am happy to be at this school.		
Strongly disagree	6	8
Disagree	8	8
Neither disagree nor agree	27	27

Agree	34	33
Strongly agree	24	23
I feel like I am part of this school.		
Strongly disagree	6	10
Disagree	11	8
Neither disagree nor agree	34	31
Agree	32	31
Strongly agree	17	21
The teachers at this school treat students fairly.		
Strongly disagree	8	7
Disagree	10	12
Neither disagree nor agree	32	32
Agree	35	34
Strongly agree	14	15
I feel safe in my school.		
Strongly disagree	4	7
Disagree	7	4
Neither disagree nor agree	31	30
Agree	38	40
Strongly agree	20	18

*Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.*

*Note: Cells are empty if there are less than 10 respondents.*

Table A4.11

**Academic Motivation Scale Questions**

	Grade 9	Grade 11
	%	%
Academic Motivation		
<i>Average Reporting "Strongly agree"</i>	36	30
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	3	4
Disagree	3	3

Neither disagree nor agree	14	17
Agree	36	39
Strongly agree	44	37
I try hard at school because I am interested in my work.		
Strongly disagree	7	8
Disagree	8	11
Neither disagree nor agree	28	26
Agree	31	35
Strongly agree	26	20
I work hard to try to understand new things at school.		
Strongly disagree	4	6
Disagree	3	4
Neither disagree nor agree	20	22
Agree	39	39
Strongly agree	34	29
I am always trying to do better in my schoolwork.		
Strongly disagree	4	6
Disagree	3	5
Neither disagree nor agree	16	19
Agree	38	37
Strongly agree	39	34

*Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork. Notes: Cells are empty if there are less than 10 respondents.*

Table A4.12

*Parent Involvement Scale Questions*

	Grade 9	Grade 11
	%	%
Parent Involvement in School		
<i>Average Reporting "Strongly agree"</i>	16	14



Teachers at this school communicate with parents about what students are expected to learn in class.

Strongly disagree	5	7
Disagree	11	11
Neither disagree nor agree	30	37
Agree	38	33
Strongly agree	17	12

Parents feel welcome to participate at this school.

Strongly disagree	5	6
Disagree	6	7
Neither disagree nor agree	42	41
Agree	32	30
Strongly agree	16	15

School staff takes parent concerns seriously.

Strongly disagree	7	7
Disagree	9	10
Neither disagree nor agree	38	41
Agree	31	27
Strongly agree	15	14

*Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously. Notes: Cells are empty if there are less than 10 respondents.*

Table A4.13

*Quality of School Physical Environment*

	Grade 9	Grade 11
	%	%
My school is usually clean and tidy.		
Strongly disagree	4	8
Disagree	10	10
Neither disagree nor agree	34	31
Agree	39	37
Strongly agree	14	14

*Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.*

*Notes: Cells are empty if there are less than 10 respondents.*

## 5. School Violence, Victimization, and Safety

Table A5.1

### *Perceived Safety at School*

	Grade 9	Grade 11
	%	%
Very safe	22	23
Safe	44	43
Neither safe nor unsafe	29	28
Unsafe	2	3
Very unsafe	3	3

*Question HS A.99/MS A.88: How safe do you feel when you are at school?*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A5.2

*Reasons for Harassment on School Property, Past 12 Months*

	Grade 9	Grade 11
	%	%
Race, ethnicity, or national origin		
0 times	82	82
1 time	7	5
2 or more times	11	13
Religion		
0 times	94	91
1 time	2	5
2 or more times	4	5
Gender (being male or female)		
0 times	91	90
1 time	3	5
2 or more times	5	5
Because you are gay or lesbian or someone thought you were		
0 times	92	91
1 time	3	4
2 or more times	5	5
A physical or mental disability		
0 times	95	93
1 time	2	3
2 or more times	3	4
You are an immigrant or someone thought you were		
0 times	95	91
1 time	3	3
2 or more times	3	6

<i>Any of the above six reasons</i>	26	27
-------------------------------------	----	----

*Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability...*

*You are an immigrant or someone thought you were.*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A5.2

*Reasons for Harassment on School Property, Past 12 Months – Continued*

	Grade 9	Grade 11
	%	%
<i>Any other reason</i>		
0 times	84	84
1 time	5	3
2 or more times	11	12
<i>Any harassment</i>	30	30

*Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability...*

*You are an immigrant or someone thought you were... Any other reason.*

*Notes: Cells are empty if there are less than 10 respondents.*

Table A5.3

*Verbal Harassment at School, Past 12 Months*

	Grade 9	Grade 11
	%	%
<i>During the past 12 months, how many times on school property have you...</i>		
had mean rumors or lies spread about you?		
0 times	69	70
1 time	14	13
2 to 3 times	9	10
4 or more times	8	8
had sexual jokes, comments, or gestures made to you?		
0 times	65	67
1 time	10	7
2 to 3 times	11	10
4 or more times	15	16
been made fun of because of your looks or the way you talk?		
0 times	63	68
1 time	14	11
2 to 3 times	10	8
4 or more times	12	13
been made fun of, insulted, or called names?		
0 times	67	69
1 time	11	9
2 to 3 times	10	9
4 or more times	13	13

*Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you...*

*been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names? Notes: Cells are empty if there are less than 10 respondents.*

Table A5.4

*Violence and Victimization on School Property, Past 12 Months*

	Grade 9 %	Grade 11 %
<i>During the past 12 months, how many times on school property have you...</i>		
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?		
0 times	81	86
1 time	10	7
2 to 3 times	5	4
4 or more times	5	3
been afraid of being beaten up?		
0 times	87	90
1 time	8	5
2 to 3 times	3	3
4 or more times	3	2
been threatened with harm or injury?		
0 times	89	90
1 time	5	4
2 to 3 times	3	3
4 or more times	2	4
been in a physical fight?		
0 times	93	90
1 time	4	6
2 to 3 times	2	1
4 or more times	1	2
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	96	94
1 time	2	2
2 to 3 times	1	2
4 or more times	0	2
been offered, sold, or given an illegal drug?		
0 times	83	79
1 time	8	8



2 to 3 times	6	6
4 or more times	3	7

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury? Note: Cells are empty if there are less than 10 respondents.

Table A5.5

*Property Damage on School Property, Past 12 Months*

	Grade 9	Grade 11
	%	%
Had your property stolen or deliberately damaged		
0 times	82	82
1 time	11	10
2 to 3 times	4	5
4 or more times	3	3
Damaged school property on purpose		
0 times	96	93
1 time	2	3
2 to 3 times	1	2
4 or more times	1	2

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 10 respondents.

Table A5.6

*Weapons Possession on School Property, Past 12 Months*

	Grade 9	Grade 11
	%	%
Carried a gun		
0 times	98	96
1 time	1	1
2 to 3 times	0	1
4 or more times	0	2

Carried any other weapon (such as a knife or club)		
0 times	96	93
1 time	2	3
2 to 3 times	0	1
4 or more times	1	3
Seen someone carrying a gun, knife, or other weapon		
0 times	87	86
1 time	8	7
2 to 3 times	2	3
4 or more times	3	4

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 10 respondents.

## 6. Alcohol and Other Drug Use

Table A6.1

### Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get “high” <sup>†</sup>	19	39	A6.2
Lifetime alcohol or drugs (any use)	22	40	A6.2
Lifetime very drunk or high (7 or more times)	3	12	A6.7
Lifetime drinking and driving involvement	6	13	A6.11
Current alcohol or drugs	7	21	A6.5
Current heavy drug uses	2	9	A6.5
Current heavy alcohol use (binge drinking)	3	8	A6.5
Current alcohol or drug use on school property	4	8	A6.8
Harmfulness of occasional marijuana use <sup>‡</sup>	48	41	A6.12
Difficulty of obtaining marijuana <sup>§</sup>	20	12	A6.13

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Excludes prescription pain medication, Diet Pills, and prescription stimulant.

‡Great harm.

§Very difficult.

Table A6.2

*Summary of AOD Lifetime Use*

	Grade 9	Grade 11
	%	%
Alcohol	12	32
Marijuana	10	25
Inhalants	4	4
Cocaine, Methamphetamine, or any amphetamines	1	2
Heroin	1	2
Ecstasy, LSD, or other psychedelics	1	3
Prescription pain killers, Diet Pills, or other prescription stimulant	7	11
Cold/Cough Medicines or other over-the-counter medicines to get “high”	6	10
Any other drug, pill, or medicine to get “high”	2	6
<i>Any of the above AOD use</i>	22	40
<i>Any illicit AOD use to get “high”†</i>	19	39

Notes: Cells are empty if there are less than 10 respondents.

†Excludes prescription pain medication, Diet Pills, and prescription stimulant.

Table A6.3

*Lifetime AOD Use*

	Grade 9	Grade 11
	%	%
Alcohol (one full drink)		
0 times	88	68
1 time	4	6
2 to 3 times	4	9
4 or more times	4	16
Marijuana (smoke, vape, eat, or drink)		
0 times	90	75
1 time	4	4

2 to 3 times	2	5
4 or more times	4	16
Inhalants		
0 times	96	96
1 time	1	1
2 to 3 times	1	1
4 or more times	1	1
Cocaine, Methamphetamine, or any amphetamines		
0 times	99	98
1 time	1	0
2 to 3 times	0	1
4 or more times	0	1
Heroin		
0 times	99	98
1 time	1	1
2 to 3 times	1	0
4 or more times	0	1
Ecstasy, LSD, or other psychedelics		
0 times	99	97
1 time	1	2
2 to 3 times	0	1
4 or more times	0	1

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)...

Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

Notes: Cells are empty if there are less than 10 respondents.

Table A6.3

*Lifetime AOD Use – Continued*

	Grade 9	Grade 11
	%	%

Prescription pain medication or opioids, tranquilizers, or sedatives		
0 times	97	93
1 time	1	2
2 to 3 times	1	3
4 or more times	1	2
Diet Pills		
0 times	95	95
1 time	1	1
2 to 3 times	1	1
4 or more times	3	3
Ritalin™ or Adderall™ or other prescription stimulant		
0 times	97	93
1 time	1	2
2 to 3 times	1	3
4 or more times	1	2
Cold/Cough Medicines or other over-the-counter medicines to get “high”		
0 times	94	90
1 time	3	3
2 to 3 times	1	4
4 or more times	2	3
Any other drug, pill, or medicine to get “high” or for other than medical reasons		
0 times	98	94
1 time	1	2
2 to 3 times	1	2
4 or more times	1	3

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for other than medical reasons. Notes: Cells are empty if there are less than 10 respondents.

Table A6.4

*Lifetime Marijuana Consumption*

	Grade 9	Grade 11
	%	%
<i>During your life, how many times have you used marijuana in any of the following ways...</i>		
Smoke it?		
0 times	91	77
1 time	3	4
2 to 3 times	2	4
4 or more times	4	14
In an electronic or e-cigarette or other vaping device?		
0 times	95	82
1 time	2	4
2 to 3 times	2	7
4 or more times	1	7
Eat or drink it in products made with marijuana?		
0 times	92	84
1 time	3	3
2 to 3 times	3	6
4 or more times	2	7

*Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?*

*Note: Cells are empty if there are less than 10 respondents.*

Table A6.5

*Current AOD Use, Past 30 Days*

	Grade 9	Grade 11
	%	%
Alcohol (one or more drinks of alcohol)	5	14
Binge drinking (5 or more drinks in a row)	3	8
Marijuana (smoke, vape, eat, or drink)	4	13
Inhalants	1	2

Prescription drugs to get “high” or for reasons other than prescribed	1	4
Other drug, pill, or medicine to get “high” or for reasons other than medical	1	2
<i>Any drug use</i>	5	15
<i>Heavy drug use</i>	2	9
<i>Any AOD Use</i>	7	21
Two or more substances at the same time	2	5

*Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription drugs to get “high” or for reasons other than prescribed ... any other drug, pill, or medicine to get “high” or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?*

*Notes: Cells are empty if there are less than 10 respondents.*

*Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only) and any other illegal drug/pill to get “high”).*

Table A6.6

*Frequency of Current AOD Use, Past 30 Days*

	Grade 9	Grade 11
	%	%
Alcohol (one or more drinks)		
0 days	95	86
1 or 2 days	4	10
3 to 9 days	1	2
10 to 19 days	0	1
20 or more days	0	1
Binge drinking (5 or more drinks in a row)		
0 days	97	92
1 or 2 days	2	5
3 to 9 days	1	2
10 to 19 days	0	1
20 or more days	0	0



Marijuana (smoke, vape, eat, or drink)		
0 days	96	87
1 or 2 days	3	6
3 to 9 days	1	3
10 to 19 days	1	2
20 or more days	0	2

Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?

Note: Cells are empty if there are less than 10 respondents.

Table A6.7

**Lifetime Drunk or "High"**

	Grade 9	Grade 11
	%	%
Very drunk or sick after drinking alcohol		
0 times	94	83
1 to 2 times	4	9
3 to 6 times	1	5
7 or more times	1	3
"High" (loaded, stoned, or wasted) from using drugs		
0 times	93	78
1 to 2 times	4	6
3 to 6 times	1	5
7 or more times	2	11
Very drunk or "high" 7 or more times	3	12

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs? Note: Cells are empty if there are less than 10 respondents.

Table A6.8

*Current AOD Use on School Property, Past 30 Days*

	Grade 9	Grade 11
	%	%
Alcohol 0 days	98	97
1 to 2 days	1	2
3 or more days	0	1
Marijuana (smoke, vape, eat, or drink)		
0 days	97	93
1 to 2 days	2	4
3 or more days	1	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical?		
0 days	99	98
1 to 2 days	1	2
3 or more days	0	0
<i>Any of the above</i>	4	8

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get “high” or for reasons other than medical?

Note: Cells are empty if there are less than 10 respondents.

Table A6.9

*Lifetime Drunk or “High” on School Property*

	Grade 9	Grade 11
	%	%
0 times	95	89
1 to 2 times	3	7
3 to 6 times	1	2
7 or more times	1	3

Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?

Note: Cells are empty if there are less than 10 respondents.

Table A6.10

*Cessation Attempts*

	Grade 9 %	Grade 11 %
<b>Alcohol</b>		
Does not apply, don't use	93	84
0 times	4	11
1 time	1	2
2 to 3 times	0	1
4 or more times	1	1
<b>Marijuana</b>		
Does not apply, don't use	92	82
0 times	5	10
1 time	2	3
2 to 3 times	1	3
4 or more times	1	1

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

Note: Cells are empty if there are less than 10 respondents.

Table A6.11

*Drinking While Driving, Lifetime*

	Grade 9	Grade 11
	%	%
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using		
Never	94	87
1 time	2	4
2 times	2	2
3 to 6 times	1	3
7 or more times	1	4

*Question HS A.98: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?*

*Note: Cells are empty if there are less than 10 respondents.*

Table A6.12

*Perceived Harm of AOD Use*

	Grade 9	Grade 11
	%	%
Alcohol - drink occasionally		
Great	43	39
Moderate	21	25
Slight	24	27
None	12	10
Alcohol - 5 or more drinks once or twice a week		
Great	70	68
Moderate	16	15
Slight	4	10
None	9	6
Marijuana - use occasionally		
Great	48	41
Moderate	27	22
Slight	14	24
None	11	13
Marijuana - use daily		
Great	73	63
Moderate	12	16
Slight	5	11
None	10	10

*Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor ) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.*

*Note: Cells are empty if there are less than 10 respondents.*

Table A6.13

*Perceived Difficulty of Obtaining Alcohol and Marijuana*

	Grade 9	Grade 11
--	---------	----------

	%	%
Alcohol		
Very difficult	18	12
Fairly difficult	8	6
Fairly easy	21	27
Very easy	27	31
Don't know	26	24
Marijuana		
Very difficult	20	12
Fairly difficult	10	5
Fairly easy	19	23
Very easy	23	34
Don't know	27	26

*Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. Tobacco Use

Table A7.1

### Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	3	5	A7.2
Current cigarette smoking <sup>†</sup>	2	2	A7.3
Current cigarette smoking at school <sup>†</sup>	1	1	A7.4
Ever tried smokeless tobacco	2	3	A7.2
Current smokeless tobacco use <sup>†</sup>	1	2	A7.3
Current smokeless tobacco use at school <sup>†</sup>	1	1	A7.4
Ever used electronic cigarettes	10	21	A7.2
Current use of electronic cigarettes <sup>†</sup>	3	8	A7.3
Current use of electronic cigarettes at school <sup>†</sup>	2	3	A7.4
Cessation Attempts			
Tried to quit or stop using cigarettes	1	2	A7.5
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking <sup>‡</sup>	47	50	A7.6
Harmfulness of smoking 1 or more packs/day <sup>‡</sup>	79	79	A7.6
Difficulty of obtaining cigarettes <sup>§</sup>	18	13	A7.8

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Past 30 days.

<sup>‡</sup>Great harm.

<sup>§</sup>Very difficult.

Table A7.2



*Lifetime Tobacco Use*

	Grade 9	Grade 11
	%	%
A whole cigarette		
0 times	97	95
1 time	2	2
2 to 3 times	1	1
4 or more times	1	2
Smokeless tobacco		
0 times	98	97
1 time	1	0
2 to 3 times	1	1
4 or more times	1	1
An electronic cigarette or other vaping device		
0 times	90	79
1 time	4	7
2 to 3 times	3	5
4 or more times	2	9

Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Notes: Cells are empty if there are less than 10 respondents.

Table A7.3

*Any Current Use and Daily Use*

	Grade 9	Grade 11
	%	%
Cigarettes		
Any	2	2
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	1	2
Daily (20 or more days)	0	0

---

Electronic cigarettes or other vaping device		
Any	3	8
Daily (20 or more days)	0	0

---

*Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?*

*Note: Cells are empty if there are less than 10 respondents.*

Table A7.4

*Current Smoking on School Property, Past 30 Days*

	Grade 9	Grade 11
	%	%
Cigarettes		
0 days	99	99
1 or 2 days	1	1
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Smokeless tobacco		
0 days	99	99
1 or 2 days	1	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Electronic cigarettes or other vaping device		
0 days	98	97
1 or 2 days	1	2
3 to 9 days	0	1
10 to 19 days	0	0
20 or more days	0	0

*Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?*

*Note: Cells are empty if there are less than 10 respondents.*

Table A7.5

*Cigarette Smoking Cessation Attempts*

	Grade 9	Grade 11
	%	%
Does not apply, don't use	96	94
0 times	2	4

1 time	1	1
2 to 3 times	1	1
4 or more times	0	1

Question HS A.95: How many times have you tried to quit or stop cigarettes?  
 using ci Notes: Cells are empty if there are less than 10 respondents.

Table A7.6  
*Perceived Harm of Cigarette Smoking*

	Grade 9	Grade 11
	%	%
Smoke cigarettes occasionally		
Great	47	50
Moderate	28	25
Slight	14	18
None	10	7
Smoke 1 or more packs of cigarettes each day		
Great	79	79
Moderate	8	8
Slight	4	6
None	9	6

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

Note: Cells are empty if there are less than 10 respondents.

Table A7.7  
*Perceived Harm of E-Cigarette Use Compared to Smoking*

	Grade 9	Grade 11
	%	%
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes		
Great	43	39
Moderate	28	28

Slight	18	26
None	11	7
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes		
Great	63	59
Moderate	19	22
Slight	8	12
None	10	6

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.

Note: Cells are empty if there are less than 10 respondents.

Table A7.8

*Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes*

	Grade 9	Grade 11
	%	%
Cigarettes Very difficult	18	13
Fairly difficult	14	8
Fairly easy	25	29
Very easy	16	20
Don't know	27	31
E-Cigarettes or vaping device		
Very difficult	18	11
Fairly difficult	15	8
Fairly easy	21	27
Very easy	16	25
Don't know	30	28

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device Note: Cells are empty if there are less than 10 respondents.

## 8. Other Physical and Mental Health Risks

Table A8.1

### *Cyber Bullying, Past 12 Months*

	Grade 9	Grade 11
	%	%
0 times (never)	77	76
1 time	10	12
2 to 3 times	7	7
4 or more times	6	5
Question HS A.122/MS A.112: During the past 12 months, how many did other times or lies, or hurtful pictures, about you online, on social media, or students on a cell phone? Note: Cells are empty if there are less than 10 respondents.		spread mean rumors

Table A8.2

### *Eating of Breakfast*

	Grade 9	Grade 11
	%	%
No	33	36
Yes	67	64
Question HS A.126/MS A.115: Did you eat breakfast today? Note: Cells are empty if there are less than 10 respondents.		

Table A8.3

### *Chronic Sad or Hopeless Feelings, Past 12 Months*

	Grade 9	Grade 11
	%	%
No	71	67
Yes	29	33
Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities? Note: Cells are empty if		

there are less than 10 respondents.

Table A8.4

*Seriously Considered Attempting Suicide, Past 12 Months*

	Grade 9	Grade 11
	%	%
No	80	81
Yes	20	19

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?  
 Notes: Cells are empty if there are less than 10 respondents.

Table A8.5

*Gang Involvement*

	Grade 9	Grade 11
	%	%
No	95	92
Yes	5	8

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 10 respondents.



## 9. Race/Ethnic Breakdowns

Table A9.1

### *School Supports and Engagement by Race/Ethnicity - 9th Grade*

Percent of Students (%)	Grade 9						
	H/ L	AI /A N	As ia	AA	N H/ PI	W hit	Mi xe d
<i>School Environment</i> Total school supports <sup>‡</sup>	23		22	21	15	28	26
Caring adults in school <sup>‡</sup>	24		22	24	12	31	27
High expectations-adults in school <sup>‡</sup>	30		31	29	25	40	34
Meaningful participation at school <sup>‡</sup>	16		14	8	8	12	16
<i>School Connectedness</i> <sup>†</sup>	19		22	10	6	30	21
<i>Academic Motivation</i> <sup>†</sup>	31		42	30	24	32	34
<i>Parent Involvement in School</i> <sup>†</sup>	18		16	7	10	21	17

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>†</sup>Average percent of respondents reporting "Strongly agree." <sup>‡</sup>Average percent of respondents reporting "Very much true."

Table A9.2

### *School Supports and Engagement by Race/Ethnicity - 11th Grade*

Percent of Students (%)	Grade 11						
	H/ L	AI /A N	As ia	AA	N H/ PI	W hit	Mi xe d
<i>School Environment</i> Total school	27		27	22	24	35	28

supports <sup>‡</sup>							
Caring adults in school <sup>‡</sup>	29		29	26	25	38	31
High expectations-adults in school <sup>‡</sup>	33		36	27	24	44	34
Meaningful participation at school <sup>‡</sup>	20		18	11	20	23	17
<i>School Connectedness</i> <sup>†</sup>	20		19	14	20	29	20
<i>Academic Motivation</i> <sup>†</sup>	31		34	24	30	35	26
<i>Parent Involvement in School</i> <sup>†</sup>	16		13	13	16	23	11

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>Average percent of respondents reporting “Very much true.”

Table A9.3

*Feeling Safe or Very Safe at School by Race/Ethnicity*

	Grade 9 %	Grade 11 %
Hispanic or Latino	63	66
American Indian or Alaska Native		
Asian	71	69
Black or African American	65	52
Native Hawaiian or Pacific Islander	68	73
White	69	80
Mixed (two or more) races	65	57

Note: Cells are empty if there are less than 10 respondents.

Table A9.4

*Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity*

	Grade 9	Grade 11
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	%	%
Hispanic or Latino	26	31
American Indian or Alaska Native		
Asian	24	18
Black or African American	43	26
Native Hawaiian or Pacific Islander	18	9
White	32	31
Mixed (two or more) races	24	34

*Notes: Cells are empty if there are less than 10 respondents.*

*The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.*

Table A9.5

*Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity*

	Grade 9	Grade 11
	%	%
Hispanic or Latino	30	35
American Indian or Alaska Native		
Asian	27	19
Black or African American	48	33
Native Hawaiian or Pacific Islander	24	18
White	39	34
Mixed (two or more) races	29	38

*Note: Cells are empty if there are less than 10 respondents.*

Table A9.6

*Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity*

	Grade 9	Grade 11
	%	%
Hispanic or Latino	2	5
American Indian or Alaska Native		

Asian	1	2
Black or African American	7	8
Native Hawaiian or Pacific Islander	0	5
White	0	1
Mixed (two or more) races	2	3

Notes: Cells are empty if there are less than 10 respondents.

Table A9.7

*Cigarette Smoking in the Past 30 Days by Race/Ethnicity*

	Grade 9	Grade 11
	%	%
Hispanic or Latino	4	4
American Indian or Alaska Native		
Asian	2	1
Black or African American	13	7
Native Hawaiian or Pacific Islander	0	5
White	0	1
Mixed (two or more) races	1	2

Notes: Cells are empty if there are less than 10 respondents.

Table A9.8

*Any Alcohol Use in the Past 30 Days by Race/Ethnicity*

	Grade 9	Grade 11
	%	%
Hispanic or Latino	9	16
American Indian or Alaska Native		
Asian	2	11
Black or African American	9	15
Native Hawaiian or Pacific Islander	11	9
White	2	23
Mixed (two or more) races	8	16

*Note: Cells are empty if there are less than 10 respondents.*

Table A9.9

*Any Marijuana Use in the Past 30 Days by Race/Ethnicity*

	Grade 9	Grade 11
	%	%
Hispanic or Latino	7	18
American Indian or Alaska Native		
Asian	1	6
Black or African American	11	20
Native Hawaiian or Pacific Islander	0	9
White	0	14
Mixed (two or more) races	7	18

*Notes: Cells are empty if there are less than 10 respondents.*

Table A9.10

*Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity*

	Grade 9	Grade 11
	%	%
Hispanic or Latino	30	38
American Indian or Alaska Native		
Asian	26	23
Black or African American	41	33
Native Hawaiian or Pacific Islander	50	40
White	25	40
Mixed (two or more) races	32	40

*Note: Cells are empty if there are less than 10 respondents.*

## 10. Gender Breakdowns

Table A10.1

### *School Supports and Engagement by Gender*

	Grade 9		Grade 11	
	Female	Male	Female	Male
	%	%	%	%
<i>School Environment Total school supports</i> <sup>‡</sup>	22	26	28	26
Caring adults in school <sup>†</sup>	22	27	29	30
High expectations-adults in school <sup>†</sup>	32	34	34	35
Meaningful participation at school <sup>†</sup>	12	15	20	15
<i>School Connectedness</i> <sup>†</sup>	16	24	19	21
<i>Academic Motivation</i> <sup>†</sup>	36	36	35	26
<i>Parent Involvement in School</i> <sup>†</sup>	12	20	13	15

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Very much true.”

Table A10.2

*Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender*

	Grade 9		Grade 11	
	Female	Male	Female	Male
	%	%	%	%
Perceived Safety at School				
Feel safe or very safe at school	63	69	66	66
Harassment/Bullying at School				
<i>During the past 12 month at school, have you been...</i>				
harassed/bullied for any of the six reasons	28	24	26	27
harassed/bullied for any reasons	33	28	31	29
Current ATOD Use				
<i>During the past 30 days, did you...</i>				
have at least one drink of alcohol at school	2	1	2	3
smoke cigarettes	1	4	0	4
have at least one drink of alcohol	5	6	16	13
use marijuana	6	3	13	13
Mental Health				
Chronic sad or hopeless feelings, past 12 months	38	21	41	26

*Note: Cells are empty if there are less than 10 respondents.*

# Alcohol and Other Drugs (AOD) Module

## 1. Module Sample

Table B1.1

*Student Sample for AOD Module*

	Grade 9	Grade 11
<i>Student Sample Size</i>		
Target sample	705	597
Final number	439	397
Response Rate	62%	66%



## 2. Summary of Key Indicators

Table B2.1

### *Key Indicators of Alcohol and Other Drug Use*

	Grade 9 %	Grade 11 %	Table
Alcohol and Marijuana Consumption Patterns			
Usually drank until felt it a lot	1	5	B3.3
Usually used marijuana or other drugs until felt it a lot	1	4	B3.4
Consequences of AOD Consumption			
Caused one or more problems	5	9	B4.2
Caused one or more dependency-related experiences	5	9	B4.3
Supports to Reduce AOD Use			
Very likely find help at school for quitting or reducing use	35	32	B5.2
Strong Personal Disapproval of AOD Use			
Having one or two drinks of any alcoholic beverage nearly every day	63	55	B7.1
Trying marijuana once or twice	51	32	B7.1
Using marijuana once a month or more	59	40	B7.1

*Note: Cells are empty if there are less than 10 respondents.*

## 3. Alcohol, Tobacco, and Marijuana Consumption Patterns

Table B3.1

### *Age of Onset – AOD Use*

	Grade 9 %	Grade 11 %
--	--------------	---------------

Alcohol (one full drink)		
Never	79	63
10 or under	5	4
11-12 years old	4	6
13-14 years old	9	10
15-16 years old	3	17
17 years or older	0	1
Marijuana (smoke, eat, or drink)		
Never	90	80
10 or under	0	2
11-12 years old	3	1
13-14 years old	6	6
15-16 years old	0	11
17 years or older	0	0
Any other illegal drug or pill to get “high”		
Never	97	91
10 or under	1	1
11-12 years old	0	1
13-14 years old	1	3
15-16 years old	0	4
17 years or older	0	1

*Question HS/MS B.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, eat, or drink)... Any other illegal drug or pill to get “high.”*

*Note: Cells are empty if there are less than 10 respondents.*

Table B3.2

*Age of Onset – Tobacco Use*

	Grade 9	Grade 11
	%	%
Smoked part or all of a cigarette		
Never	96	93
10 or under	1	2

11-12 years old	1	1
13-14 years old	2	1
15-16 years old	0	4
17 years or older	0	0
Electronic cigarette		
Never	92	81
10 or under	2	2
11-12 years old	3	2
13-14 years old	3	5
15-16 years old	0	9
17 years or older	0	0

*Question HS/MS B.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... An electronic cigarette (e-cigarette or vaping device).*

*Note: Cells are empty if there are less than 10 respondents.*

Table B3.3

*Usual Alcohol Consumption Level*

	Grade 9	Grade 11
	%	%
I don't drink alcohol	93	78
Just enough to feel it a little	4	12
Enough to feel it moderately	2	5
Until I feel it a lot or get really drunk	1	5

*Question HS/MS B.6: If you drink alcohol, how much do you usually drink?*

*Note: Cells are empty if there are less than 10 respondents.*

Table B3.4

*Usual Marijuana Consumption Level*

	Grade 9	Grade 11
	%	%
I don't use drugs	93	84
Just enough to feel a little high	3	4

Enough to feel it moderately	3	7
Until I feel it a lot or get really high	1	4

*Question HS B.7: If you use marijuana or other drugs, how “high” (stoned, faded, , trashed) do you wasted usually like to get?*

*Note: Cells are empty if there are less than 10 respondents.*

Table B3.5

*E-Cigarette Consumption*

	Grade 9 %	Grade 11 %
Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)		
I've never used an e-cigarette or vaping device		
Nicotine or tobacco substitute		
Marijuana or THC		
Amphetamines, cocaine, or heroin		
Alcohol		
A flavored product without nicotine, alcohol, or other drug		
Any other product or substance		

*Question HS B.30/MS B.24: Have you ever used an e-cigarette or vaping device to consume any of the following? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.*

#### 4. Reasons for and Consequences of AOD Consumption

Table B4.1

*Reasons for AOD Use in the Past 12 Months*

	Grade 9 %	Grade 11 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months	89	68

To experiment (try using)	6	11
To get high	2	12
To have a good time with friends	3	16
To fit in with a group you like	1	2
Because of boredom	0	5
To relax	2	11
To get away from problems	2	7
Because of anger or frustration	1	4
To get through the day	0	3
Because it made you feel better	1	5
To seek deeper insights and understanding	0	5
None of the above	3	4

*Question HS B.8/MS B.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

Table B4.2

*Problems Caused by AOD Use*

	Grade 9	Grade 11
	%	%
Doesn't apply; I've never used alcohol or drugs	91	72
I've used alcohol or drugs but never had any problems	5	20
Have problems with emotions, nerves, or mental health	1	2
Get into trouble or have problems with the police	1	2
Have money problems	2	2
Miss school	1	1
Have problems with schoolwork	1	1
Fight with others	0	1
Damage a friendship	1	1
Physically hurt or injure yourself	1	1
Have unwanted or unprotected sex	0	2
Forget what happened or pass out	1	4

Been suspended from school	0	2
<i>One or more problems</i>	5	9

Question HS B.9: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table B4.3

*Alcohol or Other Drug Use Caused Negative Experiences*

	Grade 9	Grade 11
	%	%
Does not apply; I have not used alcohol or drugs	92	75
I use alcohol or drugs but have not experienced any of these things	3	17
Found you had to increase how much you use to have the same effect as before	2	4
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	1	0
Used alcohol or drugs a lot more than you intended	1	3
Used alcohol or drugs when you were alone	1	3
Your use of alcohol or drugs often kept you from doing a normal activity	0	1
You didn't feel OK unless you had something to drink or used a drug	0	1
Thought about reducing or stopping use	1	2
Told yourself you were not going to use but found yourself using anyway	1	2
Spoke with someone about reducing or stopping use	0	1
Attended counseling, a program, or group to help you reduce or stop use	0	0
<i>One or more negative experiences</i>	5	9

Question HS B.10: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table B4.4

*Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession*

	Grade 9	Grade 11
	%	%
Very likely	60	64
Likely	25	22
Not likely	4	5
Don't know	11	9

*Question HS B.13: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if he or she is caught on school property using or possessing alcohol or other drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

## 5. Supports to Reduce AOD Use

Table B5.1

### *Needed Counseling for Use*

	Grade 9	Grade 11
	%	%
No, I never used alcohol or other drugs	91	80
No, but I do use alcohol or other drugs	7	19
Yes, I have felt that I needed help	1	1

*Question HS B.11: Have you ever felt that you needed help (such as counseling or treatment or other drug use?)*

*Note: Cells are empty if there are less than 10 respondents.*

Table B5.2

### *Likelihood of Finding Help at School for Quitting or Reducing Use*

	Grade 9	Grade 11
	%	%
Very likely	35	32
Likely	31	36
Not likely	16	14
Don't know	18	18

*Question HS B.12: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or drugs?*

*other Note: Cells are empty if there are less than 10 respondents.*

Table B5.3

### *Talked with Parent About AOD Use*

	Grade 9	Grade 11
	%	%



No	63	61
Yes	37	39

*Question HS B.20/MS B.14: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Availability

Table B6.1

### *Sources for Obtaining Alcohol*

	Grade 9	Grade 11
	%	%
At school	18	15
At parties	42	55
At concerts or other social events	10	14
At their own home	35	38
From adults at friends' homes	14	18
From friends or another teenager	40	43
Get adults to buy it for them	10	18
Buy it themselves from a store	12	10
At bars, clubs, or gambling casinos	4	4
Other	26	26
Don't know	0	0

*Question HS B.15/MS B.9: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

Table B6.2

### *Sources for Obtaining Marijuana*

	Grade 9	Grade 11
	%	%
At school	18	23
At parties	19	29

At concerts or other social events	8	15
At their own home	11	16
From an adult acquaintance	9	15
From friends or another teenager	33	41
Buy it at a marijuana dispensary	5	9
At bars or clubs	4	3
Other	5	7
Don't know	50	46

*Question HS B.16/MS B.10: How do most kids at your school who use marijuana usually get it?  
(Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100%  
for "mark all that apply" items.*

## 7. Influences on ATOD Use

Table B7.1

### *Personal Disapproval of AOD Use*

	Grade 9 %	Grade 11 %
Having one or two drinks of any alcoholic beverage nearly every day		
Neither approve nor disapprove	27	32
Somewhat disapprove	11	13
Strongly disapprove	63	55
Trying marijuana once or twice		
Neither approve nor disapprove	32	51
Somewhat disapprove	17	18
Strongly disapprove	51	32
Using marijuana once a month or more regularly		
Neither approve nor disapprove	28	43
Somewhat disapprove	13	17
Strongly disapprove	59	40

*Question HS B.17-19/MS B.11-13: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.*

*Note: Cells are empty if there are less than 10 respondents.*

Table B7.2

### *Parent Disapproval of ATOD Use*

	Grade 9 %	Grade 11 %
Take one or two drinks of alcohol nearly every day		
Very wrong	88	87
Wrong	9	10
A little wrong	1	2
Not at all wrong	2	1

Smoke tobacco		
Very wrong	91	89
Wrong	7	10
A little wrong	1	1
Not at all wrong	1	1
Use marijuana		
Very wrong	91	84
Wrong	5	12
A little wrong	2	3
Not at all wrong	2	1
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	92	92
Wrong	6	7
A little wrong	1	0
Not at all wrong	1	1

*Question HS B.22-25/MS B.16-19: How wrong do your parents or guardians feel it would be for you to do the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

*Note: Cells are empty if there are less than 10 respondents.*

Table B7.3

*Peer Disapproval of ATOD Use*

	Grade 9	Grade 11
	%	%
Take one or two drinks of alcohol nearly every day		
Very wrong	73	64
Wrong	18	21
A little wrong	8	11
Not at all wrong	1	4
Smoke tobacco		
Very wrong	75	66
Wrong	17	20

A little wrong	7	11
Not at all wrong	1	4
Use marijuana		
Very wrong	75	54
Wrong	14	16
A little wrong	9	17
Not at all wrong	3	13
Use prescription drugs to get high or for reasons other than prescribed		
Very wrong	74	64
Wrong	16	21
A little wrong	7	10
Not at all wrong	2	5

*Question HS B.26-29/MS B.20-23: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use marijuana (smoke, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

*Note: Cells are empty if there are less than 10 respondents.*

Table B7.4

*Heard, Read, or Watched Any Anti-ATOD Messages, Past 12 Months*

	Grade 9	Grade 11
	%	%
No	29	30
Yes	71	70

*Question HS B.21/MS B.15: During the past 12 months, have you heard, read, or watched any messages about not using alcohol, tobacco, or drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

## 8. School Suspension

Table B8.1

*Suspension from School, Past 12 Month*

	Grade 9	Grade 11
	%	%
No	96	96
Yes	4	4

*Question HS B.14/MS B.8: In the past 12 months, have you been suspended from school one or more times?*

*Note: Cells are empty if there are less than 10 respondents.*

**E. Master schedule**

Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Alburn, C.	<b>1540 Computer Aided De</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HF 3	<b>0251 Engineering Design</b> LD: 24 Day: Trm: Q2 Crd: 5.000 Rm: HF 3				<b>0253 ENG Engineering D</b> LD: 23 Day: Trm: Q2 Crd: 5.000 Rm: HF 3
Ash, J.	<b>0307 Mathematics I</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HN11		<b>0317 Mathematics I Supp</b> LD: 31 Day: Trm: Q2 Crd: 2.500 Rm: HN11		<b>0319 Mathematics I Supp</b> LD: 33 Day: Trm: Q2 Crd: 2.500 Rm: HN11	<b>0344 Mathematics I</b> LD: 39 Day: Trm: Q2 Crd: 5.000 Rm: HN11
Baer, W.	<b>1219 World Geography</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HK 8			<b>1401 AVID 10</b> LD: 35 Day: Trm: Q2 Crd: 2.500 Rm: HK 7	<b>1405 AVID 10</b> LD: 39 Day: Trm: Q2 Crd: 2.500 Rm: HK 7	<b>1222 World Geography</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HK 7
				<b>1448 Peer Tutor</b> LD: 6 Day: Trm: Q2 Crd: 2.500 Rm: HK 7	<b>1451 Peer Tutor</b> LD: 3 Day: Trm: Q2 Crd: 2.500 Rm: HK 7	
Baldini, A.	<b>0841 Spanish I</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HJ 1	<b>0847 Spanish I</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HJ 1				
Bandy, M.	<b>1157 AP English 11: Lan</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: HR 1	<b>1159 AP English 11: Lan</b> LD: 41 Day: Trm: Q2 Crd: 5.000 Rm: HR 1				<b>1161 STEM AP English 1</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HR 1
Bandy, T.	<b>1040 SDAIE English 10</b> LD: 22 Day: Trm: Q2 Crd: 5.000 Rm: HR 2				<b>1179 SDAIE 12 EL Colleg</b> LD: 16 Day: Trm: Q2 Crd: 2.500 Rm: HR 2	<b>0467 Peer Tutor</b> LD: 2 Day: Trm: Q2 Crd: 5.000 Rm: HR 2
						<b>1169 EL 2 EL English Inte</b> LD: 13 Day: Trm: Q2 Crd: 5.000 Rm: HR 2

Berta, A.	<b>1277 AP World History</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HM 7	<b>1279 STEM AP World His</b> LD: 21 Day: Trm: Q2 Crd: 5.000 Rm: HM 7		<b>1388 Cultural Studies</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HM 7		
Bevins, P.	<b>1808 Teacher Assistant</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: COUN	<b>1809 Teacher Assistant</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: COUN	<b>1810 Teacher Assistant</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: COUN  <b>1813 Mini Teacher Assist</b> LD: 0 Day: Trm: Q2 Crd: 2.500 Rm: COUN	<b>1814 Mini Teacher Assist</b> LD: 0 Day: Trm: Q2 Crd: 2.500 Rm: COUN	<b>1815 Mini Teacher Assist</b> LD: 0 Day: Trm: Q2 Crd: 2.500 Rm: COUN	<b>1812 Teacher Assistant</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: COUN
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Bills, D.	<b>0660 Art II</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HF12  <b>0661 Art III</b> LD: 4 Day: Trm: Q2 Crd: 5.000 Rm: HF12  <b>0706 AP Studio Art: Draw</b> LD: 7 Day: Trm: Q2 Crd: 5.000 Rm: HF12	<b>0672 Ceramics I</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HF15		<b>0652 Art I</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HF12  <b>1099 AP Studio Art: Draw</b> LD: 1 Day: Trm: Q2 Crd: 5.000 Rm: HF12		
Boylan, E.	<b>1307 US History</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HK 6	<b>1220 World Geography</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HK 6		<b>1221 World Geography</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HK 5		
Buechler, C.		<b>0077 Biology</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HP 3	<b>0083 Biology</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HP 3  <b>1051 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500			<b>0157 AP Environmental S</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HP 3



			Rm: HP 3			
Cabanas, S.		<b>1078 English 10 Honors</b> LD: 39 Day: Trm: Q2 Crd: 5.000 Rm: HH 7	<b>1090 E1OH BR Literacy E</b> LD: 34 Day: Trm: Q2 Crd: 2.500 Rm: HH 7		<b>1092 E1OH BR Literacy E</b> LD: 37 Day: Trm: Q2 Crd: 2.500 Rm: HH 7	<b>1080 English 10 Honors</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: HH 7
Candelaria, J.	<b>0710 Dance I, Beginning</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HD16		<b>0716 Hip Hop Dance</b> LD: 25 Day: Trm: Q2 Crd: 5.000 Rm: HD16			<b>0714 FUSION Dance III, A</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HD16
Castaneda, S.		<b>0624 Sports for Life</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: GYM		<b>0616 Weight Training, Ad</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: GYM		<b>0617 Weight Training, Ad</b> LD: 41 Day: Trm: Q2 Crd: 5.000 Rm: GYM
Castro, J.			<b>1260 STR English 11</b> LD: 13 Day: Trm: Q2 Crd: 5.000 Rm: HM 6			<b>0746 Applied Business F</b> LD: 10 Day: Trm: Q2 Crd: 5.000 Rm: HG 6
Charney, N.	<b>0202 Mathematics I A, Pa</b> LD: 13 Day: Trm: Q2 Crd: 5.000 Rm: HM 5			<b>0206 Mathematics I A, Pa</b> LD: 13 Day: Trm: Q2 Crd: 5.000 Rm: HM 5	<b>1022 Teacher Assistant</b> LD: 2 Day: Trm: Q2 Crd: 2.500 Rm: HM 5	
Chavez, F.		<b>0186 STR English 10</b> LD: 16 Day: Trm: Q2 Crd: 5.000 Rm: HR 3				<b>0191 STR English 12</b> LD: 9 Day: Trm: Q2 Crd: 5.000 Rm: HM 6
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Clark, B.	<b>1442 Animation I</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HF 2		<b>0229 Digital Media Arts I</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HF 2			<b>1049 Animation II</b> LD: 1 Day: Trm: Q2 Crd: 5.000 Rm: HF 2  <b>1444 Animation I</b> LD: 22 Day: Trm: Q2 Crd: 5.000 Rm: HF 2

Clemons, M.		<b>1331 American Governm</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HR10		<b>1043 American Governm</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HK 6		<b>1334 American Governm</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HK 6
Coates, K.		<b>0877 Spanish II</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HJ 7	<b>0879 Spanish II</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HJ 7	<b>1023 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HJ 7		
Cody, M.					<b>0153 Study Skills</b> LD: 0 Day: Trm: Q2 Crd: 0.000 Rm: HG 7	
Cooper, T.		<b>0424 Mathematics III A, P</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HL 7	<b>0428 Mathematics III A, P</b> LD: 23 Day: Trm: Q2 Crd: 5.000 Rm: HL 7			<b>0432 Mathematics III A, P</b> LD: 27 Day: Trm: Q2 Crd: 5.000 Rm: HL 7
Cross, D.	<b>0111 General Science</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HP10	<b>0079 Biology</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HP10	<b>0123 General Science</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HP10  <b>1034 Teacher Assistant</b> LD: 2 Day: Trm: Q2 Crd: 2.500 Rm: HP10			
Curtis, A.	<b>0133 Physics</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HP 1	<b>0023 ENG Chemistry</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HP 1				<b>0135 Physics</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HP10
Dagler, C.		<b>0223 AP Computer Scien</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HG 1	<b>0779 Web Design and De</b> LD: 14 Day: Trm: Q2 Crd: 5.000 Rm: HG 1			<b>0789 AP Computer Scien</b> LD: 25 Day: Trm: Q2 Crd: 5.000 Rm: HG 1

			<b>0791 STEM Web Design a</b> LD: 12 Day: Trm: Q2 Crd: 5.000 Rm: HG 1			
Danielson, D.	<b>0540 Health</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HM 1	<b>0542 Health</b> LD: 23 Day: Trm: Q2 Crd: 5.000 Rm: HM 1		<b>0122 Study Skills</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: HG 7		<b>0544 Health</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HM 1
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Davi, J.		<b>0541 Health</b> LD: 26 Day: Trm: Q2 Crd: 5.000 Rm: HM11	<b>0543 Health</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HM11			<b>0555 Driver Education</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HM11
Decou, J.		<b>0081 Biology</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HP13	<b>0085 Biology</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HP 9	<b>0296 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HP 9		<b>1440 Chemistry in the Co</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HP 9
DeHerrera, S.	<b>0776 Business Finance</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HG 6		<b>0782 Personal Finance</b> LD: 31 Day: Trm: Q2 Crd: 2.500 Rm: HG 2		<b>0785 Business Law</b> LD: 25 Day: Trm: Q2 Crd: 2.500 Rm: HG 2	
Demers, K.		<b>0845 Spanish I</b> LD: 39 Day: Trm: Q2 Crd: 5.000 Rm: HJ 5	<b>0849 Spanish I</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HJ 1			<b>0853 Spanish I</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HJ 1
Duncan, S.	<b>0071 Biology</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HP11	<b>0151 Physiology</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HP11		<b>1424 Physiology</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HP11		<b>0087 Biology</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HP11
				<b>1011 Teacher Assistant</b> LD: 2 Day: Trm: Q2 Crd: 2.500 Rm: HP11		
Estes, R.	<b>0871 Spanish II</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HJ 9	<b>0903 AP Spanish Language</b> LD: 18 Day: Trm: Q2 Crd: 5.000 Rm: HJ 9				<b>0883 Spanish II</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HH 4

Fahlen, T.	<b>0893 Spanish III</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HJ 4	<b>0921 French I</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HJ 4		<b>0192 TJMS French I</b> LD: 13 Day: Trm: Q2 Crd: 5.000 Rm: HJ 4	<b>1005 Teacher Assistant</b> LD: 2 Day: Trm: Q2 Crd: 2.500 Rm: HJ 4	
Felkins, M.	<b>1109 SDAIE English 11</b> LD: 23 Day: Trm: Q2 Crd: 5.000 Rm: HH 4	<b>1119 English 11 Honors</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HH 4		<b>1013 E9 H BR Literacy En</b> LD: 36 Day: Trm: Q2 Crd: 2.500 Rm: HH 4	<b>1015 E9 H BR Literacy En</b> LD: 35 Day: Trm: Q2 Crd: 2.500 Rm: HH 4	<b>0154 Study Skills</b> LD: 0 Day: Trm: Q2 Crd: 0.000 Rm: HG 7
Finney, B.	<b>1681 Applied Mathematic</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HN 9	<b>0311 Mathematics I</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HN 9		<b>0507 Math Lab I- III</b> LD: 18 Day: Trm: Q2 Crd: 2.500 Rm: HN 8	<b>0321 Mathematics I Supp</b> LD: 30 Day: Trm: Q2 Crd: 2.500 Rm: HN 8	<b>0501 Applied Mathematic</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HN 8
Forbes, P.	<b>1321 AP US History</b> LD: 28 Day: Trm: Q2 Crd: 5.000 Rm: HK11		<b>1003 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HK11			<b>1315 US History</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HK11
			<b>1323 AP US History</b> LD: 28 Day: Trm: Q2 Crd: 5.000 Rm: HK11			
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Formaker, J.	<b>1237 AP Human Geograp</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HK 1	<b>1239 AP Human Geograp</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HK 1		<b>1386 Soundtrack of Mode</b> LD: 23 Day: Trm: Q2 Crd: 2.500 Rm: HK 1	<b>1387 Soundtrack of Mode</b> LD: 23 Day: Trm: Q2 Crd: 2.500 Rm: HK 1	
Formaker, S.	<b>0456 M3/PCH Mathematic</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HL 8	<b>0493 AP Calculus AB</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HL 8		<b>0521 AP Calculus Lab</b> LD: 33 Day: Trm: Q2 Crd: 2.500 Rm: HL 8		
Galvan, M.	<b>0873 Spanish II</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HJ 6 Roman-Crespo,		<b>0881 Spanish II</b> LD: 35 Day: Trm: Q2 Crd: 5.000			<b>0885 Spanish II</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HJ 9 Roman-Crespo,

	D.		Rm: HJ 9 Roman-Crespo, D.			D.
Gibson, D.	<b>0670 Ceramics I</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HF15	<b>0650 Art I</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HF12		<b>1683 Ceramics I</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HF15	<b>1016 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HF15	<b>0694 Stained Glass</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HF15
Green, R.		<b>0359 Mathematics II</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HN 6	<b>0381 Mathematics I Supp</b> LD: 30 Day: Trm: Q2 Crd: 2.500 Rm: HN 6		<b>0383 Mathematics I Supp</b> LD: 32 Day: Trm: Q2 Crd: 2.500 Rm: HN 6	<b>0363 Mathematics II</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HN 6
Harrigan, J.	<b>1363 AP Microeconomics</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: ADMIN		<b>1333 American Governm</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: ADMIN			<b>1365 AP Microeconomics</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: ADMIN
Hayes, M.	<b>0684 Photography I</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HF17	<b>0686 Photography I</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: HF17				<b>0688 Photography I</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: HF17
	<b>0760 AP Studio Art: 2-D</b> LD: 1 Day: Trm: Q2 Crd: 5.000 Rm: HF17	<b>1097 Photography II</b> LD: 1 Day: Trm: Q2 Crd: 5.000 Rm: HF17				<b>1018 Photography II</b> LD: 1 Day: Trm: Q2 Crd: 5.000 Rm: HF17
						<b>1038 AP Studio Art: 2-D</b> LD: 1 Day: Trm: Q2 Crd: 5.000 Rm: HF17
Hennessey, A.	<b>1022 9YL English 9</b> LD: 22 Day: Trm: Q2 Crd: 5.000 Rm: HT 4	<b>1164 ELA LIT ELA Literac</b> LD: 9 Day: Trm: Q2 Crd: 5.000 Rm: HT 4	<b>0121 Study Skills</b> LD: 0 Day: Trm: Q2 Crd: 0.000 Rm: HG 7			<b>1060 10 RPT English 10</b> LD: 10 Day: Trm: Q2 Crd: 5.000 Rm: HT 4
						<b>1061 10 RPT English 10</b> LD: 8 Day: Trm: Q2 Crd: 5.000 Rm: HT 4

Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Henry, G.		<b>1113 English 11</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HR 4 Kirkland, C.	<b>1094 E1OH BR Literacy E</b> LD: 38 Day: Trm: Q2 Crd: 2.500 Rm: HR 4 Kirkland, C.		<b>1096 E1OH BR Literacy E</b> LD: 40 Day: Trm: Q2 Crd: 2.500 Rm: HR 4 Kirkland, C.	<b>1115 English 11</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HR 4 Kirkland, C.
Hofsdal, B.	<b>0843 Spanish I</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HJ 7		<b>0851 Spanish I</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HJ11			<b>0875 Spanish I</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HJ 7
Hogge, C.		<b>0730 Choir, Concert</b> LD: 18 Day: Trm: Q2 Crd: 5.000 Rm: HE18	<b>0740 Vocal Survey</b> LD: 26 Day: Trm: Q2 Crd: 2.500 Rm: HE18		<b>0738 Vocal Ensemble Mi</b> LD: 33 Day: Trm: Q2 Crd: 2.500 Rm: HE18	<b>0732 Piano Lab</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HE18
Hsiao, J.	<b>0398 Mathematics II A, P</b> LD: 28 Day: Trm: Q2 Crd: 5.000 Rm: HN 4			<b>0419 Mathematics III</b> LD: 26 Day: Trm: Q2 Crd: 5.000 Rm: HN 4	<b>1042 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HN 4	<b>0477 Probability and Stat</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HN 4
Hutchings, M.	<b>0945 English 9</b> LD: 28 Day: Trm: Q2 Crd: 5.000 Rm: HR 5	<b>0949 English 9</b> LD: 28 Day: Trm: Q2 Crd: 5.000 Rm: HR 5		<b>0977 Literacy Enrichmen</b> LD: 30 Day: Trm: Q2 Crd: 2.500 Rm: HH 6	<b>0979 Literacy Enrichmen</b> LD: 29 Day: Trm: Q2 Crd: 2.500 Rm: HH 6	
Isaac, L.	<b>0351 Mathematics II</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HN 7	<b>0357 Mathematics II</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HN 7		<b>0385 Mathematics II Sup</b> LD: 37 Day: Trm: Q2 Crd: 2.500 Rm: HN 7	<b>0387 Mathematics II Sup</b> LD: 37 Day: Trm: Q2 Crd: 2.500 Rm: HN 7	
Johnson, A.		<b>0216 Applied Mathematic</b> LD: 18 Day: Trm: Q2 Crd: 5.000 Rm: HM 5				<b>0220 Mathematics Found</b> LD: 17 Day: Trm: Q2 Crd: 5.000 Rm: HM 5
Johnson, M.	<b>0603 Physical Education,</b> LD: 46 Day: Trm: Q2 Crd: 5.000 Rm:	<b>0605 Physical Education,</b> LD: 45 Day: Trm: Q2 Crd: 5.000	<b>0609 Physical Education,</b> LD: 46 Day: Trm: Q2			

	GYM	Rm: GYM	Crd: 5.000 Rm: GYM			
Johnson-Okoro, V.		<b>0313 Mathematics I</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HN 5	<b>0323 Mathematics I Supp</b> LD: 30 Day: Trm: Q2 Crd: 2.500 Rm: HN 5		<b>0325 Mathematics I Supp</b> LD: 32 Day: Trm: Q2 Crd: 2.500 Rm: HN 5	<b>0338 Mathematics I</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HN 5
Junn, R.	<b>1074 ENG English 10 Ho</b> LD: 27 Day: Trm: Q2 Crd: 5.000 Rm: HT 3	<b>1141 English 12</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HT 3			<b>1534 E10H BR Literacy E</b> LD: 38 Day: Trm: Q2 Crd: 2.500 Rm: HT 3	<b>1532 STEM English 10 H</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HT 3
Karl, M.	<b>1076 English 10 Honors</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HH 8		<b>1546 Literature Studies</b> LD: 25 Day: Trm: Q2 Crd: 2.500 Rm: HH 8		<b>1547 Literature Studies</b> LD: 23 Day: Trm: Q2 Crd: 2.500 Rm: HH 8	<b>1183 AP English 12: Liter</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HH 8
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Kennedy Jr, R.		<b>1269 World History</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HJ 6	<b>0470 Peer Tutor</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: HJ 6  <b>1325 US History EL</b> LD: 26 Day: Trm: Q2 Crd: 5.000 Rm: HJ 6			<b>1271 World History</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HJ 6
Kilby, B.	<b>0097 Study Skills</b> LD: 0 Day: Trm: Q2 Crd: 0.000 Rm: HG 7		<b>0170 Student Leadership</b> LD: 53 Day: Trm: Q2 Crd: 2.500 Rm: HC 6		<b>0174 Student Leadership</b> LD: 64 Day: Trm: Q2 Crd: 2.500 Rm: HC 6	
Kinney, B.		<b>0179 STR English 9</b> LD: 15 Day: Trm: Q2 Crd: 5.000 Rm: HM 4	<b>0182 ELA Literacy 9-12</b> LD: 10 Day: Trm: Q2 Crd: 5.000 Rm: HM 4			

Kjargaard, D.	<b>0995 English 9 Honors</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HH 1	<b>0098 Study Skills</b> LD: 0 Day: Trm: Q2 Crd: 0.000 Rm: HG 7	<b>1017 E9 H BR Literacy En</b> LD: 28 Day: Trm: Q2 Crd: 2.500 Rm: HH 1		<b>1530 E9 H BR Literacy En</b> LD: 42 Day: Trm: Q2 Crd: 2.500 Rm: HH 1	<b>1001 English 9 Honors</b> LD: 39 Day: Trm: Q2 Crd: 5.000 Rm: HH 1
Knapp, C.	<b>0957 SDAIE English 9</b> LD: 23 Day: Trm: Q2 Crd: 5.000 Rm: HT 1	<b>0997 English 9 Honors</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HT 1		<b>1019 E9 H BR Literacy En</b> LD: 32 Day: Trm: Q2 Crd: 2.500 Rm: HT 1	<b>1199 Mythology Survey</b> LD: 20 Day: Trm: Q2 Crd: 2.500 Rm: HT 1	
Kozuma, Y.	<b>0909 Japanese II</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HJ 8	<b>0915 Japanese III</b> LD: 24 Day: Trm: Q2 Crd: 5.000 Rm: HJ 8  <b>0917 AP Japanese Langu</b> LD: 13 Day: Trm: Q2 Crd: 5.000 Rm: HJ 8				<b>0911 Japanese II</b> LD: 26 Day: Trm: Q2 Crd: 5.000 Rm: HJ 8
Kuhlman Ballard, S.			<b>1143 English 12</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HR 5			<b>1434 English 12</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: HR 5
Kuntz, S.	<b>0109 General Science</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HP 9	<b>0117 General Science</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HP 9		<b>0031 Chemistry</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HP 4	<b>1041 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HP 4	
Kuntz, S.	<b>0025 Chemistry</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HP 2	<b>0115 General Science</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HP 2				<b>0125 General Science</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HP 5
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Lemieux, A.	<b>0024 Computer Technolo</b> LD: 14 Day: Trm: Q2 Crd: 2.500 Rm: HR 7	<b>1981 English L</b> LD: 14 Day: Trm: Q2 Crd: 5.000	<b>1985 Introduction to Soci</b> LD: 15 Day: Trm: Q2			<b>1008 Workplace Explorat</b> LD: 6 Day: Trm: Q2 Crd: 5.000 Rm: HR 7



	<b>1976 Math L</b> LD: 14 Day: Trm: Q2 Crd: 2.500 Rm: HR 7	Rm: HR 7	Crd: 5.000 Rm: HR 7			
Lewis, A.	<b>1032 English 10</b> LD: 41 Day: Trm: Q2 Crd: 5.000 Rm: HH11		<b>1052 Literacy Enrichmen</b> LD: 40 Day: Trm: Q2 Crd: 2.500 Rm: HH11		<b>1054 Literacy Enrichmen</b> LD: 38 Day: Trm: Q2 Crd: 2.500 Rm: HH11	<b>1036 English 10</b> LD: 43 Day: Trm: Q2 Crd: 5.000 Rm: HH11
Limon, A.	<b>1305 US History</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HK 9	<b>1309 US History</b> LD: 39 Day: Trm: Q2 Crd: 5.000 Rm: HK 9				<b>1241 AP Human Geograp</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HK 1
Mackey, M.	<b>0747 Band, Intro to Marc</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HE15	<b>0749 Guitar Workshop I</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HE15		<b>1471 Marching/Concert B</b> LD: 50 Day: Trm: Q2 Crd: 2.500 Rm: HE15	<b>0752 Intermediate Band</b> LD: 52 Day: Trm: Q2 Crd: 2.500 Rm: HE15	
Manfredi, J.		<b>1197 Mythology</b> LD: 25 Day: Trm: Q2 Crd: 5.000 Rm: HH11	<b>1393 AVID 9</b> LD: 35 Day: Trm: Q2 Crd: 2.500 Rm: HJ 8  <b>1447 Peer Tutor</b> LD: 4 Day: Trm: Q2 Crd: 2.500 Rm: HJ 8		<b>1397 AVID 9</b> LD: 37 Day: Trm: Q2 Crd: 2.500 Rm: HJ 8  <b>1450 Peer Tutor</b> LD: 3 Day: Trm: Q2 Crd: 2.500 Rm: HJ 8	
Manfredi, K.	<b>1350 Economics</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HR 8	<b>1261 World History</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HR 8		<b>1265 World History</b> LD: 39 Day: Trm: Q2 Crd: 5.000 Rm: HR 8		
Manzanetti, Z.		<b>0999 English 9 Honors</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HH 9	<b>1056 Literacy Enrichmen</b> LD: 39 Day: Trm: Q2 Crd: 2.500 Rm: HH 9		<b>1058 Literacy Enrichmen</b> LD: 39 Day: Trm: Q2 Crd: 2.500 Rm: HH 9	<b>1528 English 9 Honors</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HH 9
Martin, D.	<b>1916 Office Assistant</b> LD: 2 Day: Trm: Q2 Crd: 5.000 Rm:	<b>1917 Office Assistant</b> LD: 3 Day: Trm: Q2 Crd: 5.000	<b>1918 Office Assistant</b> LD: 1 Day: Trm: Q2 Crd: 5.000	<b>1919 Office Assistant</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm:	<b>1923 Office Assistant</b> LD: 2 Day: Trm: Q2 Crd: 2.500	<b>1920 Office Assistant</b> LD: 2 Day: Trm: Q2 Crd: 5.000 Rm:

	COUN	Rm: COUN	Rm: COUN	COUN	Rm: ADMIN	COUN
			<b>1921 Office Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: ADMIN	<b>1922 Office Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: ADMIN		
Martins, J.	<b>0237 ENG Principles of E</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HF 5	<b>0239 Principles of Engine</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HF 5				<b>0249 Robotics</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HF 5
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Maxon, D.	<b>1181 AP English 12: Liter</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HH 5	<b>2016 AP English 12: Liter</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HH 5	<b>1004 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HH 5			<b>1123 English 11 Honors</b> LD: 28 Day: Trm: Q2 Crd: 5.000 Rm: HH 5
			<b>1121 English 11 Honors</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HH 5			
Maxwell, A.	<b>1137 English 12</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HT 2			<b>1204 Yearbook</b> LD: 11 Day: Trm: Q2 Crd: 5.000 Rm: HT 2	<b>1212 Literary Publication</b> LD: 10 Day: Trm: Q2 Crd: 2.500 Rm: HT 2	<b>1175 EL 2/3 EL English In</b> LD: 14 Day: Trm: Q2 Crd: 5.000 Rm: HT 2
				<b>1208 Literary Publication</b> LD: 8 Day: Trm: Q2 Crd: 2.500 Rm: HT 2		
McIntyre, D.	<b>0797 Computers, Interme</b> LD: 11 Day: Trm: Q2 Crd: 5.000 Rm: HG 2	<b>0793 General Business</b> LD: 28 Day: Trm: Q2 Crd: 5.000 Rm: HG 2		<b>0049 Business Finance</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HG 6		<b>0795 General Business</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HG 2
	<b>0799 Computer Applicati</b> LD: 10 Day: Trm: Q2 Crd: 5.000 Rm: HG 2					

	<b>1048 Computer Technolo</b> LD: 8 Day: Trm: Q2 Crd: 5.000 Rm: HG 2					
	<b>1468 Computer Tech Ser</b> LD: 1 Day: Trm: Q2 Crd: 5.000 Rm: HG 2					
Meade, S.	<b>0895 Spanish III</b> LD: 27 Day: Trm: Q2 Crd: 5.000 Rm: HJ 5		<b>0897 Spanish III</b> LD: 27 Day: Trm: Q2 Crd: 5.000 Rm: HJ 5			<b>0899 Spanish III</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HJ 5
Miller, L.	<b>0698 Digital Art/Graphic</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HF11	<b>0700 Digital Art and Grap</b> LD: 18 Day: Trm: Q2 Crd: 5.000 Rm: HF11				<b>0654 Art I</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HF11
		<b>0702 Advanced Graphic</b> LD: 10 Day: Trm: Q2 Crd: 5.000 Rm: HF11				
Moiseff, G.	<b>0197 US History</b> LD: 25 Day: Trm: Q2 Crd: 5.000 Rm: HM 6	<b>0199 American Governm</b> LD: 17 Day: Trm: Q2 Crd: 5.000 Rm: HM 6				
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Monosso, S.	<b>1021 AP Macroeconomic</b> LD: 18 Day: Trm: Q2 Crd: 5.000 Rm: HR 9	<b>1351 Economics</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HR 9				<b>1020 AP Macroeconomic</b> LD: 21 Day: Trm: Q2 Crd: 5.000 Rm: HR 9
Murphy, P.		<b>1311 US History</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HK 8	<b>1313 US History</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HK 8			<b>1317 US History</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HK 8

Nakamura, A.		<b>0417 Mathematics III</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HL11	<b>1523 Mathematics II Sup</b> LD: 36 Day: Trm: Q2 Crd: 2.500 Rm: HL11		<b>1429 Advanced Math Lab</b> LD: 33 Day: Trm: Q2 Crd: 2.500 Rm: HL11	<b>1521 Mathematics II</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HL11
Nazimko, E.	<b>1267 World History</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HK 5	<b>1263 SDAIE World Histor</b> LD: 26 Day: Trm: Q2 Crd: 5.000 Rm: HK 5				<b>12710 World History</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HK 5
Newell, M.		<b>0402 Mathematics II A, P</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HL 9	<b>0389 Mathematics II Sup</b> LD: 36 Day: Trm: Q2 Crd: 2.500 Rm: HL 9		<b>0509 Math Lab I-III</b> LD: 37 Day: Trm: Q2 Crd: 2.500 Rm: HL 9	<b>0410 Mathematics II A, P</b> LD: 27 Day: Trm: Q2 Crd: 5.000 Rm: HL 9
Nickerson, S.	<b>0483 AP Statistics</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HN 8	<b>0453 Pre-Calculus Honor</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HN 8				<b>0471 Pre-Calculus Honor</b> LD: 27 Day: Trm: Q2 Crd: 5.000 Rm: HN 7
Olson, E.	<b>0528 AP Psychology</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HK 7	<b>0530 AP Psychology</b> LD: 39 Day: Trm: Q2 Crd: 5.000 Rm: HK 7				
O'Neill Ayers, N.	<b>2010 English 10</b> LD: 3 Day: Trm: Q2 Crd: 5.000 Rm: HM 8	<b>0460 Mathematics Found</b> LD: 4 Day: Trm: Q2 Crd: 5.000 Rm: HM 8				<b>2014 Biology</b> LD: 6 Day: Trm: Q2 Crd: 5.000 Rm: HM 8
	<b>2012 English 12</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: HM 8	<b>0714 Applied Mathematic</b> LD: 2 Day: Trm: Q2 Crd: 5.000 Rm: HM 8				
		<b>2005 Mathematics I B, Pa</b> LD: 0 Day: Trm: Q2 Crd: 5.000 Rm: HM 8				

Pagarigan, B.	<b>0447 Pre-Calculus</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HL 6	<b>0441 Mathematics III Hon</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HL 6				<b>0464 M3/PCH Mathematic</b> LD: 28 Day: Trm: Q2 Crd: 5.000 Rm: HL 8
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Parsons, K.		<b>0607 Physical Education,</b> LD: 42 Day: Trm: Q2 Crd: 5.000 Rm: GYM	<b>0611 Physical Education,</b> LD: 46 Day: Trm: Q2 Crd: 5.000 Rm: GYM  <b>0762 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: GYM			<b>0613 Physical Education,</b> LD: 48 Day: Trm: Q2 Crd: 5.000 Rm: GYM
Pastrana, L.	<b>1924 Office Assistant</b> LD: 3 Day: Trm: Q2 Crd: 5.000 Rm: ADMIN	<b>1925 Office Assistant</b> LD: 2 Day: Trm: Q2 Crd: 5.000 Rm: ADMIN	<b>1926 Office Assistant</b> LD: 3 Day: Trm: Q2 Crd: 5.000 Rm: ADMIN  <b>1929 Office Assistant</b> LD: 0 Day: Trm: Q2 Crd: 2.500 Rm: COUN	<b>1927 Office Assistant</b> LD: 1 Day: Trm: Q2 Crd: 5.000 Rm: ADMIN  <b>1930 Office Assistant</b> LD: 0 Day: Trm: Q2 Crd: 2.500 Rm: ADMIN	<b>1931 Office Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: COUN	<b>1928 Office Assistant</b> LD: 3 Day: Trm: Q2 Crd: 5.000 Rm: ADMIN
Pinchuk, I.	<b>0309 Mathematics I</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HN 5 Emmons, K.		<b>0327 Mathematics I Supp</b> LD: 30 Day: Trm: Q2 Crd: 2.500 Rm: HN 1 Emmons, K.		<b>0329 Mathematics I Supp</b> LD: 31 Day: Trm: Q2 Crd: 2.500 Rm: HN 1 Emmons, K.	<b>0316 Mathematics I</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HN 1 Emmons, K.
Prahl, B.	<b>0573 Physical Education,</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: GYM	<b>0577 Physical Education,</b> LD: 42 Day: Trm: Q2 Crd: 5.000 Rm: GYM				<b>0585 Physical Education,</b> LD: 45 Day: Trm: Q2 Crd: 5.000 Rm: GYM
Robare, A.	<b>0296 SEASE Mathematic</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm:		<b>1409 AVID 11</b> LD: 28 Day: Trm: Q2 Crd: 2.500		<b>1413 AVID 11</b> LD: 25 Day: Trm: Q2 Crd: 2.500	<b>0300 SEASE Mathematic</b> LD: 24 Day: Trm: Q2 Crd: 5.000 Rm:

	HL11		Rm: HN 9		Rm: HN 9	HN 9
			<b>1449 Peer Tutor</b> LD: 4 Day: Trm: Q2 Crd: 2.500 Rm: HN 9		<b>1452 Peer Tutor</b> LD: 4 Day: Trm: Q2 Crd: 2.500 Rm: HN 9	
Rodriguez, L.	<b>0810 Computer Technolo</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: Lib Com	<b>0812 Computer Technolo</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: Lib Com	<b>0813 Computer Technolo</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: Lib Com	<b>0792 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: Lib Com		
Rubio, G.	<b>0073 Biology</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HP 4	<b>0159 Emerging &amp; Reeme</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HP 4		<b>1417 AVID Senior Semina</b> LD: 37 Day: Trm: Q2 Crd: 2.500 Rm: HF 5	<b>1421 AVID Senior Semina</b> LD: 31 Day: Trm: Q2 Crd: 2.500 Rm: HF 5	<b>0119 Biology</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HP 4
Runyan, T.	<b>0113 General Science</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HP 3		<b>0165 Astronomy Survey</b> LD: 39 Day: Trm: Q2 Crd: 2.500 Rm: HP 1		<b>0166 Astronomy Survey</b> LD: 30 Day: Trm: Q2 Crd: 2.500 Rm: HP 1	<b>01250 General Science</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HP 1
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Sandoval, L.	<b>0756 Theatre I</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: THEAT	<b>0762 CHILD Theatre, Adv</b> LD: 58 Day: Trm: Q2 Crd: 5.000 Rm: THEAT		<b>0758 Theatre I</b> LD: 41 Day: Trm: Q2 Crd: 5.000 Rm: THEAT	<b>1035 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: THEAT	
Schanning, R.	<b>0435 Mathematics III</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HL 4	<b>0460 M3/PCH Mathematic</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: HL 4				<b>0443 Mathematics III Hon</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HL 4
Shibata, M.	<b>0353 Mathematics II</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HL 1		<b>0511 Math Lab I-III</b> LD: 29 Day: Trm: Q2 Crd: 2.500 Rm: HL 1		<b>0391 Mathematics II Sup</b> LD: 37 Day: Trm: Q2 Crd: 2.500 Rm: HL 1	<b>0421 Mathematics III</b> LD: 31 Day: Trm: Q2 Crd: 5.000 Rm: HL 1

Shuping, C.		<b>0811 Computer Technolo</b> LD: 28 Day: Trm: Q2 Crd: 5.000 Rm: HG 3	<b>1536 3D GAM Computer</b> LD: 19 Day: Trm: Q2 Crd: 2.500 Rm: HG 3		<b>1537 Animation for Web</b> LD: 21 Day: Trm: Q2 Crd: 2.500 Rm: HG 3	<b>0803 Computer Networki</b> LD: 10 Day: Trm: Q2 Crd: 5.000 Rm: HG 3  <b>1017 Computer Technolo</b> LD: 2 Day: Trm: Q2 Crd: 5.000 Rm: HG 3
Siemens, R.	<b>0141 AP Physics I</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HP13			<b>0143 AP Physics I</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: HP13		<b>1426 Chemistry</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: HP13
Silva, S.	<b>0355 Mathematics II</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HN 1	<b>0406 Mathematics II A, P</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HN 1	<b>0393 Mathematics II Sup</b> LD: 38 Day: Trm: Q2 Crd: 2.500 Rm: HL 4			
Slick, J.	<b>0933 French III</b> LD: 23 Day: Trm: Q2 Crd: 5.000 Rm: HJ11	<b>0935 AP French Language</b> LD: 8 Day: Trm: Q2 Crd: 5.000 Rm: HJ11  <b>1172 French IV</b> LD: 7 Day: Trm: Q2 Crd: 5.000 Rm: HJ11				<b>0929 French II</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HJ11
Smith, S.		<b>1332 SDAIE American Go</b> LD: 19 Day: Trm: Q2 Crd: 5.000 Rm: HK11		<b>0788 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HK 9  <b>1352 Economics</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HK 9		<b>1353 Economics</b> LD: 36 Day: Trm: Q2 Crd: 5.000 Rm: HK 9
Spickelmier, G.	<b>0075 Biology</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HP 5	<b>0161 Criminalistics</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HP 5		<b>0163 Criminalistics</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HP 5	<b>0821 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HP 5	
Staff	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6

Stafford, J.	<b>0210 Mathematics Found</b> LD: 12 Day: Trm: Q2 Crd: 5.000 Rm: HM 4					<b>1129 Applied Mathematic</b> LD: 10 Day: Trm: Q2 Crd: 5.000 Rm: HM 4
Steele, C.	<b>1139 English 12</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: HT 5	<b>1034 SEASE English 10</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HT 5				<b>1038 SEASE English 10</b> LD: 23 Day: Trm: Q2 Crd: 5.000 Rm: HT 5
Steele, M.	<b>0495 AP Calculus BC</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HL 5	<b>0497 AP Calculus BC</b> LD: 25 Day: Trm: Q2 Crd: 5.000 Rm: HL 5	<b>0523 AP Calculus Lab</b> LD: 38 Day: Trm: Q2 Crd: 2.500 Rm: HL 5		<b>0525 AP Calculus Lab</b> LD: 40 Day: Trm: Q2 Crd: 2.500 Rm: HL 5	
To, W.	<b>1257 World History</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HK 4	<b>1281 AP World History</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HK 4				<b>1283 AP World History</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HK 4
Tobey, R.	<b>1371 Psychology I</b> LD: 33 Day: Trm: Q2 Crd: 5.000 Rm: HR10		<b>1377 Psychology I Surve</b> LD: 37 Day: Trm: Q2 Crd: 2.500 Rm: HR10		<b>1378 Psychology I Surve</b> LD: 29 Day: Trm: Q2 Crd: 2.500 Rm: HR10	<b>1372 Psychology I</b> LD: 42 Day: Trm: Q2 Crd: 5.000 Rm: HR10
Tobey, T.	<b>0621 Personal Fitness/W</b> LD: 44 Day: Trm: Q2 Crd: 5.000 Rm: GYM	<b>0579 Physical Education,</b> LD: 43 Day: Trm: Q2 Crd: 5.000 Rm: GYM	<b>0583 Physical Education,</b> LD: 44 Day: Trm: Q2 Crd: 5.000 Rm: GYM			<b>0587 Physical Education,</b> LD: 44 Day: Trm: Q2 Crd: 5.000 Rm: GYM
Unassigned, U.			<b>0004 Lunch</b> LD: 931 Day: Trm: Q2 Crd: 0.000 Rm: CAFET	<b>0005 Lunch</b> LD: 878 Day: Trm: Q2 Crd: 0.000 Rm: CAFET	<b>0006 Lunch</b> LD: 828 Day: Trm: Q2 Crd: 0.000 Rm: CAFET	
Valenzona, M.		<b>0027 Chemistry</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HP12	<b>0029 Chemistry</b> LD: 34 Day: Trm: Q2 Crd: 5.000 Rm: HP 2			<b>0089 Biology</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HP 2



			<b>0791 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: HP 2			
Walker, M.	<b>1111 English 11</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HH 6	<b>0951 English 9</b> LD: 29 Day: Trm: Q2 Crd: 5.000 Rm: HH 6				<b>0955 English 9</b> LD: 20 Day: Trm: Q2 Crd: 5.000 Rm: HH 6
Wells, N.	<b>0575 Physical Education,</b> LD: 38 Day: Trm: Q2 Crd: 5.000 Rm: GYM			<b>0640 Link Crew</b> LD: 33 Day: Trm: Q2 Crd: 2.500 Rm: HT 4	<b>0634 Sports for Life Surv</b> LD: 20 Day: Trm: Q2 Crd: 2.500 Rm: GYM	<b>0589 Physical Education,</b> LD: 43 Day: Trm: Q2 Crd: 5.000 Rm: GYM
Widler, T.	<b>0037 AP Chemistry</b> LD: 40 Day: Trm: Q2 Crd: 5.000 Rm: HP12		<b>0045 AP Chemistry Supp</b> LD: 39 Day: Trm: Q2 Crd: 2.500 Rm: HP12		<b>0047 AP Chemistry Supp</b> LD: 35 Day: Trm: Q2 Crd: 2.500 Rm: HP12	<b>0039 AP Chemistry</b> LD: 37 Day: Trm: Q2 Crd: 5.000 Rm: HP12
Williams, C.		<b>0361 Mathematics II</b> LD: 35 Day: Trm: Q2 Crd: 5.000 Rm: HL 1	<b>0519 Advanced Math Lab</b> LD: 26 Day: Trm: Q2 Crd: 2.500 Rm: HL 6		<b>0395 Mathematics II Sup</b> LD: 38 Day: Trm: Q2 Crd: 2.500 Rm: HL 6	<b>0468 M3/PCH Mathematic</b> LD: 32 Day: Trm: Q2 Crd: 5.000 Rm: HL 6
Williams, D.	<b>0261 Advanced Producti</b> LD: 9 Day: Trm: Q2 Crd: 5.000 Rm: TV STU		<b>0263 Advanced Producti</b> LD: 8 Day: Trm: Q2 Crd: 5.000 Rm: TV STU  <b>0763 Teacher Assistant</b> LD: 1 Day: Trm: Q2 Crd: 2.500 Rm: TV STU			
Ziebarth, K.	<b>0947 English 9</b> LD: 21 Day: Trm: Q2 Crd: 5.000 Rm: HR 3		<b>0981 Literacy Enrichmen</b> LD: 27 Day: Trm: Q2 Crd: 2.500 Rm: HR 3		<b>0983 Literacy Enrichmen</b> LD: 28 Day: Trm: Q2 Crd: 2.500 Rm: HR 3	<b>0953 English 9</b> LD: 30 Day: Trm: Q2 Crd: 5.000 Rm: HR 3

F.Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>

#### Authorized Courses

Subject	2015-16	2016-17	2017-18	2018-19
Art History	1	1	1	1
Biology	2	1	1	1
Calculus AB	3	1	2	2
Calculus BC	2	1	1	1
Chemistry	1	1	1	1
Comparative Government and Politics	4	3	3	3
Computer Science A	--	--	--	1
English Language and Composition	1	1	1	1
English Literature and Composition	2	2	2	2
Environmental Science	2	1	1	2
<a href="#">French Language and Culture *</a>	1	1	1	1

Authorized Courses

Subject	2015-16	2016-17	2017-18	2018-19
French Literature	--	--	--	--
Human Geography	1	1	2	2
Japanese Language and Culture	1	1	1	1
Macroeconomics	1	1	1	1
Microeconomics	1	1	1	1
Music Theory	--	--	1	1
Physics 1	1	1	1	1
Physics 2	1	1	1	1
Physics B	--	--	--	--
Psychology	4	3	3	3
<a href="#"><u>Spanish Language and Culture *</u></a>	--	--	1	1
<a href="#"><u>Spanish Literature and Culture *</u></a>	--	--	--	--

Authorized Courses

Subject	2015-16	2016-17	2017-18	2018-19
Statistics	1	1	1	1
Studio Art: 2-D Design	--	--	1	1
Studio Art: 3-D Design	1	1	1	1
Studio Art: Drawing	1	1	1	1
U.S. Government and Politics	3	3	3	2
United States History	2	2	2	2
World History	2	2	3	3

G. UC a–g approved course list: <https://doorways.ucop.edu/list/app/home/>

## Franklin High School

Elk Grove Unified School District

### Filter Course List

**American Government** Civics / American Government

**AP Government and Politics Comparative** Civics / American Government

**AP Government and Politics United States** Civics / American Government

**AP Human Geography** World History / Cultures / Historical Geography

**AP United States History** U.S. History

**AP World History** World History / Cultures / Historical Geography

**SDAIE U. S. History** U.S. History

**SDAIE World Geography** World History / Cultures / Historical Geography

**SDAIE World History** World History / Cultures / Historical Geography

**U.S. History** U.S. History

**World Geography** World History / Cultures / Historical Geography

**World History and the Modern World** World History / Cultures / Historical Geography

**AP English Language and Composition** English

**AP English Literature and Composition** English

**EL English Intensive Course III** English as a Second Language (ESL) / English Language Development (ELD)

**EL English Intensive Course IV** English as a Second Language (ESL) / English Language Development (ELD)

**English 10** English, **English 10 (H )** English, **English 10 Honors** English, **English 11** English, **English 11 (H)**, English

**English 12, English 9**

**SDAIE English 10, SDAIE English 11, SDAIE English 9**

**Advanced Mathematics, Introduction to, Algebra 1, Algebra II, Algebra II (H)**

**AP Calculus AB**

**AP Calculus BC**

**AP Statistics**

## **Applied Mathematics**

Mathematics I

## **Geometry**

### **Geometry (H)**

Geometry

## **Mathematics 1B**

Mathematics I

## **Mathematics I**

Mathematics I

## **Mathematics II**

Mathematics II

### **Mathematics II B**

Mathematics II

### **Mathematics II Honors**

Mathematics II

### **Mathematics II/III Accelerated Honors**

Mathematics II

## **Mathematics III**

Mathematics III

### **Mathematics III B**

Mathematics III

### **Mathematics III Honors**

Mathematics III

### **Mathematics III/Pre-Calculus Accelerated Honors**

Mathematics III

## **Pre-Calculus**

Advanced Mathematics

**Pre-Calculus (H)**

Advanced Mathematics

**Pre-Calculus B**

Advanced Mathematics

Classroom-based

**Probability & Statistics**

Advanced Mathematics

**AP Biology**

Biology / Life Sciences

**AP Chemistry**

Chemistry

**AP Environmental Science**

Interdisciplinary Sciences

**AP Physics 1**

Physics

**Biology P**

Biology / Life Sciences

**Chemistry in the Community**

Chemistry

**Chemistry P**

Chemistry

**Physics P**

Physics

**Physiology P**

Biology / Life Sciences

**AP French Language and Culture**

LOTE Level 4+

**AP Japanese Language and Culture**

LOTE Level 4+

**AP Spanish Language and Culture**

LOTE Level 4+

**AP Spanish Literature and Culture**

LOTE Level 4+

**French I**

LOTE Level 1

**French II**

LOTE Level 2

**French III**

LOTE Level 3

**Japanese I**

LOTE Level 1

**Japanese II**

LOTE Level 2

**Japanese III**

LOTE Level 3

**Spanish I**

LOTE Level 1

**Spanish II**

LOTE Level 2

**Spanish III**

LOTE Level 3

**Advanced Animation**

Visual Arts

**Advanced Children's Theatre**

Theater

**Advanced Theatre**

Theater



**Animation I**

Visual Arts

**Animation II**

Visual Arts

**Animation II**

Visual Arts

**Animation III**

Visual Arts

**AP Art History**

Visual Arts

**AP Music Theory**

Music

**AP Studio Art: 2-D Design**

Visual Arts

**AP Studio Art: 3-D Design**

Visual Arts

**AP Studio Art: Drawing**

Visual Arts

**Art I**

Visual Arts

**Art II**

Visual Arts

**Art III**

Visual Arts

**Ceramics I**

Visual Arts

**Ceramics II**

Visual Arts

**Ceramics III**

Visual Arts

**Children's Theatre**

Theater

**Concert Choir**

Music

**Dance Composition and Perf IV**

Dance

**Dance Composition and Perf. I**

Dance

**Dance Composition and Perf. II**

Dance

**Dance Composition and Perf. III**

Dance

**Design Implementation**

Visual Arts

Classroom-based

**Digital Art/Graphic Design Product.**

Visual Arts

**Digital Media Arts 1**

Visual Arts

**Drama Production I (Stagecraft)**

Theater

**Guitar Workshop 1**

Music

**Intermediate Band**

Music

**Jazz Band**

Music

Classroom-based

**Jazz Dance 1**

Dance

Classroom-based

**Jazz Dance II**

Dance

Classroom-based

**Jazz Dance III**

Dance

Classroom-based

**Photography I**

Visual Arts

Classroom-based

**Photography II**

Visual Arts

Classroom-based

**Photography III**

Visual Arts

Classroom-based

**Piano Lab**

Music

Classroom-based

**Stained Glass**

Visual Arts

Classroom-based

**Theatre I**

Theater

Classroom-based

**Theatre II**

Theater

Classroom-based

### **Theatre III**

Theater

Classroom-based

### **Theatre, Advanced Honors**

Theater

Classroom-based

### **Vocal Ensemble**

Music

Classroom-based

### **Advanced Graphic Communications**

Interdisciplinary

Classroom-based

### **AP Computer Science A**

Mathematics - Computer Science

Classroom-based

### **AP Macroeconomics**

History / Social Science

Classroom-based

### **AP Microeconomics**

History / Social Science

Classroom-based

### **AP Psychology**

History / Social Science

Classroom-based

### **Astronomy**

Laboratory Science – Physical Sciences

Classroom-based

### **AVID 10**

Interdisciplinary

Classroom-based

**AVID 11**

Interdisciplinary

Classroom-based

**AVID 12**

Interdisciplinary

Classroom-based

**AVID 9**

Interdisciplinary

Classroom-based

**Digital Art and Graphic Design II**

Interdisciplinary

Classroom-based

**Economics**

History / Social Science

Classroom-based

**Engineering Design A**

Interdisciplinary

Classroom-based

**Engineering Design B**

Interdisciplinary

Classroom-based

**ESM Quantitative Reasoning Course**

Mathematics

Classroom-based

**Exploring Computer Science**

Mathematics

Classroom-based

**General Science**

Laboratory Science – Physical Sciences

Classroom-based

**Mathematics 1A**

Mathematics

**Mathematics II A**

Mathematics

**Mathematics III A**

Mathematics

**Mythology**

English

**Pre-Calculus A**

Mathematics

**Principles of Engineering A**

Interdisciplinary

**Principles of Engineering B** Interdisciplinary

**Psychology I** History / Social Science

**Psychology II** History / Social Science

**Public Speaking I** English

**H.Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**

**APEX Online Learning:** <https://www.apexlearning.com/>

**Franklin High School - Online Instruction: APEX Learning**

Franklin High School offers students the opportunity for credit recovery by enrolling in one of our Apex classes. While APEX is not NCAA approved, credits earned do count toward graduation and A-G requirements. APEX is paid for out of the extended day budget. The coordinator of our APEX program is Mr. Dennis McIntyre. Through APEX, students are able work toward successful completion of a variety of courses to earn the necessary credit to proceed toward graduation. While attendance is mandatory, the class only meets on Tuesdays and Thursdays from 3:15-4:45. There is a lab in room HG 2 that is also available on Wednesdays from 3:15-4:15 for students who fall behind. Additionally, students are able to access the curriculum for the course that they need from most computers with internet access. If they do not have access from home, they may utilize the Franklin High School Library. A section of APEX is offered for a variety courses in every quarter of the school year, and also in summer school. The total number of students participating in APEX in a typical year including summer school, is approximately 800, with 85% successfully completing their courses and recovering the needed credits through APEX.

Course offerings for the current school year and the teachers who teach them have included the following:

- English 9A & B, English 10B, English 11A & B, and English 12A (Mr. Manzanetti)
- Applied Math A, Business Finance, Math 1A & Math 3A (Mr. McIntyre & Mr. Steele)
- World History A & B, U.S. Government, Economics (Alexis Limon)

**Extended Day**

The Extended Day program funds APEX, after school tutoring, and credit recovery classes that take place after school in a structured class setting. Currently, Franklin High offers credit recovery classes after school in Computer Technology, ELA, Math, Social Sciences and Speech. Students are identified for enrollment in the extended day program through the work of our Counseling Department. Counselors work with students, meeting with them individually to analyze their transcript and discuss various credit recovery options, being proactive by compiling lists of students with D's and F's in various courses and reaching out to students to encourage credit recovery participation, and actively enrolling these students in extended day courses. The budget for our extended day program in the current school year of 2018-2019 is \$41,000. In 2017-2018 the budget was \$38,000, and in 2016-2017 the budget was \$40,000.

## **Franklin High School AVID**

AVID stands for *Advancement Via Individual Determination* and is a regularly scheduled *elective* class that prepares students in the middle, with academic potential, for success in advanced high school classes and in college.

### ***What are AVID student expectations?***

- Maintain *at least* a “C” average
- Show great citizenship & attendance
- Maintain an organized binder
- Take notes every day, in every class, every year in high school
- Participate in weekly tutorials
- Write, Question, Collaborate, Read
- Take Honors and AP classes
- Take PSAT, SAT, ACT tests
- Remain in program 4 years
- Be a well-rounded student
- Apply to several four-year colleges

### ***What are AVID parent expectations?***

AVID parents are expected to encourage their students to achieve academically, to maintain regular contact with the site AVID coordinator and to become involved in the activities of the AVID program.

### ***What happens in the AVID program?***

The AVID Four-Year Elective program is three-pronged:

- 1) Students receive academic instruction in writing note-taking, studying, test-taking, and organizing.
- 2) Students receive academic support from tutors through collaborative tutorial



groups and peer counseling.

3) Students are motivated to pursue academic excellence through goal setting, rigorous classes, cultural and college field trips, classroom guest speakers, and AVID team building.

***How do you recognize an AVID student?***

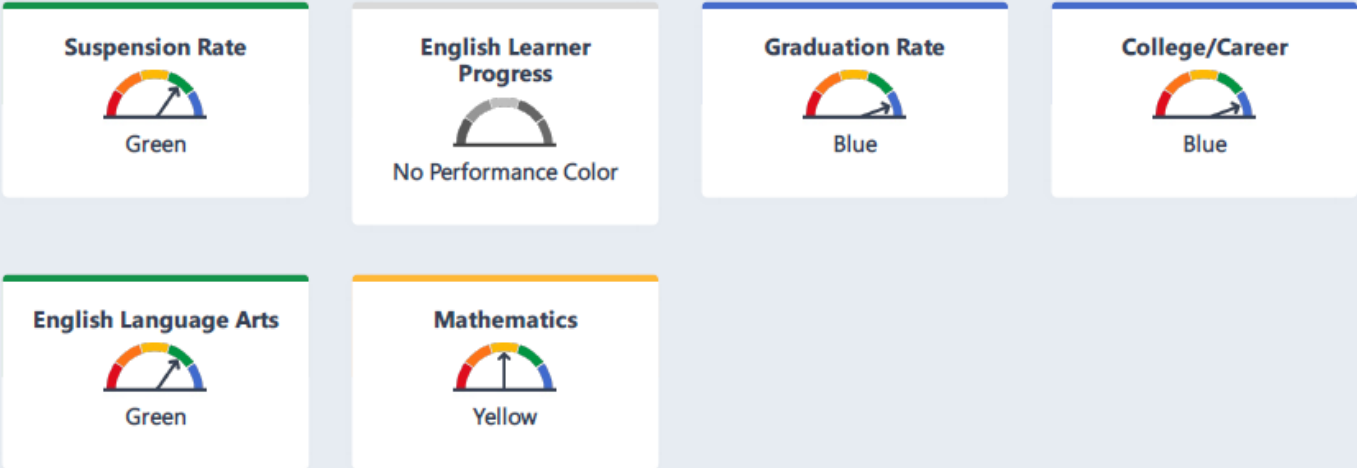
The AVID student carries a notebook, takes notes in all classes, is prepared for class, is a positive role model for others, and is "on track" for college.

I. California School Dashboard performance indicators

SCHOOL PERFORMANCE OVERVIEW

# Franklin High

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



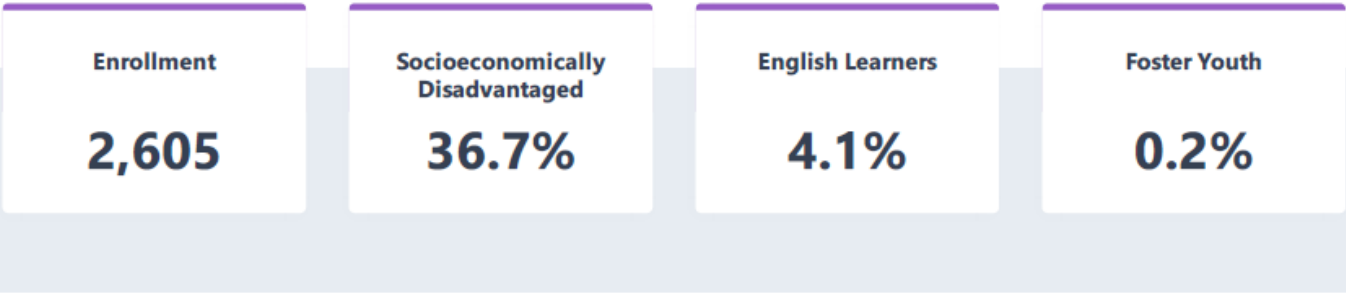
## School Details

<b>NAME</b> Franklin High	<b>ADDRESS</b> 6400 Whitelock Parkway Elk Grove, CA 95757-5928	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> 9-12
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FRANKLIN HIGH

# Student Population

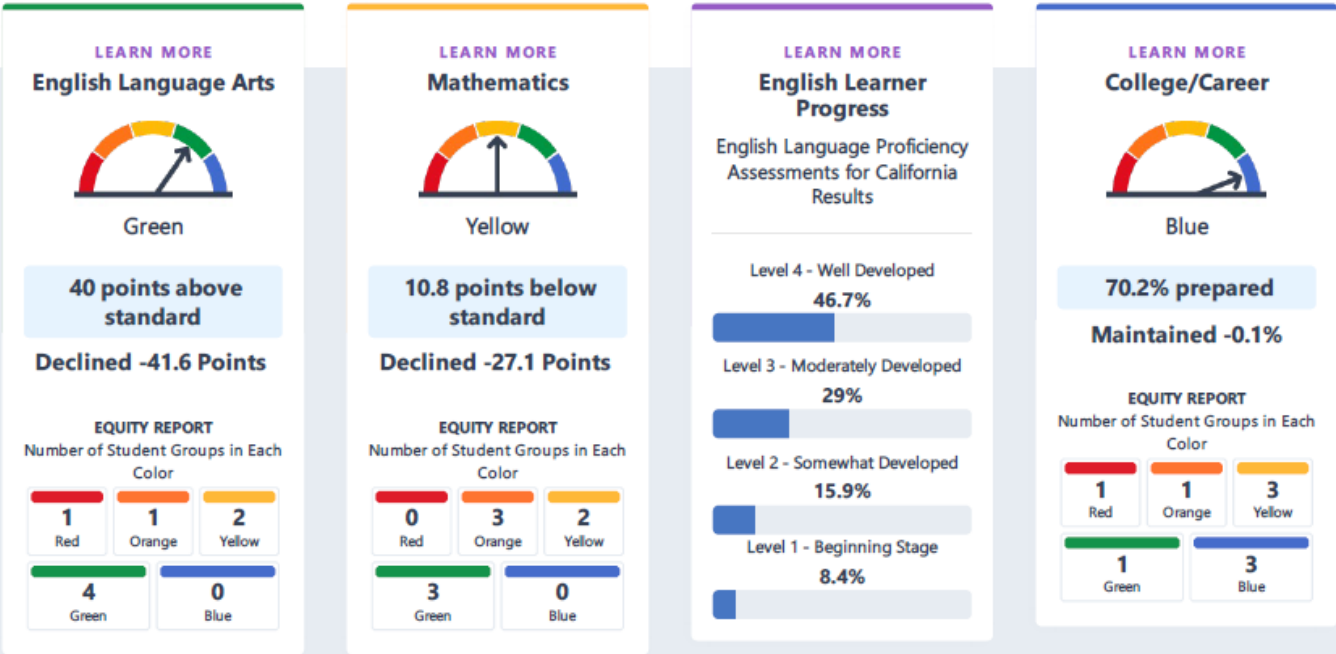
Explore information about this school's student population.



FRANKLIN HIGH

# Academic Performance

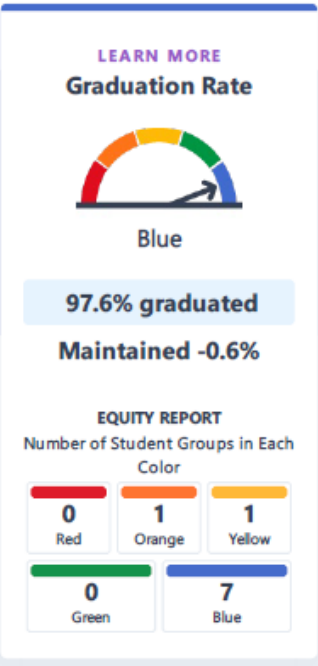
View Student Assessment Results and other aspects of school performance.



FRANKLIN HIGH

# Academic Engagement

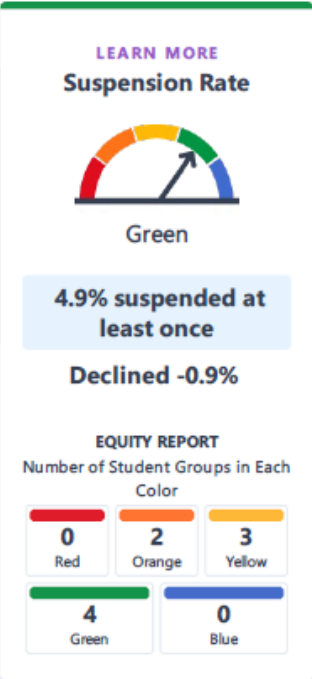
See information that shows how well schools are engaging students in their learning.



FRANKLIN HIGH

# Conditions & Climate

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



# Academic Performance


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

## English Language Arts

### All Students

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

**All Students**



Green

40 points above standard







Declined -41.6 Points

Number of Students: 553

### Student Group Details

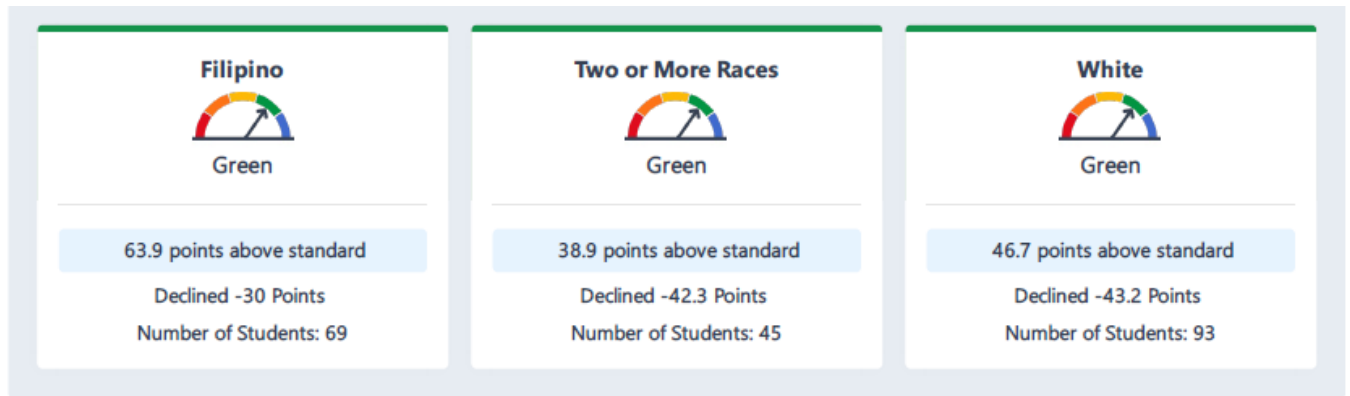
#### All Student Groups by Performance Level

8 Total Student Groups

 <p>Red</p> <p>English Learners</p>	 <p>Orange</p> <p>African American</p>	 <p>Yellow</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p>
 <p>Green</p> <p>Asian</p> <p>Filipino</p> <p>Two or More Races</p> <p>White</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>American Indian</p> <p>Foster Youth</p> <p>Pacific Islander</p> <p>Students with Disabilities</p>







## Distance From Standard (English Language Arts)

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

	2016	2017	2018
All Students	N/A	81.5 points above standard	40 points above standard

## English Language Arts Data Comparisons: English Learners

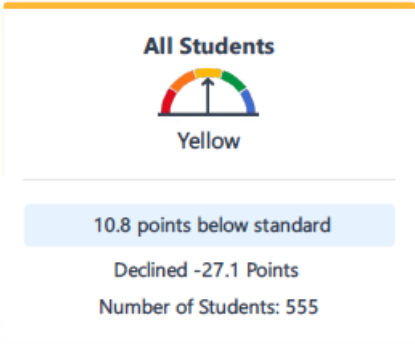
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
85.9 points below standard	6.9 points above standard	32.7 points above standard
Declined -36.8 Points	Declined -81.7 Points	Declined -42.2 Points
Number of Students: 23	Number of Students: 16	Number of Students: 349

## Mathematics

### All Students

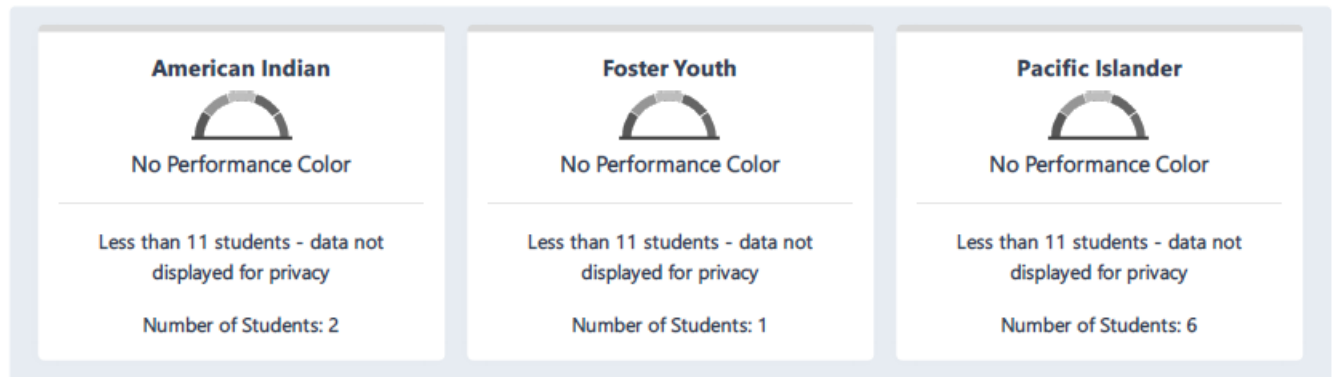
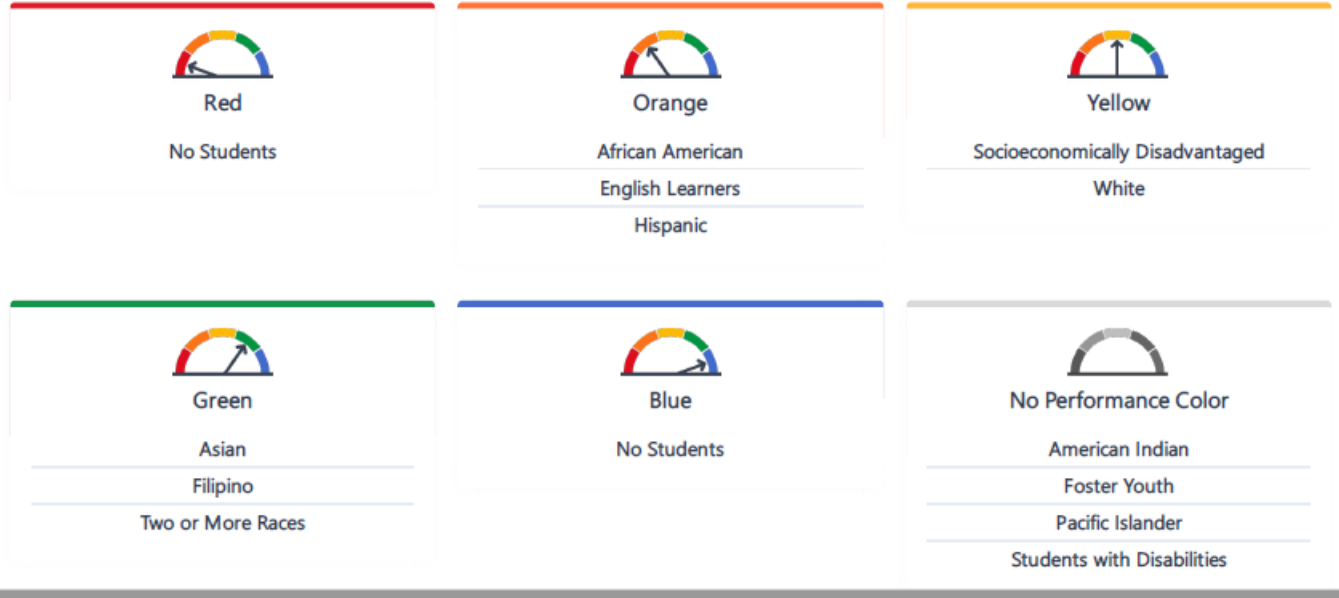
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



## Student Group Details

### All Student Groups by Performance Level

8 Total Student Groups





### Distance From Standard (Mathematics)

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

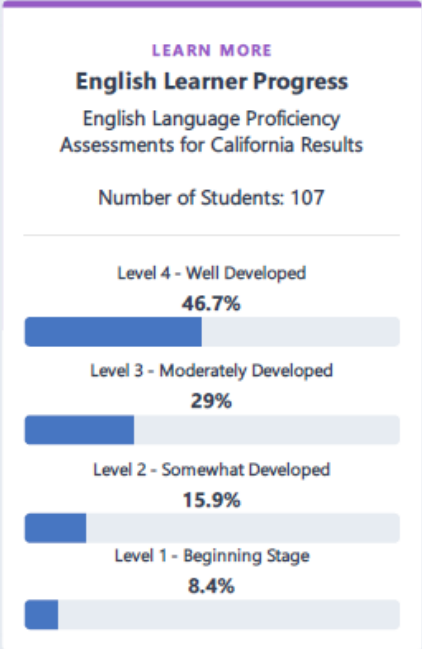
	2016	2017	2018
	2016	2017	2018
All Students	N/A	16.3 points above standard	10.8 points below standard

### Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
85.1 points below standard	55.7 points below standard	24.2 points below standard
Declined -9.8 Points	Declined -92.2 Points	Declined -28.9 Points
Number of Students: 23	Number of Students: 16	Number of Students: 350

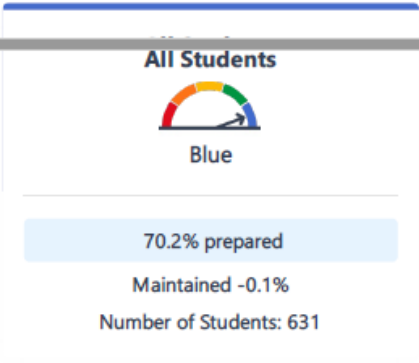
# English Learner Progress



College/Career

All Students

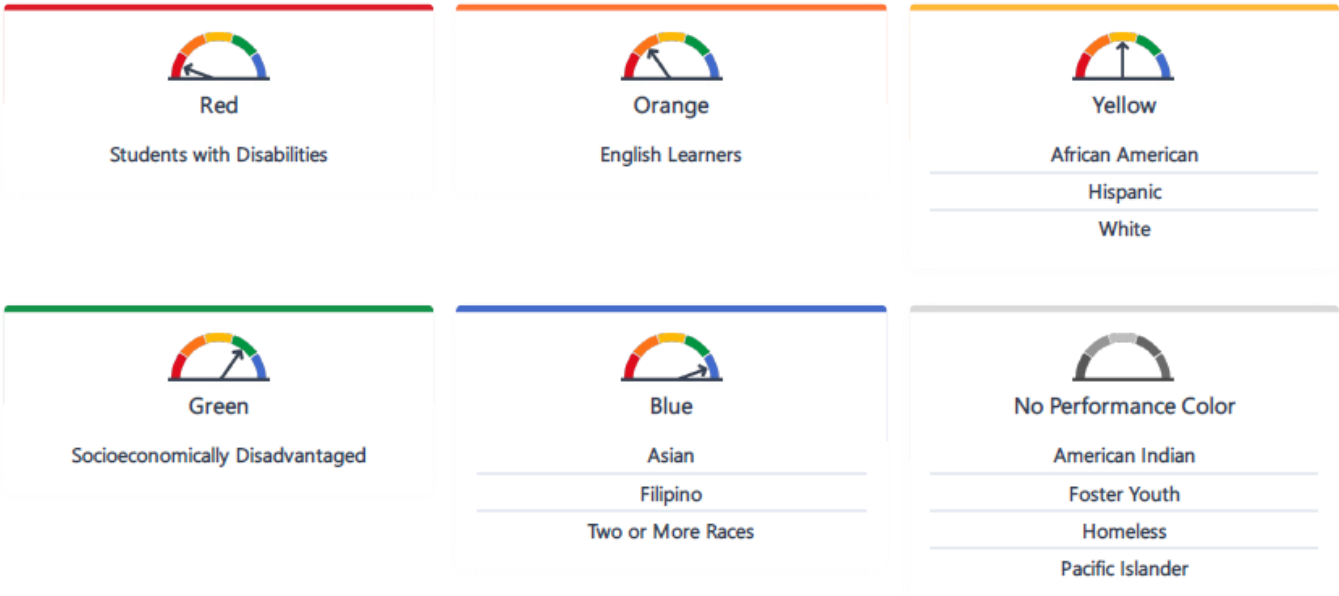
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

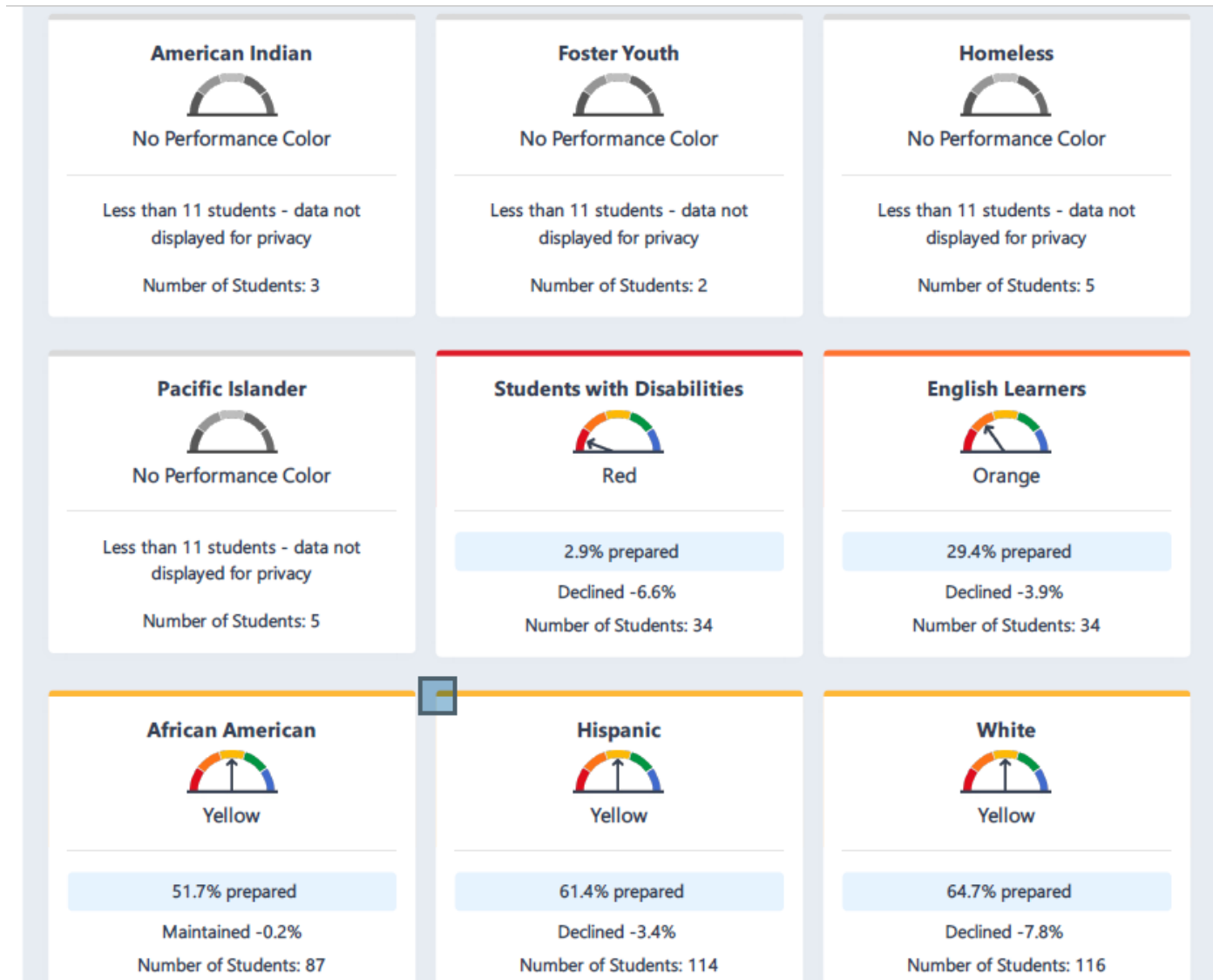


Student Group Details

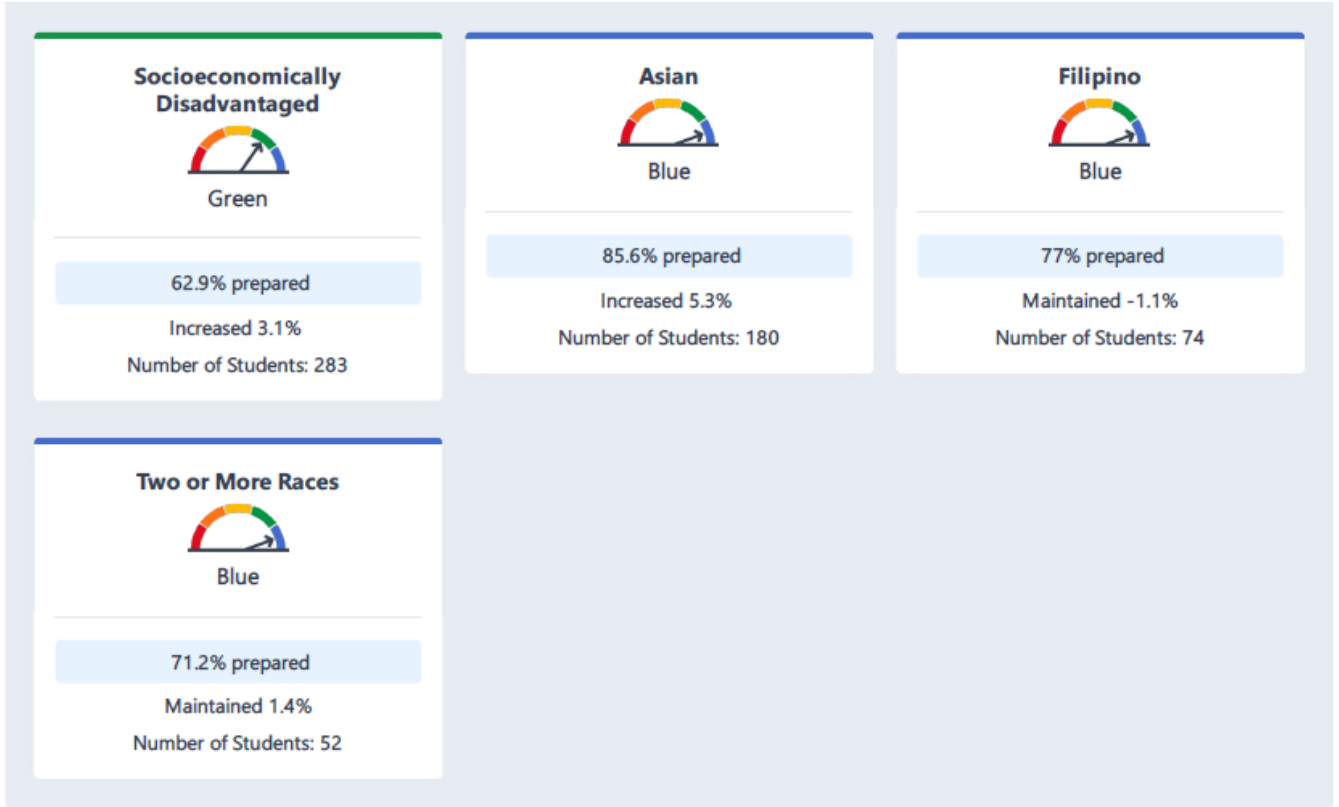
All Student Groups by Performance Level

9 Total Student Groups









## College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2016	Class of 2017	Class of 2018
Not Prepared	17.5%	16.3%	15.7%
Approaching Prepared	18.5%	13.4%	14.1%
Prepared	64%	70.3%	70.2%

# Academic Engagement

View data about academic participation.

## Graduation Rate

### All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

#### All Students



Blue

97.6% graduated

Maintained -0.6%

Number of Students: 631

### Student Group Details

#### All Student Groups by Performance Level

9 Total Student Groups



Red

No Students



Orange

Students with Disabilities



Yellow

African American



Green

No Students



Blue

Asian

English Learners

Filipino

Hispanic

Two or More Races

Socioeconomically Disadvantaged

White



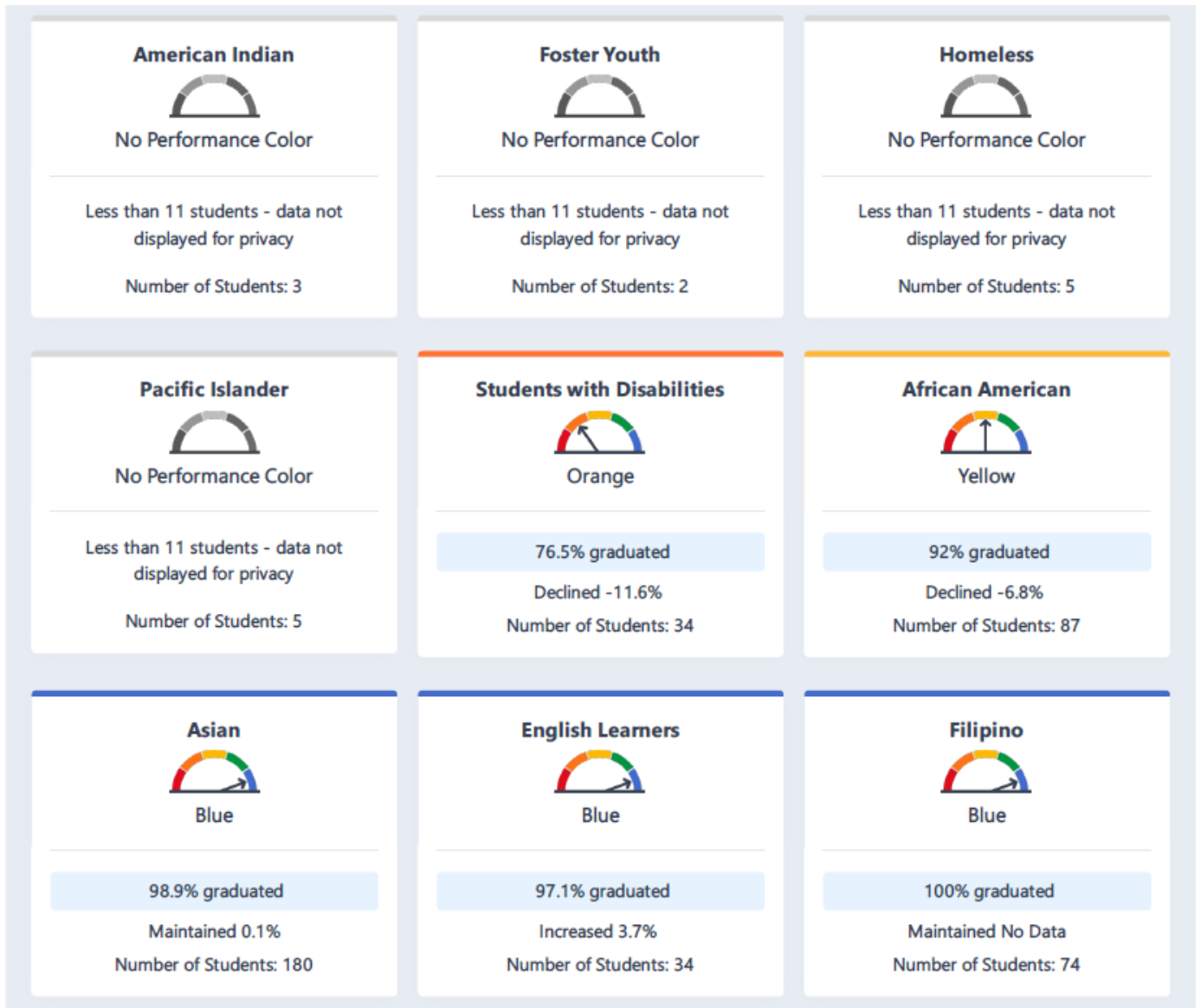
No Performance Color

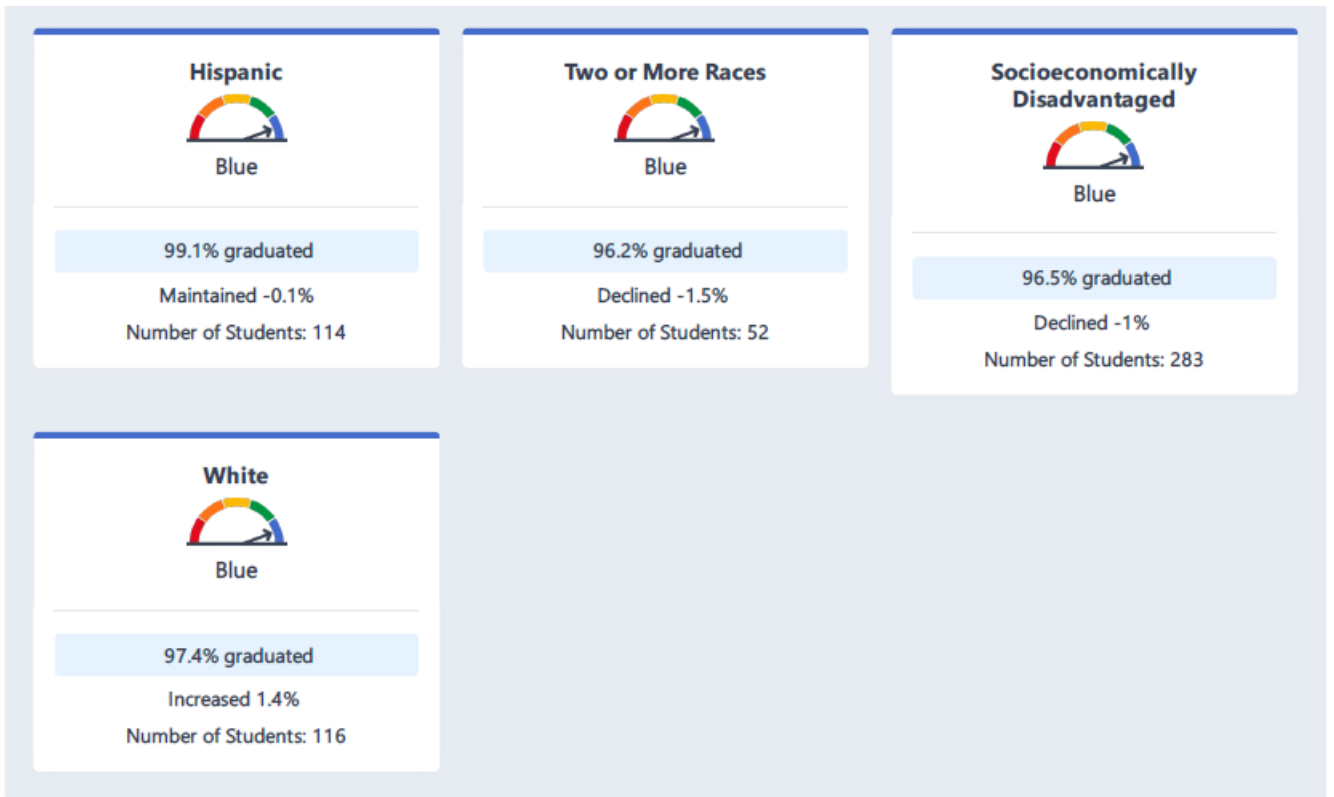
American Indian

Foster Youth

Homeless

Pacific Islander





## Graduation Rate By Year

Percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

	2017	2018
Graduation Rate	98.2%	97.6%

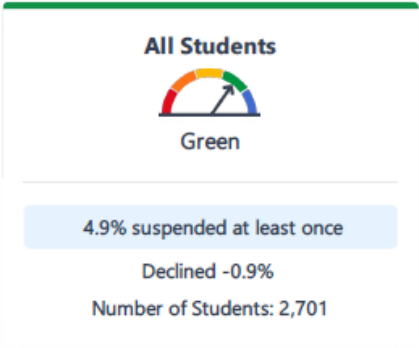
# Conditions and Climate

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

## Suspension Rate

### All Students

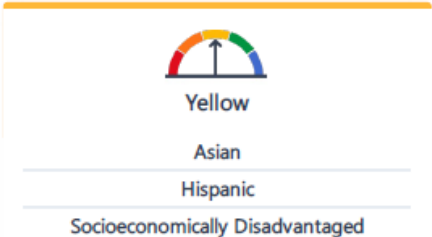
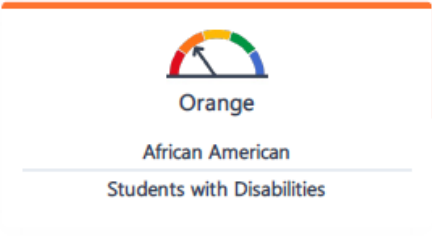
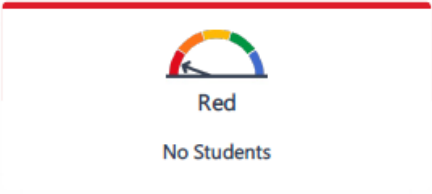
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

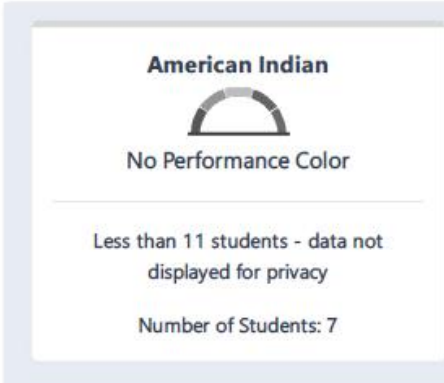
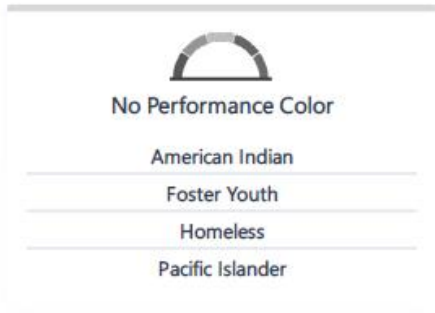
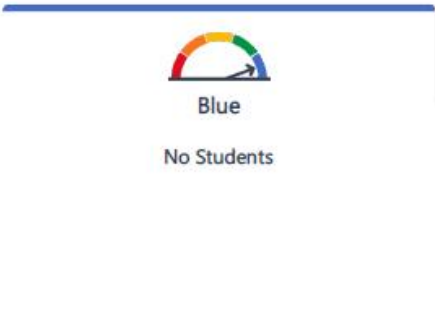


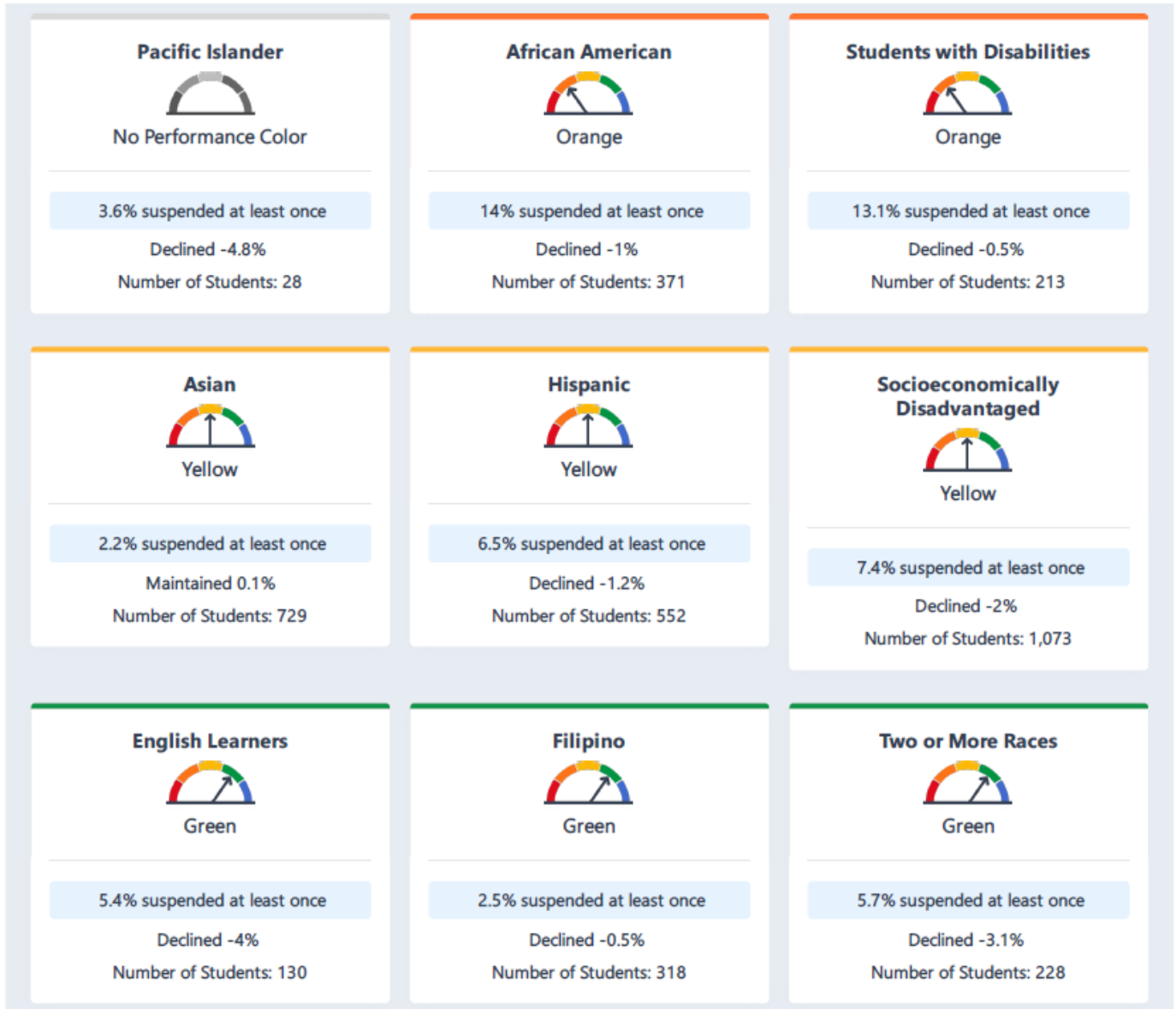
### Student Group Details

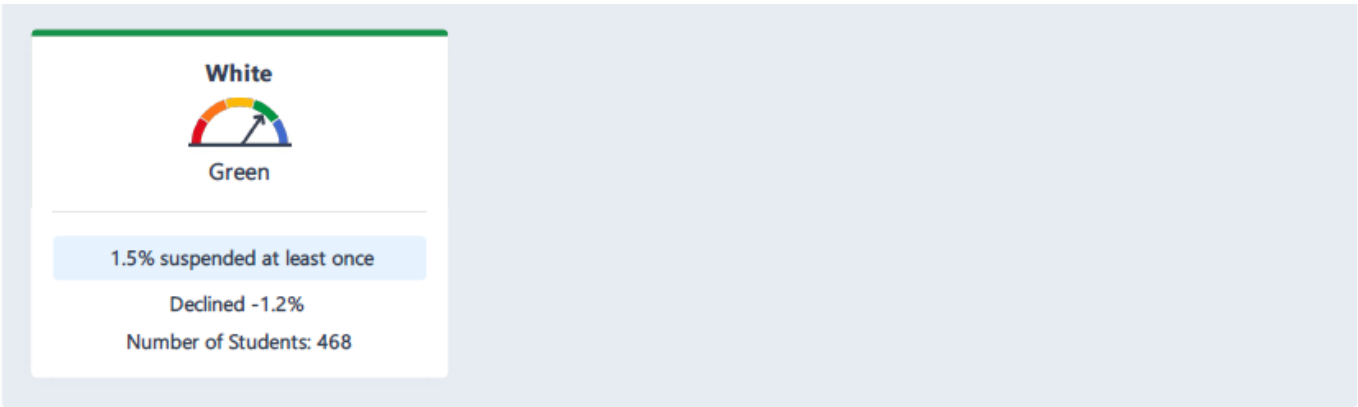
#### All Student Groups by Performance Level

9 Total Student Groups









### Suspension Rate By Year

Percentage of students who were suspended.

	2016	2017	2018
Suspension Rate	4.5%	5.8%	4.9%



**J. School accountability report card (SARC)****Franklin High School, SARC, Full Report:**

<http://www.egusd.net/wp-content/uploads/sarcs/long/FranklinHSLong.PDF>

**Franklin High School, SARC, Summary Report:****2017-2018 School Accountability Report Card - Executive Summary****Franklin High School**

6400 Whitelock Pkwy  
Elk Grove, CA 95757  
(916) 714-8150

**Board of Education**

Beth Albani  
Nancy Chaires Espinoza  
Carmine S. Forcina  
Chet Madison, Sr.  
Dr. Crystal Martinez-Alire  
Anthony "Tony" Perez  
Bobbie Singh-Allen

**Hours of Operation**

Franklin High School is open from 7:30 a.m. to 4:00 p.m. Monday through Friday.

**School Highlights and Awards**

2017 Gold Ribbon School Award  
30+ AP course offerings  
A-G completion rate of 71%  
U.S. News & World Report - Silver Award for Best High Schools in the Nation  
Two CPA Academics: School of Technology, Engineering, and Media (STEM) and GREEN (Green Renewable Energy Engineering Network) Academy.

**Student Demographics**

	School	District
Enrollment *	2,536	63,061
English Learners *	112	10,480
Languages Spoken *	14	91
Students of Poverty *	894	33,693
GATE **	373	5,021

\* SOURCE: 2016-2017, California Dept. of Education  
\*\* SOURCE: 2017-2018, EGUSD

**Population by Ethnicity**

Ethnicity	Percentage
African American	13%
American Indian	0%
Asian	27%
Filipino	12%
Hispanic	21%
Pacific Islander	1%
Two or More Races	8%
White	18%

SOURCE: 2016-2017, California Dept. of Education

**Introduction from the Board**

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: <http://www.egusd.net/academics/assessments/school-accountability-report-cards/>

**A Message From the Principal**

Franklin High School, the sixth comprehensive high school in the Elk Grove Unified School District, prides itself on providing students an extensive variety of opportunities to be successful. Our unique schedule allows the school to offer a large number 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.

Our District's mission is to provide a learning community that challenges ALL students to realize their greatest potential.

Franklin High School offers challenging course work that will prepare students for both college or career pathways. The success of Franklin can be measured with 81% of our 11th grade students meeting or exceeding English Language Arts standards on the state mandated test and 59% of our 11th grade students meeting or exceeding Math standards. Student success is also measured through our California Partnership Academy program completion and our newly added High Quality Pathways.

Students are encouraged to enroll in rigorous courses 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 excited to be part of this comprehensive high school environment. Our academic guidance counseling and support programs assists students in achieving their post-secondary college and career goals.

Chantelle Albani, Principal  
Franklin High School

**Parental Involvement**

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 through campus visits, regular communication with teachers, and monitoring their child's academic progress. Franklin High School has many parent organizations and opportunities for involvement, such as Take Your Parent to School events, School Site Council, Wildcat Booster Club, and the English Learner Advisory Committee. If interested please contact the office staff at 916-714-8150.

### Teacher Credentials and Misassignments

Teacher Credentials	
	2016-2017
Total Number of Teachers	113
Total Full Credentials	113

SOURCE: 2016-2017, EGUSD

In the 2016-2017 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

Teacher Misassignments and Vacancies	
	2017-2018
Misassignments of Teachers of English Learners	0
Misassignments Due to Subject Matter Competency	0
Teacher Vacancies	2

SOURCE: 2017-2018, EGUSD

### School Facility Conditions and Planned Improvement

Our school opened August, 2002. We have 90 classrooms, a multipurpose room, a shared library with TJMS and Sacramento Public Library, computer classrooms, student services and administration buildings. Our Athletic program uses the Franklin High School/Cosumnes Oaks community stadium for soccer, track, and football games. Work has started on a new track and field on our site. Parents and visitors report our campus is "beautiful" and looks clean, safe and inviting. Two Career Technical Education classrooms have been modernized and updated with new technology and equipment.

District maintenance staff ensures that necessary repairs to keep the school in working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The district's governing board has adopted cleaning standards for all schools. A summary of these standards is available at the school office or in the district's Facilities Department. Our administration works with the custodial staff to develop cleaning schedules.

The district takes pride in its schools to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. To assist in this goal, the district uses a facility survey instrument developed by the State of California. Our school received "exemplary" status based on the State's definition, the highest rating possible.

The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

CTE classroom modernization was completed this fall. Our new track and field project is ongoing with an anticipated completion date in the spring of 2018.

### School Facility Good Repair Status

Date of facilities inspection : 10/26/2017

Items Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			NA
<b>Interior:</b> Interior Surfaces	x			NA
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	x			NA
<b>Electrical:</b> Electrical	x			NA
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	x			NA
<b>Safety:</b> Fire Safety, Hazardous Materials	x			NA
<b>Structural:</b> Structural Damage, Roofs	x			NA
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	x			

SOURCE: 2017-2018, EGUSD

**Class Size**

School Average	
English	30
Mathematics	31
Science	31
Social Science	32

SOURCE: 2016-2017, California Dept. of Education

**California Assessment of Student Performance and Progress Results for All Students  
(School Year 2016-2017)**

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-2016	2016-2017	2015-2016	2016-2017	2015-2016	2016-2017
English Language Arts/Literacy (grades 3-8 and 11)	82%	81%	52%	54%	48%	48%
Mathematics (grades 3-8 and 11)	59%	58%	42%	44%	36%	37%

**Career Technical Education Programs**

Career Technical Education (CTE) provides opportunities for FRHS students to prepare for college, career and life. CTE offers a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around student support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Guidance and career counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile by offering lessons on transcript review, college readiness, A-G completion, course selection, Academy applications, college admissions, postsecondary options, technology use and resources.

FRHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Explore CTE Programs. CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. Explore CTE programs, open to students across the district, allow students to complete an intensive training course in one year or less, take courses leading to industry certification, or experience internships. All CTE programs have an advisory committee that includes industry representatives for guidance and input. CTE programs at FRHS also allow students to meet graduation requirements and complete A-G requirements through courses that incorporate state-adopted academic standards. In 2016-17, FRHS offered two CPAs, The GREEN Academy and the STEM Academy, which represent the fields of technology, engineering and/or media. HQCPs at FRHS include Animation, Design Arts, Digital Media, Engineering Technology, Engineering Design and Web Design. EGUSD's Department of College and Career Options supports FRHS's CTE programs by providing industry sector coaches and professional development opportunities.

In 2016-17, 18.6% of FRHS students completed a CTE pathway. Individual student assessment of work readiness skills in CTE programs takes place through: end-of-course exams, projects, portfolios and defense of learning, industry certifications, Apple internship opportunities, and other means. Our CTE programs are evaluated through multiple measures, including the number of students completing a CTE pathway, graduation rates, A-G completion rates, GPA, and attendance. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation as part of the Carl D. Perkins reporting process.

**Advanced Placement Courses  
Offered**

Subject	Courses
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	0
Mathematics	2
Science	4
Social Science	4
All courses	13

SOURCE: 2016-2017, California Dept. of Education

### Professional Development

Our school offers a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Teachers from different departments or programs provide professional development during monthly staff meetings. In addition, teachers meet on late start Wednesdays to collaborate in professional learning communities in order to ensure that all students acquire the knowledge and skills essential to achieving their full potential. For the 2017-18 school year we will be focused on mindfulness as it relates to student wellness, in addition to the continuation of our work with professional learning communities. Many grade level and subject matter teams also have specific release days throughout the year to collaborate on common assessments, Integrated Math, Next Generations Science standards, AP/Honors vertical teaming, EL/SDAIE courses, as well as student placement in a variety of support/intervention programs.

### School Safety Plan

Franklin High School provides a safe and positive learning environment for all students. Staff members maintain high expectations for appropriate and respectful student behavior. The School Safety Plan was reviewed in September 2017. 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. A schedule is made to ensure supervision before and after school that includes both campus supervisors and administration. The areas of the campus that are open for entrance are monitored so all outside visitors need to check in through the main office and follow the appropriate procedures.

### Specialized Programs

We support special populations with a staff that includes six counselors, seven resource specialists, a full-time school 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 participate in classroom instruction that strengthens writing, reading, and comprehension skills. English Learners are using the EDGE curriculum designed for EL students grades 9 to 12. It includes relevant and motivating content to prepare students for core state standards success by using systematic and focused materials. We are in year two of an intensive reading intervention program designed to support students who additional Language Arts skills.

### Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$43,546	\$47,808
Midrange	\$64,573	\$73,555
Highest	\$90,983	\$95,850
<b>Principals</b>		
Elementary	\$117,260	\$120,448
Middle	\$119,438	\$125,592
High	\$132,951	\$138,175
District Superintendent	\$301,969	\$264,457
<b>Share of budget used for</b>		
Teachers' Salaries	40.0%	35.0%
Administrative Salaries	4.0%	5.0%

SOURCE: 2016-2017, California Dept. of Education

### District Administration

Christopher R. Hoffman  
Superintendent  
Mark Cerutti  
Deputy Superintendent,  
Education Services and Schools  
Donna Cherry  
Associate Superintendent,  
Elementary Education  
Shannon Hayes  
Chief Financial Officer  
David E. Reilly  
Associate Superintendent,  
Human Resources  
Robert Pierce  
Deputy Superintendent,  
Business Services and Facilities

### Graduation Rate

	School	State
9-12	97.9%	83.77%

SOURCE: 2015-2016, California Dept. of Education

### Average Daily Attendance

	Percent
School	97.03%
District	95.92%

SOURCE: 2016-2017, EGUSD

### Discipline

	School	District
Suspensions	5.85%	4.72%
Expulsions	0.04%	0.03%

SOURCE: 2016-2017, California Dept. of Education

### Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2016)	63,061
Elementary Schools	42
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1

**K.CBEDS school information form****CBEDS: School Information Form (SIF)**

October 2018 California Basic Educational Data System (CBEDS). California Department of Education. Created (5/11/2018).

**School Information**

Please provide the district name, school name, and school's County-District-School (CDS) code.

District Name	School Name	CDS Code
Elk Grove Unified School District	Franklin High School	34-67314-3430873

**A. Full-Time Equivalent of Classified Staff**

Report to two decimal places the full-time equivalents (FTEs) of classified staff assigned to this school. For example, report full-time as 1.00 FTE, half-time as .50 FTE, and quarter-time as .25 FTE. (Single-school districts should report classified staff only on this form.)

**Male Full-Time Equivalent Staff Count**

Row	Gender and Classified Staff Type	American Indian or Alaska Native not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
1	Male Paraprofessional					1		3		4
2	Male Office/Clerical Staff									0
3	Male Other Classified Staff		3			2		2	1	8



(Section A. Full-Time Equivalent of Classified Staff continued)

**Female Full-Time Equivalent Staff Count**

Row	Gender and Classified Staff Type	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	Hispanic or Latino of Any Race	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	Total
4	Female Paraprofessional		1			1	2	2		6
5	Female Office/Clerical Staff		1					8		9
6	Female Other Classified Staff					1				1

**B. Kindergarten Program Type**

Report the type of kindergarten and transitional kindergarten program offered by the school by selecting the appropriate program type below.

**Kindergarten Program (Select one)**

☐ Full-day ☐ Part-day ☐ Both full-day and part-day ☒ None

**Transitional Kindergarten Program (Select one)**

☐ Full-day ☐ Part-day ☐ Both full-day and part-day ☒ None

**C. Work Visa Applications  
(For charter schools only)**

Report the number of H-1B work visa applications applied for on behalf of potential employees, and the number of those visa applications that were granted.

- |   |   |
|---|---|
| 1. Number of H-1B work visa applications submitted. | 0 |
| 2. Number of H-1B work visa applications granted.   | 0 |

### D. Educational Calendar

Report the type of calendar on which the school operates, as well as the school's start and end date for the 2018–2019 school year.

#### Calendar Type

When selecting a calendar type, do not report both single-track and multitrack. If **ANY** part of the school is year-round, select more than one type of calendar: Traditional and single-track, or traditional and multitrack.

☒ Traditional ☐ Single-Track ☐ Multitrack

#### Year-Round Calendar Type (Select one)

For schools on a single-track or multitrack calendar, report the type of year-round calendar on which the school operates.

☐ 60/20 ☐ 90/30 ☐ Modified Concept  
☐ Custom ☐ 60/15 ☐ 45/15

#### School Start and End Dates

Report the school's start date (first day of school) and end date (last day of school) for the 2018–19 school year.

If on a multitrack calendar, report the first day of school for the earliest track, and the last day of school for the latest track. For example, if Track A students are attending school from September 3, 2018 through May 10, 2019, and Track B students are attending school from November 1, 2018 through July 13, 2019, report the start date as 09/03/18 and the end date as 07/13/19.

Start Date (First Day of School)	08/16/18
End Date (Last Day of School)	05/31/19

### F. Multilingual Instructional Programs

Specify whether or not the school offers a multilingual instructional program and if so, report the type(s) of program(s) offered.

#### Do you offer multilingual/biliteracy education programs?

☐ Yes ☒ No

#### Type of Multilingual/Biliteracy Education Program (Choose all that apply)

- ☐ Dual-Language Immersion
- ☐ Developmental Bilingual
- ☐ Transitional Bilingual
- ☐ One-Way Immersion
- ☐ Heritage Language/Indigenous Language
- ☐ Foreign Language Elementary Experience (FLEX)
- ☐ Foreign Language in Elementary Schools (FLES)
- ☐ Native Speakers Courses

### G. Language(s) of Instruction

Report the target language(s) in which multilingual instructional programs are offered. A list of reportable languages is available in the CBEDS Administrative manual.


THIS SECTION IS ONLY TO BE COMPLETED BY INDEPENDENTLY REPORTING CHARTER SCHOOLS.

### E. Estimated Number of Teacher Hires (2019–20)

For classroom teaching and specialist positions only. Report in full-time equivalents (FTEs) to one decimal place (i.e. 3.5).

**Do not** include administrative, guidance, media, library, health service, or classified positions.

Row	Subject Area	Estimated Number of Teacher Hires
1	Agriculture	
2	Art	
3	Multilingual Education	
4	Business	
5	Dance	
6	English	
7	Foreign Language	
8	Health Education	
9	Home Economics	
10	Life Science	
11	Mathematics	
12	Music	
13	Physical Education	
14	Physical Science	
15	Reading	
16	Self-contained Classes	
17	Special Education	
18	Social Science/Studies	
19	Drama/Theater	
20	Trades and Industrial Arts	
21	Other Specializations	



## L. Graduation requirements

### **EGUSD Graduation Requirements**

[http://www.egusd.net/wp-content/uploads/2016/02/Graduation\\_Requirements.pdf](http://www.egusd.net/wp-content/uploads/2016/02/Graduation_Requirements.pdf)

In order to prepare its students for colleges and careers, the Elk Grove Unified School District has some of the most rigorous graduation requirements in California. The Board of Education believes that students will be better prepared for colleges and careers if they are challenged in high school. The district has increased its graduation requirements several times in the past 15 years, and students have always risen to the challenge. Whenever the district considers updating its requirements, they are first reviewed by two committees — one comprised of teachers and administrators, and one of parents and business leaders. These committees examine what employers and colleges expect of graduates to ensure that the district's requirements prepare students with skills they need to be successful in their post secondary education and careers. The committees forward their recommendations to the Board, which makes the final decision. To graduate, an Elk Grove Unified School District student must earn a minimum of 220 credits in grade 9-12. A minimum of 25 credits must be earned during the semester (18 weeks) preceding graduation in order for students to participate in the graduation ceremony.

### **EGUSD Graduation Requirements**

- 4 years of English
- 4 years of math (including algebra) and 2 years of science, or 3 years of math (including algebra) and 3 years of science (math must be taken senior year)
- 3.5 years of social science
- 2 years of physical education
- 2 years of world language or 1 year of world language and 1 year of fine arts
- 1 semester of health
- Must demonstrate proficiency in current technology or pass a course
- Must demonstrate proficiency in public speaking or pass a course
- Additional Electives

**Academy Graduation Requirements:** Students can earn an academy-specific graduation cord by completing the following requirements: A minimum of three years enrollment in the academy. All associated academy academic courses (e.g., some combination of 3 courses/year in the areas of ELA, math, science and/or social science depending on the academy). A sequence of three Career Technical Education courses, one each year starting in the sophomore year, that pertain to the academy's focus. A project-based assignment associated with the academy's CTE focus and supported by work in each of the academic courses. Also, depending on the academy, other requirements may include earning an industry-recognized certificate or completing a work-based learning experience, such as job shadowing or an internship.

**M. Any pertinent additional data (or have on exhibit during the visit)**

# Franklin High School Elk Grove Unified School District

## LCAP Metrics for Four Strategic Goals October 2018





## EGUSD LCAP Metrics

<p><b>Strategic Goal 1: High Quality Classroom Instruction &amp; Curriculum</b></p> <ul style="list-style-type: none"> <li>• Teacher Assignment</li> <li>• Instructional Materials</li> <li>• Content Standards Implementation</li> <li>• Access to Courses (Honors, AP/IB, CTE, Elementary Subjects)</li> <li>• CAASPP ELA</li> <li>• CAASPP Math</li> <li>• CAASPP Science</li> <li>• EAP in ELA</li> <li>• EAP in Math</li> <li>• Progress Toward English Proficiency</li> <li>• Redesignation</li> <li>• A-G Completion</li> <li>• CTE Sequence Completion</li> <li>• AP/IB Exams</li> </ul>	<p><b>Strategic Goal 2: Assessment, Data Analysis &amp; Action</b></p> <ul style="list-style-type: none"> <li>• Data and Program Evaluation</li> <li>• Assessment System</li> <li>• Student Information System</li> </ul>	<p><b>Strategic Goal 3: Wellness</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Chronic Absenteeism</li> <li>• MS Dropout</li> <li>• HS Dropout</li> <li>• Cohort Graduation</li> <li>• Suspension</li> <li>• Expulsion</li> <li>• School Climate</li> <li>• Facilities</li> </ul>	<p><b>Strategic Goal 4: Parent, Family, &amp; Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Parent input in decision making</li> <li>• Parent involvement or parent education</li> </ul>
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## EGUSD Strategic Goal #1

High-Quality  
Classroom  
Instruction &  
Curriculum

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

### 2018-19 Expected Annual Measurable Outcomes (EAMOs)

#### Teacher Assignment

1. 100% of core courses have teachers who are appropriately assigned and fully credentialed/ certified in the subject areas in which they teach.

#### Instructional Materials

2. 100% of students have access to standards-aligned instructional materials.

#### Content Standards Implementation

3. Increase in percentage of teachers surveyed reporting full implementation of state content standards in ELA, Mathematics, English Language Development, Science, History/Social Science, PE, Health, School Library, Career Technical Education, Visual and Performing Arts, and World Language.

#### Access to Courses (Honors, AP/IB, CTE, Elementary Subjects)

4. 51% of middle school students will be enrolled in Honors courses. 51% of high school students will be enrolled in Honors and AP/IB courses. Increase percentage of high school students will be enrolled in CTE courses. Reduce disparity among student groups by 10%. 100% of elementary students are provided English, mathematics, social science, science/health, visual and performing arts, and physical education instruction.

#### CAASPP ELA

5. 58% of students will meet or exceed standards in ELA as measured by CAASPP; reduce disparity among student groups by 10%.

#### CAASPP Math

6. 48% of students will meet or exceed standards in mathematics as measured by CAASPP; reduce disparity among student groups by 10%.

## EGUSD Strategic Goals

High-Quality  
Classroom  
Instruction &  
Curriculum

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

Assessment,  
Data Analysis,  
& Action

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Wellness

All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

Family  
& Community  
Engagement

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

## EGUSD Strategic Goal #1

High-Quality Classroom Instruction & Curriculum

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

## 2018-19 Expected Annual Measurable Outcomes (EAMOs), continued

## CAASPP Science

7. Establish student performance baseline in Science using 2019 CAASPP scores.

## EAP in ELA

8. 65% of students will demonstrate college preparedness (conditional and unconditional) as measured by the EAP in ELA.

## EAP in Math

9. 42% of students will demonstrate college preparedness (conditional and unconditional) as measured by the EAP in Math.

### Progress Toward English Proficiency

10. Establish baseline progress toward English proficiency as measured by ELPAC.

### Redesignation

11. 12% redesignation rate for English Learners.

### A-G Completion

12. 57% of students will meet A-G requirements upon graduation.

### CTE Sequence Completion

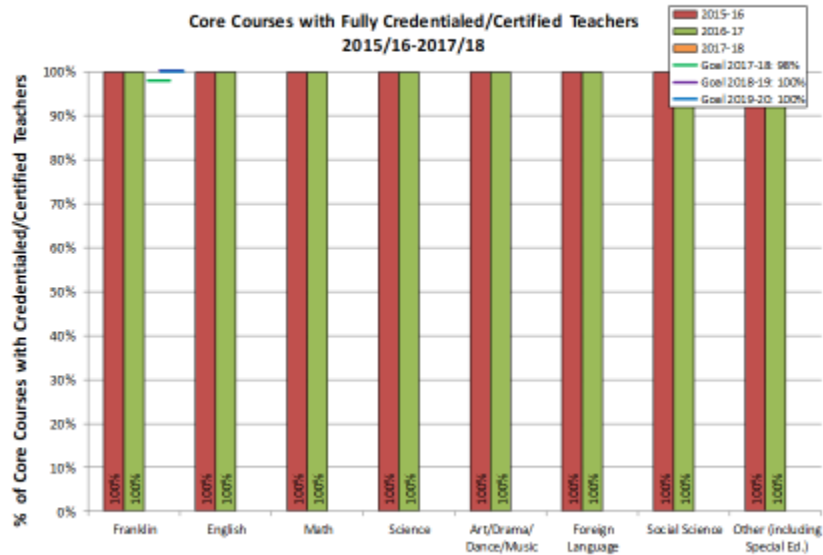
13. Establish new baseline and increase percentage of students completing CTE sequence upon graduation.

## AP/IB Exams

14. 29% of students will pass an AP/IB exam upon graduation.

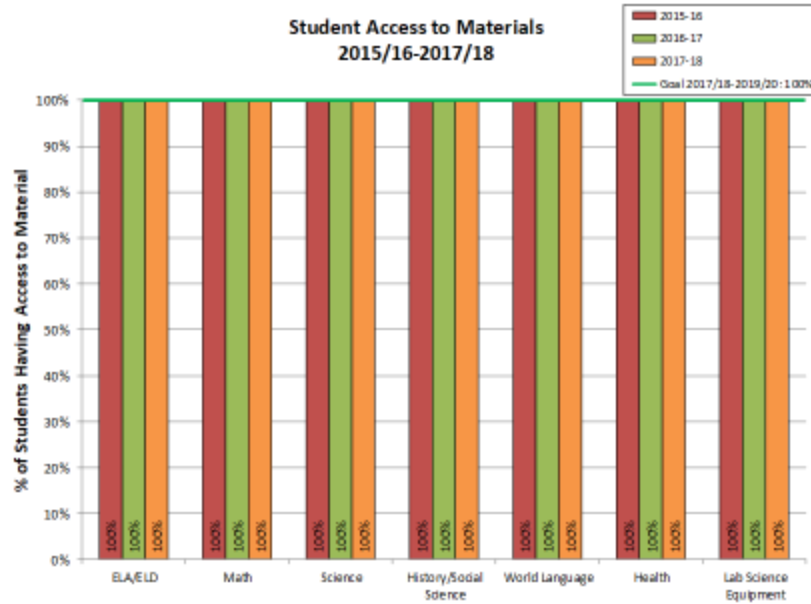
## EGUSD Strategic Goal #1: EAMO 1

## Teacher Assignment



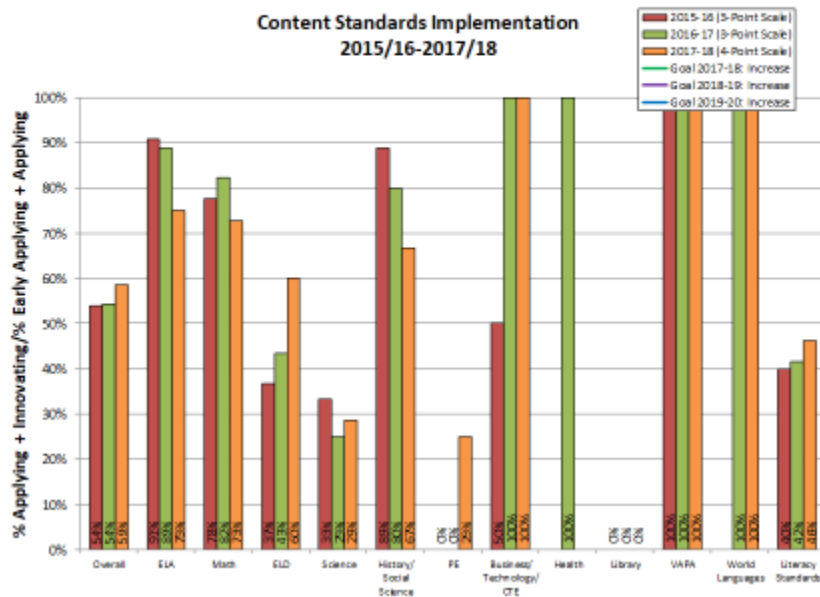
## EGUSD Strategic Goal #1: EAMO 2

### Instructional Materials



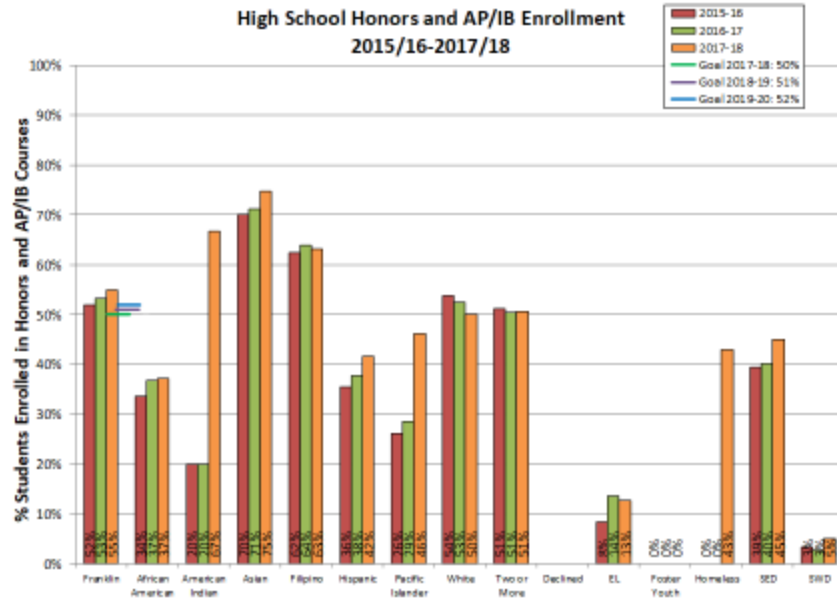
## EGUSD Strategic Goal #1: EAMO 3

### Content Standards Implementation



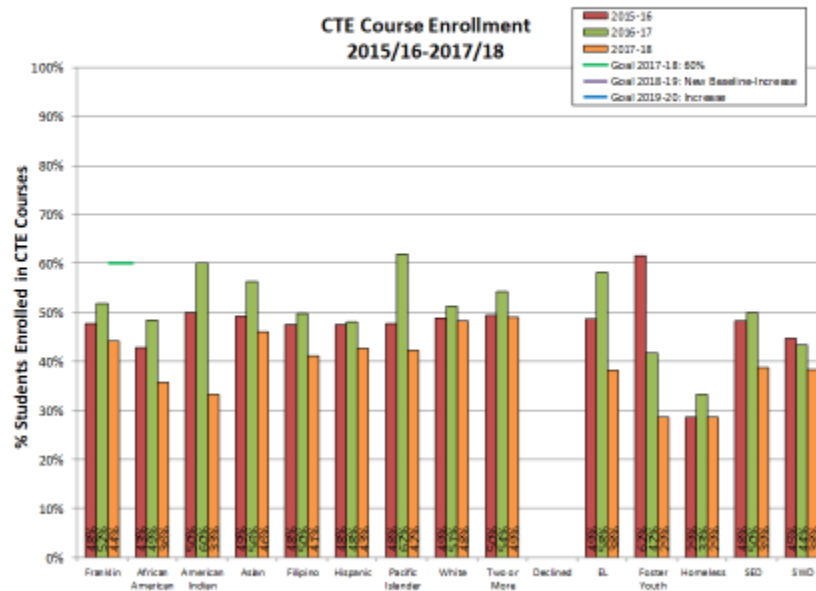
## EGUSD Strategic Goal #1: EAMO 4

## Access to Courses – HS Honors and AP/IB



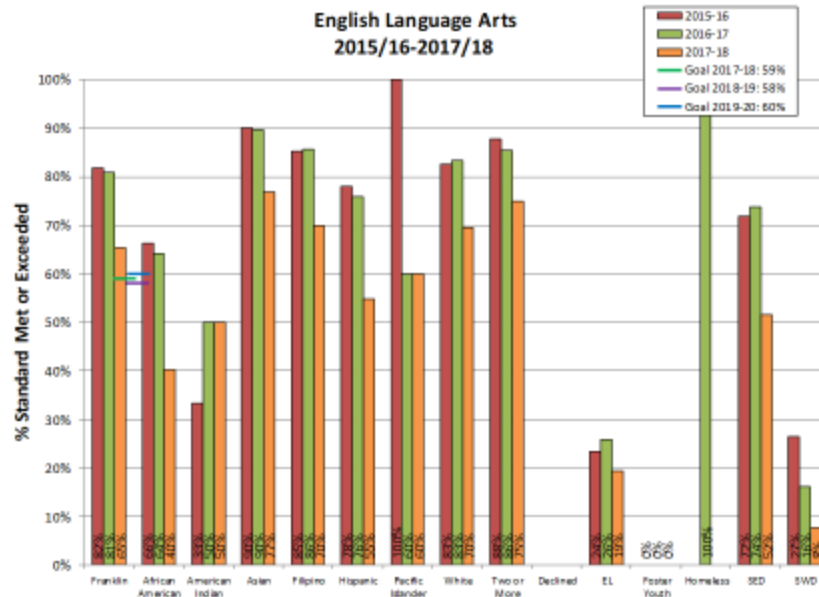
## EGUSD Strategic Goal #1: EAMO 4

## Access to Courses – HS Career Technical Education



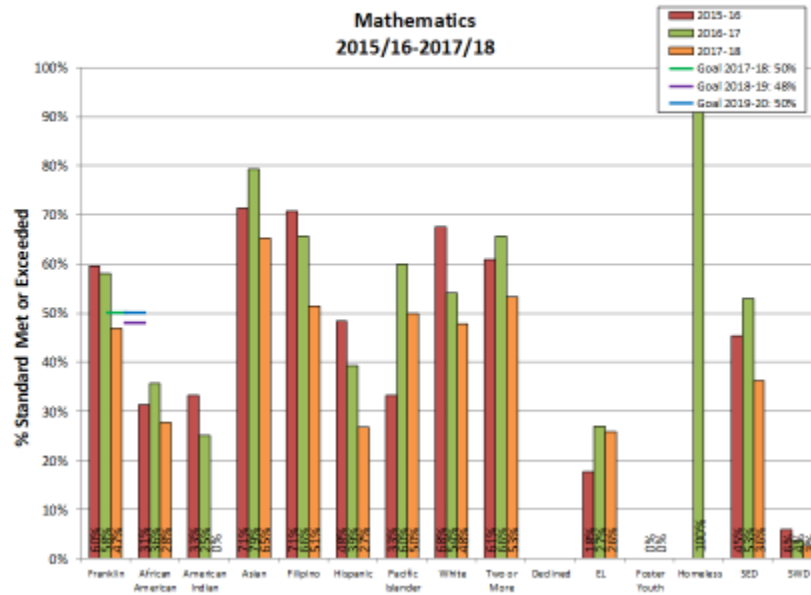
## EGUSD Strategic Goal #1: EAMO 5

### CAASPP – English Language Arts



## EGUSD Strategic Goal #1: EAMO 6

### CAASPP – Mathematics

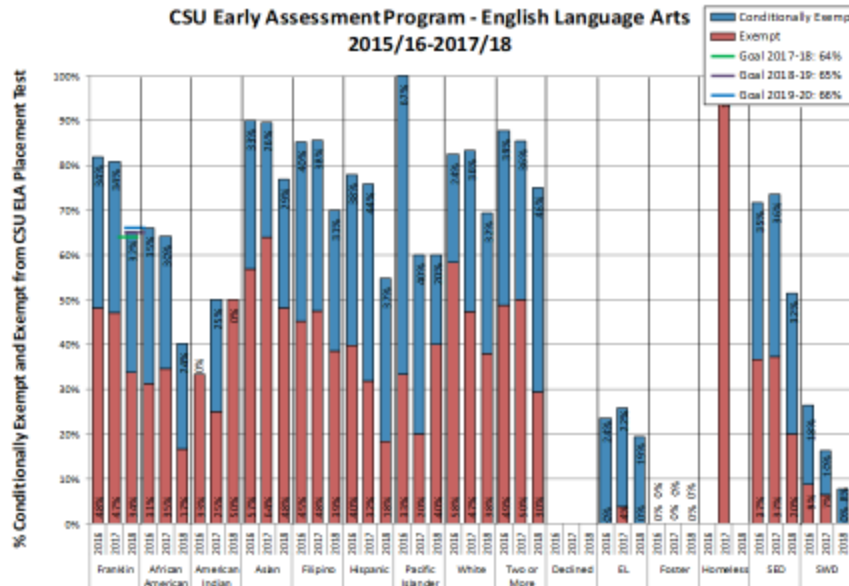




## EGUSD Strategic Goal #1: EAMO 8

### EAP – English Language Arts

#### CSU Early Assessment Program - English Language Arts 2015/16-2017/18



## EGUSD Strategic Goal #1: EAMO 7

### CAASPP – Science

2017-18 District Goal: Participate in Science CAASPP field test.

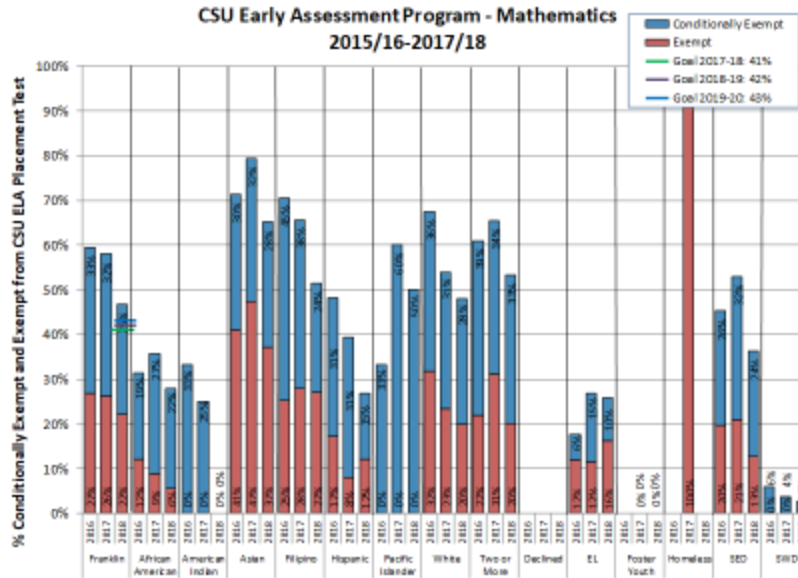
- Goal Met
- 100% of schools participated in the Science CAASPP field test.

2018-19 District LCAP Plan Goals:

- 2018-19: Establish student performance baseline in Science using 2019 CAASPP scores.
- 2019-20: 5% increase in students meeting or exceeding standards in Science as measured by CAASPP.

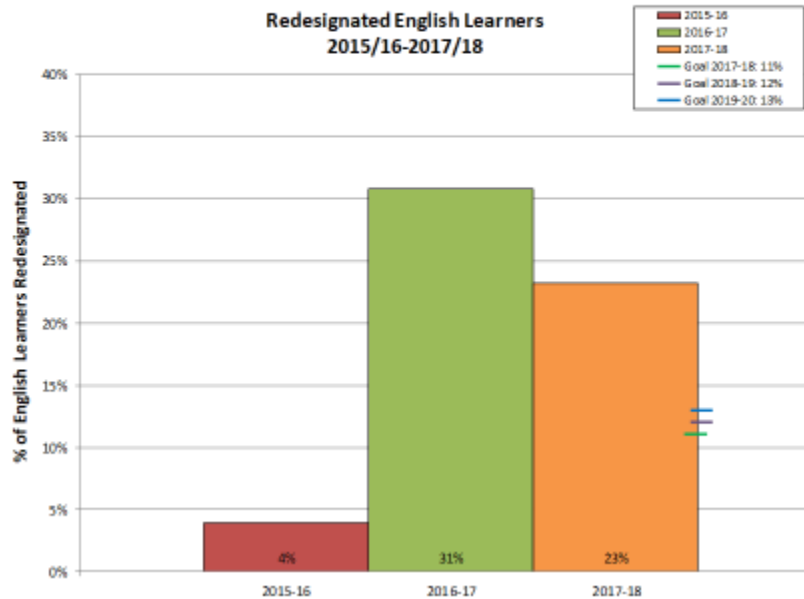
## EGUSD Strategic Goal #1: EAMO 9

### EAP – Mathematics



## EGUSD Strategic Goal #1: EAMO 11

### Redesignation



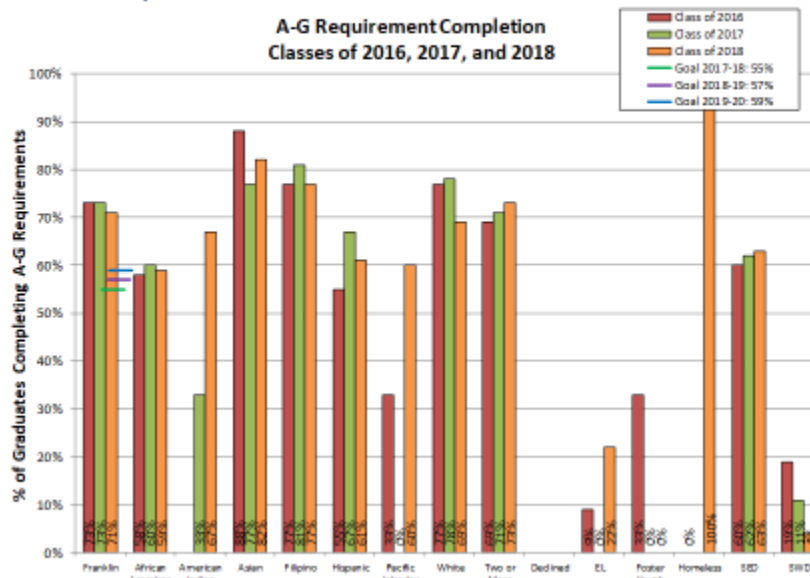
## EGUSD Strategic Goal #1: EAMO 10

### Progress Toward English Proficiency

- 2017-18 District Goal: Establish baseline English Proficiency status as measured by first administration of ELPAC.
  - Goal Met
- 2018-19 District LCAP Plan Goals:
  - 2018-19: Establish baseline progress toward English proficiency as measured by ELPAC.
  - 2019-20: Increase in progress toward English proficiency as measured by ELPAC.

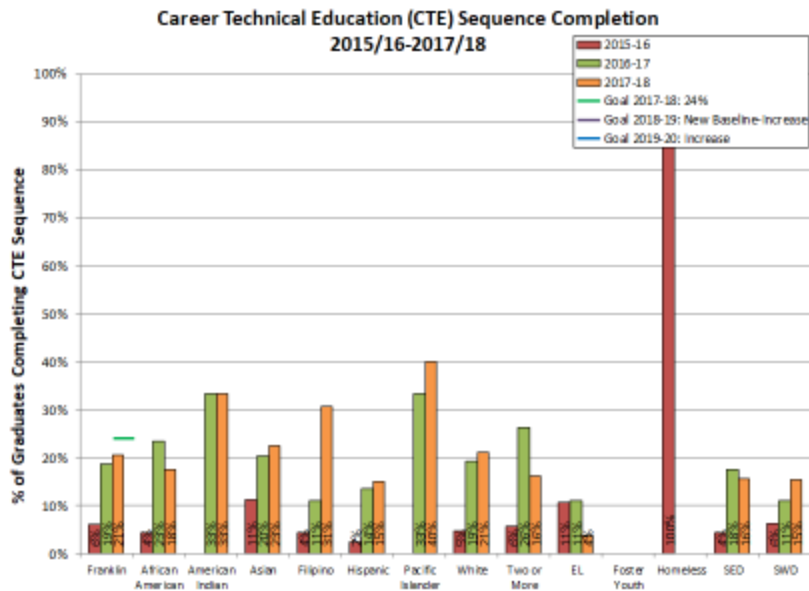
## EGUSD Strategic Goal #1: EAMO 12

### A-G Completion



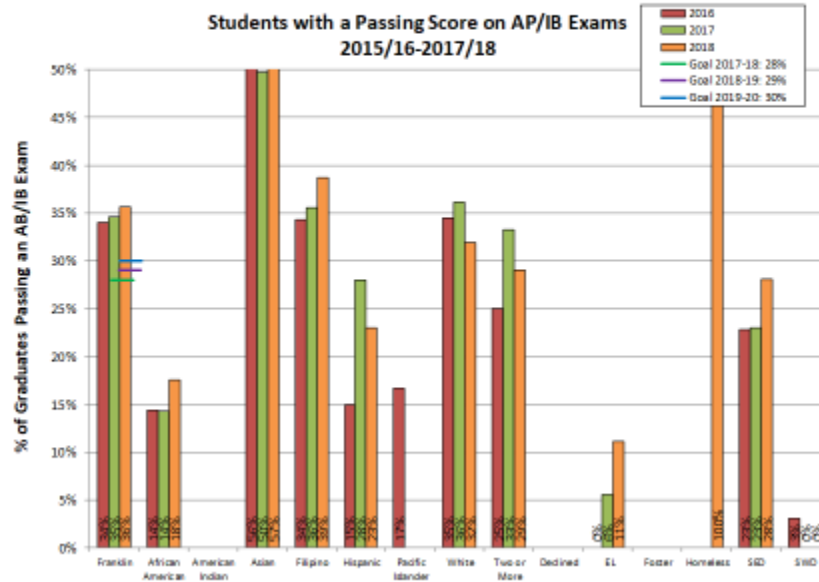
## EGUSD Strategic Goal #1: EAMO 13

### Career Technical Education (CTE)



## EGUSD Strategic Goal #1: EAMO 14

### AP/IB Exams



## EGUSD Strategic Goal #2

### Assessment, Data Analysis, & Action

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

#### 2018-19 Expected Annual Measurable Outcomes (EAMOs)

##### Data and Program Evaluation

1. 100% of the following programs are evaluated: EL, Wellness, Expanded Learning, Attendance Improvement Initiative, Instructional Coach Model, Tobacco Use Prevention Education, Improve Your Tomorrow, On Grade Level Reading (OGLR), Foster Youth, Homeless, and Family and Community Engagement.

##### Assessment System

2. A student assessment system will be selected for district implementation.

##### Student Information System

3. 85% of employees will express satisfaction with implementation of new student information system.

## EGUSD Strategic Goal #2: EAMO 1

### Data and Program Evaluation

2017-18 District Goal: 100% of the following programs are evaluated: EL, Wellness, Expanded Learning, Attendance Improvement Initiative, Tobacco Use Prevention Education, Improve Your Tomorrow, Security and Safety, On Grade Level Reading (OGLR), Foster Youth, Homeless, and Family and Community Engagement.

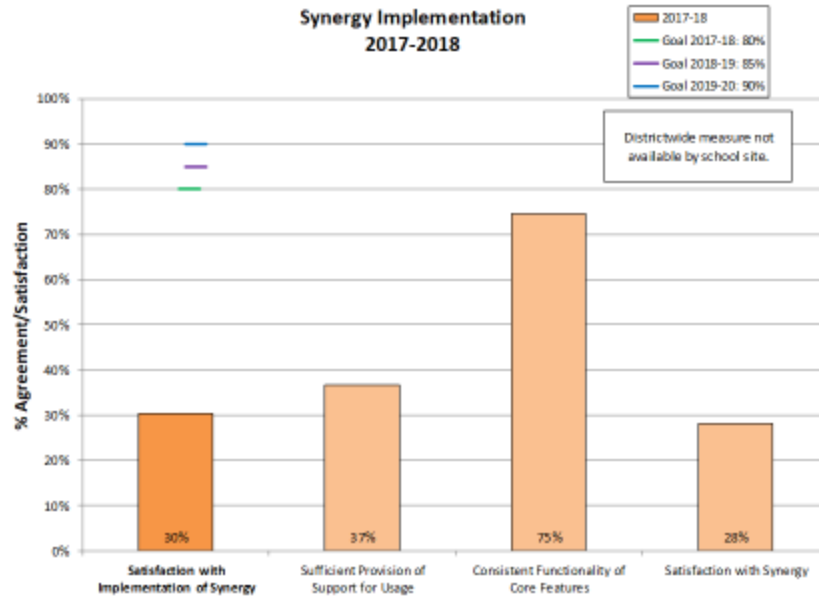
- Goal Met
- Currently, the following programs are being evaluated: EL, Wellness, Expanded Learning, Attendance Improvement Initiative, Tobacco Use Prevention Education, Improve Your Tomorrow, On Grade Level Reading (OGLR), Foster Youth, Homeless, and Family and Community Engagement. The Security & Safety survey was not administered in 2017-18 as it was rescheduled to occur in the 2019-20 school year.

#### 2018-19 District LCAP Plan Goals:

- 2018-19: 100% of the following programs are evaluated: EL, Wellness, Expanded Learning, Attendance Improvement Initiative, Tobacco Use Prevention Education, Improve Your Tomorrow, On Grade Level Reading (OGLR), Foster Youth, Homeless, and Family and Community Engagement
- 2019-20: 100% of the following programs are evaluated: EL, Wellness, Expanded Learning, Attendance Improvement Initiative, Tobacco Use Prevention Education, Improve Your Tomorrow, Security and Safety, On Grade Level Reading (OGLR), Foster Youth, Homeless, and Family and Community Engagement

## EGUSD Strategic Goal #2: EAMO 3

### Student Information System



## EGUSD Strategic Goal #3

### Wellness

All students will have an equitable opportunity to learn in a culturally responsive, physically, and emotionally healthy and safe environment.

#### 2018-19 Expected Annual Measurable Outcomes (EAMOs)

##### Attendance

1. Increase attendance rate to 96.2%.

##### Chronic Absenteeism

2. Decrease chronic absenteeism to 10.4%.

##### Middle School Dropout

3. Decrease middle school dropout rate to 0.19%.

##### High School Dropout

4. Decrease high school cohort dropout rate to 3.9%.

##### Cohort Graduation

5. 92% of students will graduate high school on time.

##### Suspension

6. Decrease suspension rate to 7.5%, and reduce disparity among student groups by 10%.

##### Expulsion

7. Decrease expulsion rate to 0.02%, and reduce disparity among student groups by 10%.

##### School Climate

8. Improvement in school climate as reported by students, school staff, and parents.

##### Facilities

9. 100% of students will have clean, safe, and well-maintained facilities as measured by the FIT Healthy School Survey and Williams Reviews.

## EGUSD Strategic Goal #2: EAMO 2

### Assessment System

2017-18 District Goal: 50% of the district's student assessment system will be implemented.

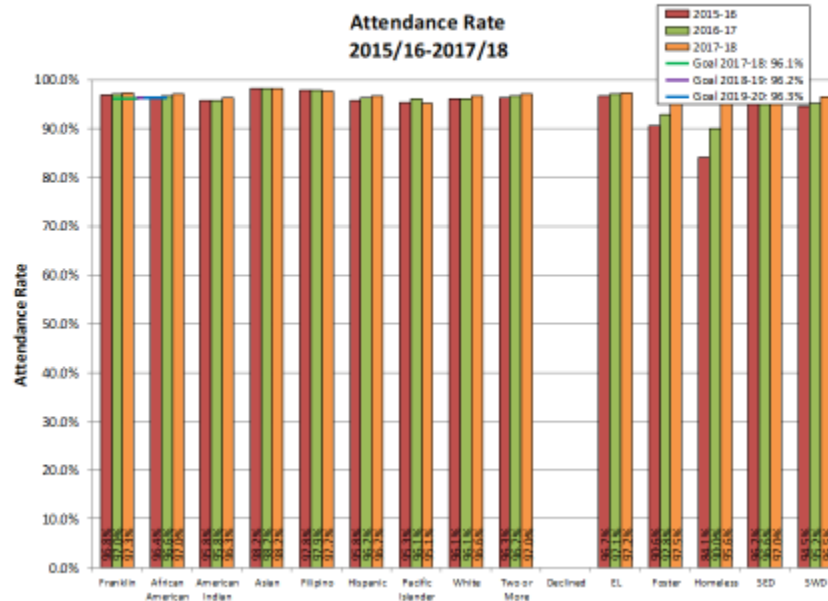
- Goal Not Met-Currently, the student assessment system is in the planning phase. A committee of teachers made a recommendation on an assessment system in spring to go out to bid, which will require a Request for Proposal (RFP) process. It is expected that an assessment system will be selected during the 2018-19 year, and release to the field and districtwide use will occur in 2019-20.

2018-19 District LCAP Plan Goals:

- 2018-19: A student assessment system will be selected for district implementation.
- 2019-20: The district's student assessment system will be implemented.

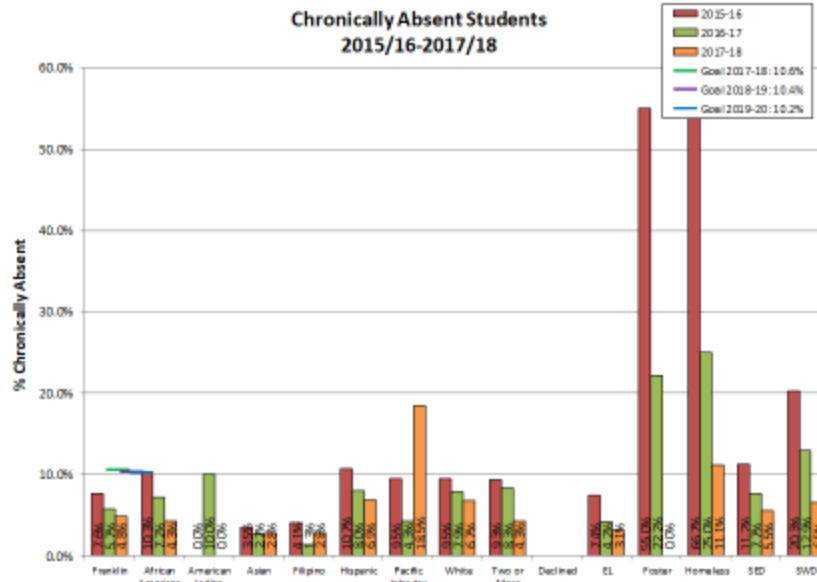
## EGUSD Strategic Goal #3: EAMO 1

### Attendance



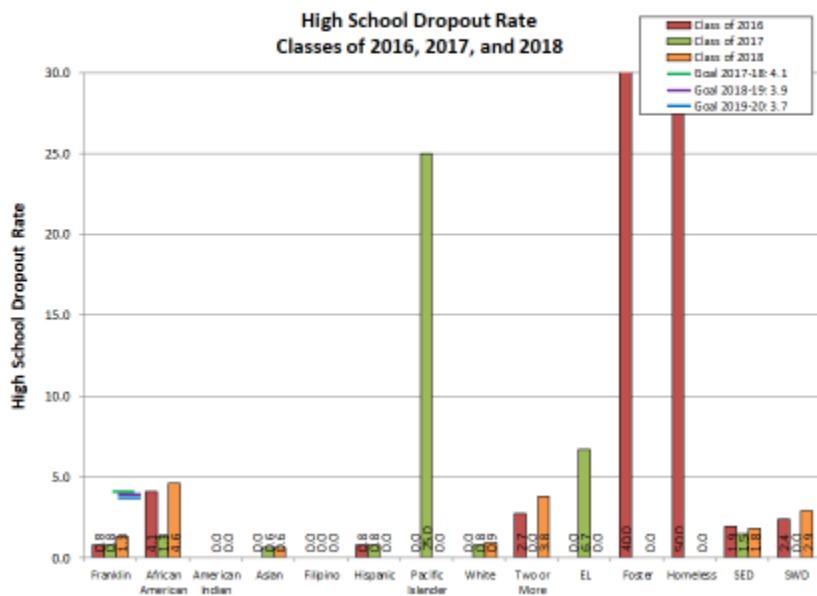
## EGUSD Strategic Goal #3: EAMO 2

## Chronic Absenteeism



## EGUSD Strategic Goal #3: EAMO 4

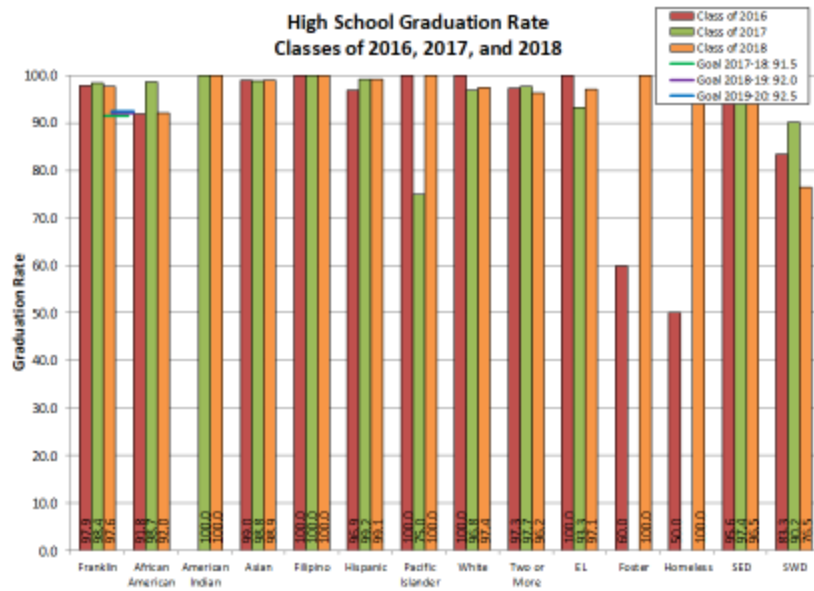
## High School Dropout





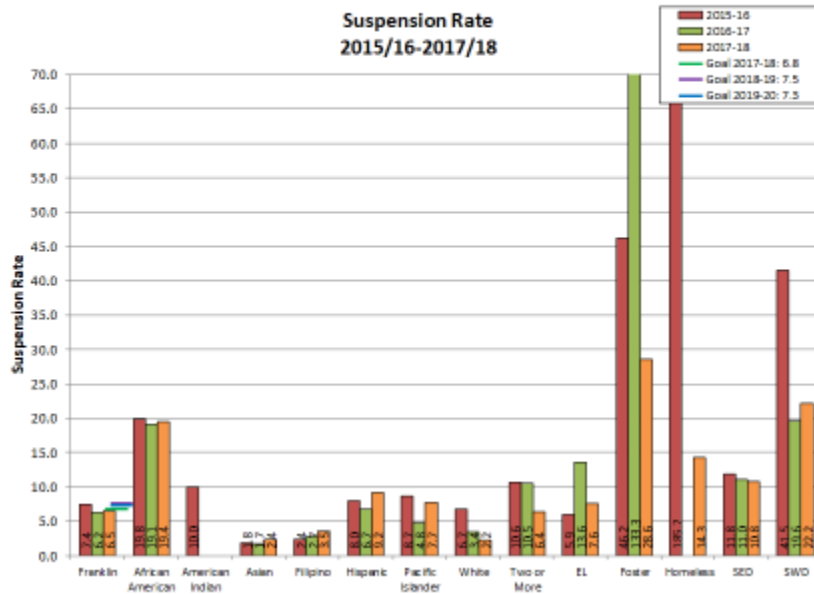
## EGUSD Strategic Goal #3: EAMO 5

### Cohort Graduation



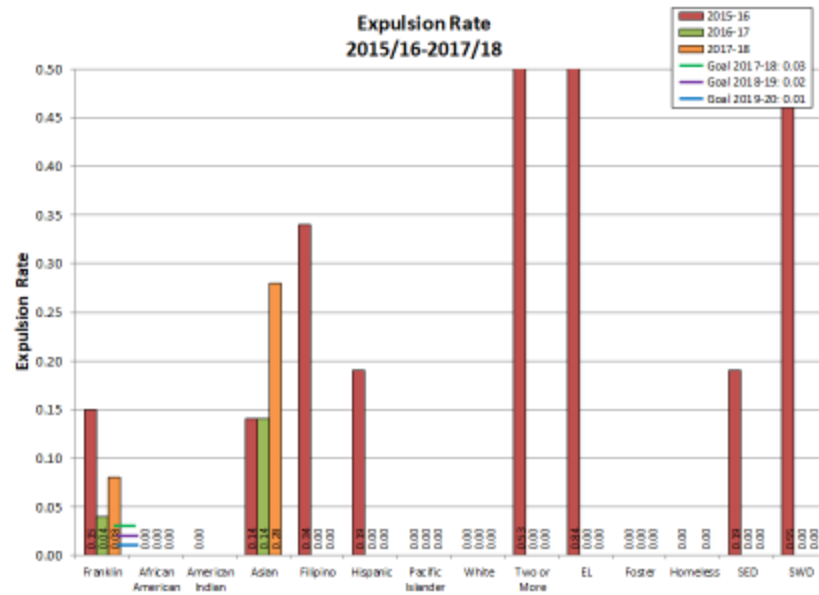
## EGUSD Strategic Goal #3: EAMO 6

### Suspension



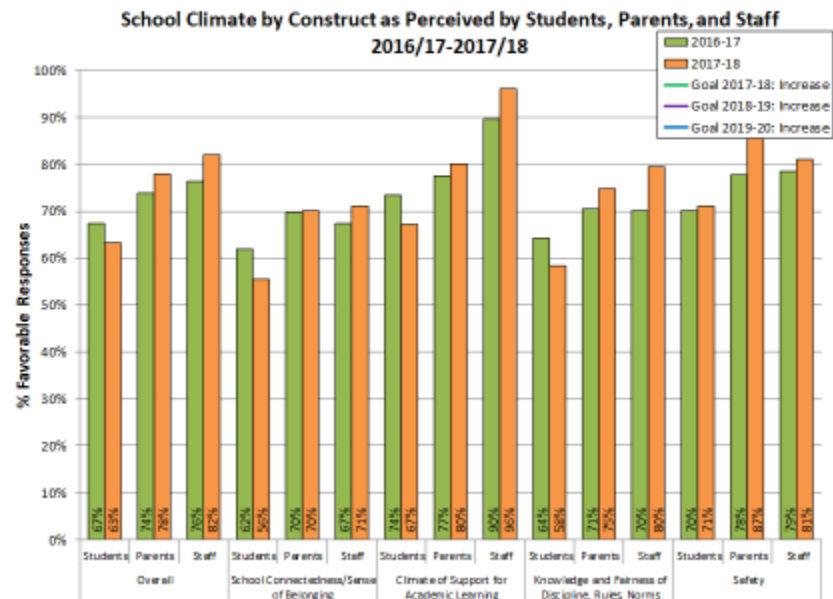
## EGUSD Strategic Goal #3: EAMO 7

## Expulsion



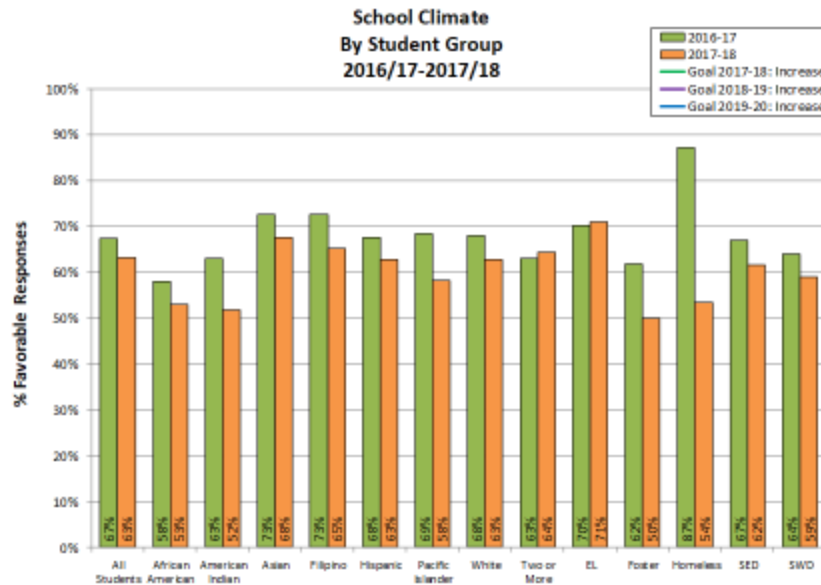
## EGUSD Strategic Goal #3: EAMO 8

## School Climate



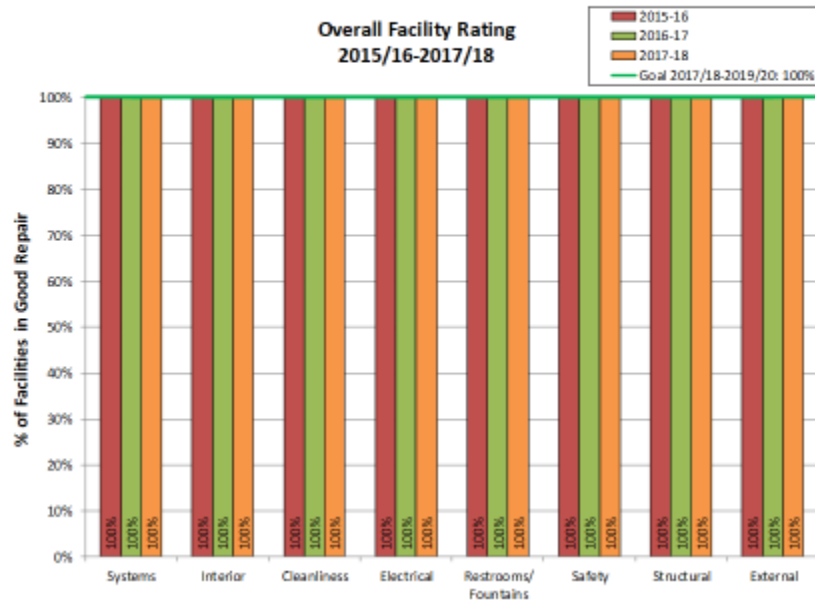
## EGUSD Strategic Goal #3: EAMO 8

### School Climate



## EGUSD Strategic Goal #3: EAMO 9

### Facilities



## EGUSD Strategic Goal #4

### Family & Community Engagement

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

### 2018-19 Expected Annual Measurable Outcomes (EAMOs)

#### Parent Input

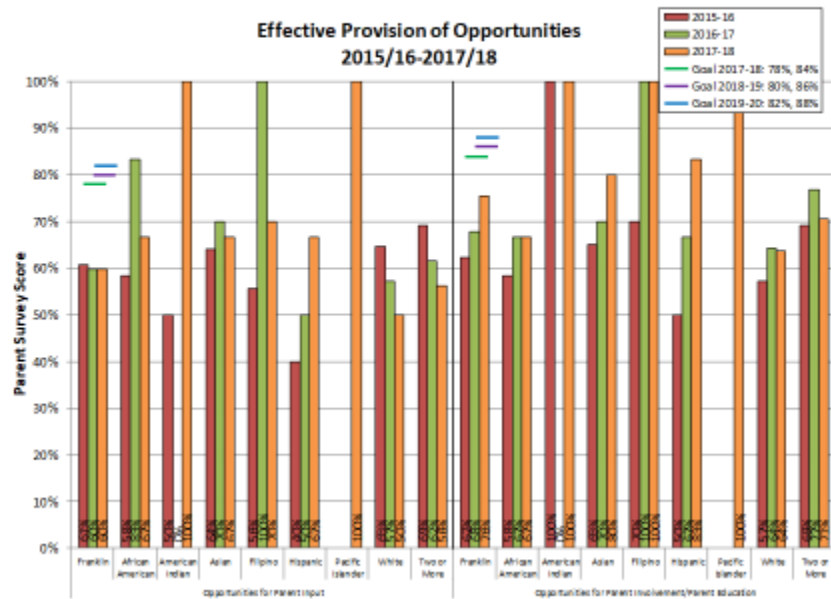
1. 80% of parents will indicate effective provision of opportunities for parent input in making decisions for schools or the district.

#### Parent Involvement

2. 86% of parents will indicate effective provision of opportunities for parent involvement or parent education, particularly for unduplicated pupils and individuals with exceptional needs.

## EGUSD Strategic Goal #4: EAMOs 1 & 2

### Parent Input and Parent Involvement



**N. Budgetary information, including school budget**Local Control Accountability Plan (LCAP)  
Year 2018 - 2019**IV. Funding**

Franklin High School - 468

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 Curriculum Instruction	2 J - Instructional Support	3 Wellness	4 - Family Engagement	
2200 Regular Education (9-12) 0000 Unrestricted	0	\$299	\$180,670	\$180,969	\$180,969	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) - Allocated FTE 0000 Unrestricted	123.6337	\$0	\$13,091,933	\$13,091,933	\$13,091,933	\$0	\$0	\$0	\$0
2222 Results Staffing EGEA (9-12) 0000 Unrestricted	2	\$0	\$250,056	\$250,056	\$250,056	\$0	\$0	\$0	\$0
2230 Non-Instructional FTE (9-12) 0000 Unrestricted	2	\$0	\$187,462	\$187,462	\$187,462	\$0	\$0	\$0	\$0
2240 Visual & Performing Arts (VAPA) 0000 Unrestricted	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2270 Extended Day (9-12) 0000 Unrestricted	0	\$0	\$41,957	\$41,957	\$41,957	\$0	\$0	\$0	\$0
2280 Summer School/Extended Learning (9-12) 0000 Unrestricted	0	\$77,821	\$0	\$77,821	\$77,821	\$0	\$0	\$0	\$0
2312 Education Fees 0000 Unrestricted	0	\$0	\$20,000	\$20,000	\$20,000	\$0	\$0	\$0	\$0
2340 Secondary Counselors 0000 Unrestricted	6.55	\$0	\$798,240	\$798,240	\$798,240	\$0	\$0	\$0	\$0
4255 Regional Occupational Program 0000 Unrestricted	1.499	\$0	\$185,438	\$185,438	\$185,438	\$0	\$0	\$0	\$0
4275 AVID Support 0000 Unrestricted	0.4	\$0	\$45,376	\$45,376	\$45,376	\$0	\$0	\$0	\$0
4380 Health Services 0000 Unrestricted	1	\$0	\$48,417	\$48,417	\$0	\$0	\$48,417	\$0	\$0
5495 Allocated FTE Leave 0000 Unrestricted	0	\$0	\$168,970	\$168,970	\$168,970	\$0	\$0	\$0	\$0
5634 Custodial Services 0000 Unrestricted	8	\$0	\$501,039	\$501,039	\$0	\$0	\$501,039	\$0	\$0
7201 LCFF Supple/Conc 7 - 12 0000 Unrestricted	0	\$12,947	\$191,060	\$204,007	\$94,947	\$45,000	\$56,000	\$8,060	\$0
7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	\$500	\$0	\$0	\$0	\$0

7206 Academic Competitions 0000 Unrestricted	0	\$0	\$500	\$500	- \$500	\$0	\$0	\$0	\$0
7218 Pre-Advanced Placement, Honors and Advanced Placement Training 0000 Unrestricted	0	\$0	\$5,000	\$5,000	\$5,000	\$0	\$0	\$0	\$0
7220 Honors/Advanced Placement Coordination 0000 Unrestricted	0.833	\$0	\$103,569	\$103,569	\$103,569	\$0	\$0	\$0	\$0

Franklin High School ACS WASC/CDE Self-Study Report

1/19/2019

Local Control Accountability Plan (LCAP) 2018 - 2019 - Franklin High School HS

7225 Honors/Advanced Placement Outreach (OCR) 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0
7233 AVID Support 0000 Unrestricted	0	\$0	\$8,201	\$8,201	\$8,201	\$0	\$0	\$0	\$0
7250 EL Supplemental Program Services 7-12 0000 Unrestricted	0	\$0	\$20,500	\$20,500	\$17,500	\$1,000	\$1,000	\$1,000	\$0
7270 PBIS Coordination 0000 Unrestricted	0.333	\$0	\$26,736	\$26,736	\$0	\$0	\$26,736	\$0	\$0
7405 English Learner Augmentation 0000 Unrestricted	0.1042	\$0	\$12,500	\$12,500	\$12,500	\$0	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
4250 Director of Career and Technical Education and College Readiness 3550 Vocational Programs: Voe and Applied Tech Secondary II C, Sec 131 (Carl Perkins Act)	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2201 Regular Education (9-12) + Allocated FTE 4035 NCLB: Title II, Part A, Teacher Quality	1	\$0	\$103,610	\$103,610	\$103,610	\$0	\$0	\$0	\$0
5610 Food and Nutrition Services Center 5310 Child Nutrition: School Programs	8.5001	\$0	\$341,892	\$341,892	\$341,892	\$0	\$0	\$0	\$0
3150 Independent Living Skills (ILS) 6500 Special Education	2.75	\$0	\$205,314	\$205,314	\$205,314	\$0	\$0	\$0	\$0
3200 Language Speech and Hearing (LSH) 6500 Special Education	0.5	\$0	\$42,451	\$42,451	\$42,451	\$0	\$0	\$0	\$0
3410 Special Education Mild/Moderate 6500 Special Education	8.3333	\$0	\$685,076	\$685,076	\$685,076	\$0	\$0	\$0	\$0
3660 Full Inclusion + Paraeducators in lieu of NPA 6500 Special Education	1.6875	\$0	\$82,043	\$82,043	\$82,043	\$0	\$0	\$0	\$0
3680 Emotionally Disturbed (ED) + Tier I 6500 Special Education	2.125	\$0	\$123,123	\$123,123	\$123,123	\$0	\$0	\$0	\$0
3770 Full Inclusion 6500 Special Education	5.6875	\$0	\$287,821	\$287,821	\$287,821	\$0	\$0	\$0	\$0
4455 Textbook Reimbursement 9020 Lost/Damaged Textbooks Reimbursement	0	\$67,389	\$0	\$67,389	\$67,389	\$0	\$0	\$0	\$0

9/2019 Local Control Accountability Plan (LCAP) 2018 - 2019 - Franklin High School HS									
4020 Secondary Education 9305 Miscellaneous Site Donations (≤\$1,000)	0	\$1,412	\$0	\$1,412	\$1,412	\$0	\$0	\$0	\$0
2200 Regular Education (9-12) 9307 Preliminary Scholastic Aptitude Test (PSAT) Donations	0	\$2,704	\$0	\$2,704	\$2,704	\$0	\$0	\$0	\$0
4020 Secondary Education 9359 Scholarship America for Franklin High School	0	\$1,000	\$0	\$1,000	\$1,000	\$0	\$0	\$0	\$0
4020 Secondary Education 9549 Raleys Extra Credit	0	\$10,137	\$0	\$10,137	\$10,137	\$0	\$0	\$0	\$0
<b>Totals</b>	176,936.3	\$173,709	\$17,760,954	\$17,934,663	\$17,245,411	\$46,000	\$634,192	\$9,060	

Benefits Calculator		Signatures: (Must sign in blue ink)	
ii) Certificated	Staff Amount \$	Principal	Chantelle Alblasi
iii) Classified	Benefits Amount \$	School Site Council Chairperson	Lindy Her
	Totals	El Advisory Chairperson	Vilia Blanco Lozano



**Franklin High School Local Control Accountability Plan (LCAP) BUDGETED FUNDING**

**2018- 2019**

**District Strategic Goal 1**

All students will receive high quality classroom instruction and curriculum to promote college and career readiness and close the achievement gap

**Site Goal 1.1: Increase in the number of students who will attain proficiency in the core content areas, ELA, mathematics, social science, and science.**

- Provide professional development as needed in ELA, mathematics, social science, and science through site and District release day(s) for cluster and grade level PLC's.
- Professional Learning Community Reinforcement which includes teacher team release days, PLC conference and seminars and teacher team planning days.
- Continued expansion and support of the Extended Day program to include additional course offerings in summer school, such as AP Boot camp, ASB Leadership camp, etc.

**Supplemental/Concentration (7201/0000) \$15,000Certificated Salaries**

**Supplemental/Concentration (7201/0000) \$5,000Materials/Supplies/Equipment**

**Site Goal 1.2: Implement consistent cross-curricular strategies for reading, writing and speaking.**

- Provide release days to create curricula maps and analyze CCSS frameworks to continue implementation and integration into the curriculum.
- Provide release days to create curricula maps and analyze NGSS to continue implementation and integration into the curriculum.
- Provide release days for cluster and grade level PLC's.
- Regional articulation 7-12 focus on CCSS in bi-annual meetings.
- Continue to refine the Advocacy program to include more college and career, and social and emotional wellness topics.

**Supplemental/Concentration (7201/0000) \$20,000Certificated Salaries**

**EL Supplemental (7250/0000) \$2,500Certificated Salaries**

**Site Goal 1.3: Meet federally mandated AMAO's(Annual Measurable Achievement Objective) for EL students.**

- Focus EL support services and interventions to increase post-secondary options through staff meeting professional development.
- Provide release time and professional development for staff members.
- Provide necessary supplemental materials, supplies and technology to support instruction and after school tutoring.
- Provide timesheet compensation for ELPAC, EGMAP and SBAC scheduling and organization.
- Provide timesheet compensation for teachers who complete home visits with the families of EL students.
- Provide after school tutoring for EL and RFEP students.
- Provide supplemental supplies for parent meetings.

**EL Supplemental (7250/0000) \$8,000Certificated Salaries**

**EL Supplemental (7250/0000) \$2,000Classified Salaries**

**Supplemental/Concentration (7201/0000) \$2,000 Classified Salaries**

**Site Goal 1.4: Address the academic needs of the lowest performing subgroups.**

- Provide professional development as needed in ELA, mathematics, social science, science, SpEd and EL through site and District release day(s) for cluster and grade level PLC's.
- Provide programs, workshops and other resources such as Challenge Days, AVID, EL/SDAIE, STEM, GREEN to help connect students to school.
- Plan workshops and enrichment opportunities for underperforming sub groups.
- Support supplemental resources such as, but not limited to digital /technological materials/ resources to support the academic needs of our students.
- Continue to support academic achievement and enrichment learning with before and after school tutoring, including targeted EL and SpEd tutoring.
- Create a mentoring/intervention program for students failing two or more classes. (SEASE)

**Supplemental/Concentration (7201/0000) \$15,000 Certificated Salaries**

**Supplemental/Concentration (7201/0000) \$5,000 Materials/Supplies/Equipment**

**EL Supplemental (7250/0000) \$2,500 Certificated Salaries**

**EL Supplemental (7250/0000) \$2,500 Materials/Supplies/Equipment**

**Site Goal 1.5 : Increase the number of students participating in Career Technical Education courses and/or completing certificate programs available to all students.**

- Increase the percentage of students participating in certificate or career pathways.
- Increase the number of CTE courses and pathways that meet UC a-g requirements.
- Expand the California College Going Initiative to ALL students.
- Increase opportunities for students to participate in Work Based Learning activities.

**Supplemental/Concentration (7201/0000) \$8,000 Certificated Salaries**

**Site Goal 1.6: WASC Accreditation- certification to our stakeholders that Franklin High School is focused on the continuous improvement of student learning and school programs.**

- Western Association of Schools and Colleges (WASC) Stakeholder meeting and visit preparation by Focus Group leaders.
- WASC report writing by Focus Group leaders

**Supplemental/Concentration (7201/0000) \$3500 Certificated Salaries**

**Supplemental/Concentration (7201/0000) \$3500 Classified Salaries**

**District Strategic Goal 2**

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation

**Site Goal 2.1: Increase the number of authentic and timely assessments to inform instructional needs.**

- Provide release time for collaborative PLC planning.
- Provide Instructional support with coaches and workshops that teachers can attend.
- Provide access to resources to help create assessments and rubrics.

- Provide professional development and support for the use of interim SBAC/CAASPP assessments.
- District wide Solution Tree PLC training for site teams.
- Expand the Solution Tree PLC training to include more teams.
- Purchase 2 Chromecarts of 36 computers to support teaching of research skills, using technology to efficiently provide feedback, and to prepare students for using technology in the workplace after high school.

**Supplemental/Concentration (7201/0000) \$10,000Certificated Salaries**

**Supplemental/Concentration (7201/0000) \$5,000Materials/Supplies/Equipment**

**Supplemental/Concentration (7201/0000) \$30,000Materials/Supplies/Equipment**

**EL Supplemental (7250/0000) \$1,000Materials/Supplies/Equipment**

### **District Strategic Goal 3**

All students will have an equal opportunity to learn in a culturally responsive, physically and emotionally safe environment.

#### **Site Goal 3.1: Identify and address the behavioral needs and disproportionality of the most often disciplined subgroups**

- Provide intervention programs such as Challenge Days, AVID, EL/SDAIE, STEM, GREEN and after school programs that focus on a positive school climate and culture. .
- Implement PBIS to ensure effective interventions for students
- Provide workshops and enrichment opportunities for the most often disciplined subgroups.
- Utilize PBIS and similar programs/workshops that assist students to become positive decision makers.
- Create positive support and incentives for students.
- Provide professional development for staff members to help strategically develop and achieve equity goals

**Supplemental/Concentration (7201/0000) \$10,000Certificated Salaries**

**PBIS (7440/0000) \$1,000Materials/Supplies/Equipment**

**Supplemental/Concentration (7201/0000) \$1,500Contracts/Services**

**EL Supplemental (7250/0000) \$1,000Materials/Supplies/Equipment**

#### **Site Goal 3.2: Address the social, emotional, mental and physical wellness of our student population.**

- Provide targeted services and workshops that promote the social, emotional well being of our school community.
- Support programs that focus building a positive school climate and culture.
- Offer support and training for the expansion of our mental health awareness protocols and procedures.
- Create a wellness center on campus with a licensed clinical social worker/or counselor as the program coordinator.
- Continue to refine the Advocacy program to include more college and career, and social and emotional wellness topics.

**Supplemental/Concentration (7201/0000) \$40,000Certificated Salaries**

**Supplemental/Concentration (7201/0000) \$4,500Contracts/Services**

**District Strategic Goal 4**

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

**Site Goal 4.1: Increase the number of community and parent partnerships**

- Create more opportunities for parents/guardians and community members that promote positive school culture.  
Some examples are: Take Your Parents to School, Back to School Night, Sober Grad Night.
- Increase parent communication: Parent Vue, Principal's Newsletter 3 x year, School Messenger.
- Continue to host parent programs and services for the Franklin/Toby region.
- Expand the District partnership with Kaiser Permanente to offer to include courses/programs that help parents and staff understand the social, emotional, mental and physical wellness of their students.
- Provide translation services for EL parents when attending major school activities/meetings.
- Continue to support the programs that create effective partnerships: Apple internships, CTE classes and Career Pathways and Work Based Learning partnerships.
- FACE liaison

**Family & Community Engagement (7415/0000) \$1,000 Materials/Supplies/Equipment**

**Supplemental/Concentration (7201/0000) \$2,500 Certificated Salaries**

**Supplemental/Concentration (7201/0000) \$3,000 Contracts/Services**

**EL Supplemental (7250/0000) \$1,000 Materials/Supplies/Equipment**

**Supplemental/Concentration (7201/0000) \$2,560 Materials/Supplies/Equipment**

**EGUSD Budget 2017-2018**

Source Amount General Fund \$645.7 million

LCFF sources \$529.3 million

Local sources \$4.4 million

State sources \$82.0 million

Federal sources \$32.0 million

Budgeted Per Pupil Expenditures \$10,476

Total General Fund Adopted Budget \$652.8 million

**EGUSD Budget 2018-19**

Source Amount General Fund \$700.9 million

LCFF sources \$562.4 million

Local sources \$5.09 million

State sources \$103.2 million

Federal sources \$35.4 million

Budgeted Per Pupil Expenditures \$11,184

Total General Fund Adopted Budget \$706.2 million



# ELK GROVE UNIFIED OVERVIEW 2018-19

[www.egusd.net](http://www.egusd.net)



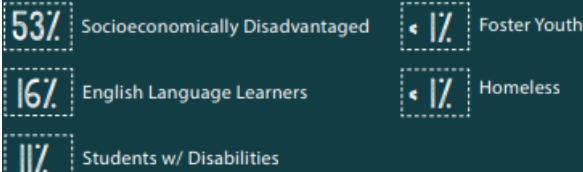
## GENERAL FUND ADOPTED REVENUES (2018-19)

**\$706.2 Million**  
General Fund  
**\$11,184**  
Budgeted Per Pupil Expenditure

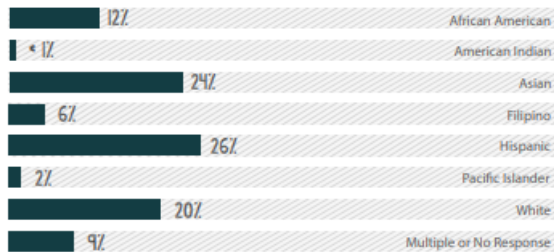


**67** TOTAL SCHOOLS  
**42** Elementary Schools  
**18** Middle/High Schools  
**7** Alternative/Other Schools

## STUDENT DEMOGRAPHICS & ENGLISH LEARNERS

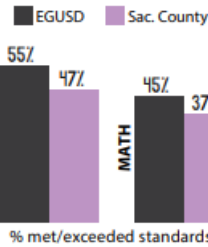


**TOTAL STUDENTS - 62,675**  
**32,830** Grades TK-6 **29,845** Grades 7-12



## - STUDENT PERFORMANCE -

CAASPP 2018  
Grades 3-8, 11



**96%**  
ATTENDANCE  
RATE

**91%**  
GRADUATION  
RATE (Class of 2017  
Dataquest)



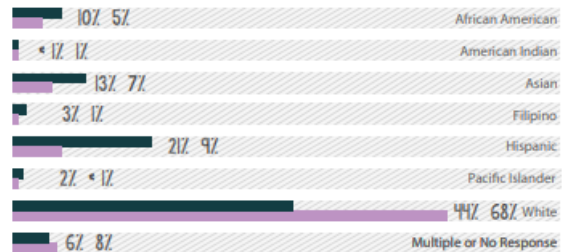
## COLLEGE READINESS & PREPAREDNESS (SPRING 2017)

**A-G 54% Completion**  
(increase of 15% since 2007)  
**AP 31%** all juniors & seniors taking 1+ AP tests / 62% scored 3+  
**ACT 28%** senior participation rate / 22.4 avg. composite score  
**SAT 52%** senior participation rate / 1474 avg. combined score

**53%**  
COLLEGE/CAREER  
PREPARATION  
RATE (2016-17)

**TOTAL EMPLOYEES - 6,381**

**2,694** Classified **3,420** Certificated **267** Administrators



**O. Glossary of terms unique to the school**

**Franklin High School uses terms for programs, policies, funding, curriculum and instruction defined by the CDE and Federal Mandate: ESSA. Please see terms here:**

**<https://www.cde.ca.gov/ds/sd/cb/glossary.asp>**