

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

FULTON COLLEGE PREP (1814201)



**Superintendent
Michelle King**

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SCHOOL IDENTIFICATION

School Name: FULTON COLLEGE PREP (1814201)

Local District: NE

CDS Code	County		District					School					
	1	9	6	4	7	3	3	6	0	5	8	0	0

For additional information on our school programs contact the following:

Principal: GEORGE, RAQUEL

E-mail address: rgeorge@lausd.net

SPSA Designee: MERRITT, PATRICIA

Position: ASST PRIN, SECONDARY

E-mail address: patricia.merritt@lausd.net

School Address: 7477 KESTER AVE, VAN NUYS, CA 91405

School Telephone Number: 8189472100

The District Governing Board approved this Single Plan for Student Achievement on:

Received Delegated Authority 11/13/07 for Approval of School Plans for the duration of NCLB

I have reviewed the Single Plan Achievement (SPSA) and Targeted Student Population (TSP)/LCAP plan and recommend both for implementation.

KIMBERLY NOBLE



06/20/2017

Typed name of Local District Director

E-Signature of Local District Director

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

Directions to SPSA Reviewers: Review the applicable sections of the Single Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.

Local District Director	KIMBERLY NOBLE <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>06/20/2017</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	SANDRA ESCARTIN <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>06/20/2017</u> <i>Signed Date</i>
Local District PACE Administrator	ANTONIO REVELES <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>06/06/2017</u> <i>Signed Date</i>
Local District Title I Coordinator	SUE FLORINDEZ <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>06/21/2017</u> <i>Signed Date</i>
Federal and State Education Programs	SUE FLORINDEZ <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>06/21/2017</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/23/2017	Carolina Valladares	<i>Please sign here</i>

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

03/23/2017

School plan approval appears in SSC Minutes.

Date

Attested:

Joseph Antone

Typed name of SSC chairperson

E-Signature of SSC chairperson

03/23/2017

Date

Please sign here

GEORGE, RAQUEL

Typed name of school principal

E-Signature of School principal

04/04/2017

Date

Please sign here

Please print this page and sign.

2017-2018 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System (“CARS”). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under “Other”) may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u> 810,256</u>
<input type="checkbox"/> Title I: Targeted Assistance Program (70S46) Purpose: To help educationally disadvantaged students achieve grade-level proficiency.	Amount: \$ <u> 0</u>
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$ <u> 14,240</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 207,792</u>
Total amount of categorical funds allocated to this school: \$ <u> 1,032,288</u>	

District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

- Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects
- Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

- Increasing English Language Development through implementation of the California English Language Development Standards
- Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:
 - Structured English Immersion
 - Mainstream English Instructional Program
 - Dual Language Two-Way Immersion
 - Transitional Bilingual Education Program
 - Maintenance Bilingual Education Program
 - Accelerated Learning Program for Long Term English Learner Program
 - Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State’s annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District’s expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District’s EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

The California Department of Education no longer requires that this goal be addressed in the LEA plan

Goal 5: All Students will Graduate from High School—100% Graduation

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District’s diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
 - Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
 - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data in all subject areas. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English Learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school’s vision. (Describe what your school intends to become in the future.)

Our students will be college-prepared, career-ready, and equipped with 21st century competencies to positively influence their community and the world as agents of change.

School Mission

Directions: State your school’s mission. (What is your school’s purpose, i.e., why does the school exist and what is it here to do?)

To engage students in a rigorous, relevant, and personalized learning environment that supports their academic, physical, social and emotional needs.

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>Robert Fulton College Preparatory School (RFCP) is located in Van Nuys, California, which is in the San Fernando Valley within the limits of the City of Los Angeles and Los Angeles County. Van Nuys is a densely populated community with a density of 16,122 people per square mile, among the highest densities in Los Angeles County. 74% of the housing in the area is rental housing, and the majority of RFCP students live in apartments. According to the 2010 Census, the community population is 60.5% Latino, 23.1% White, 6.0% Black, 6.4% Asian, and 4.0% Other. Both the percentage of Latino residents and the number of residents who are foreign-born are above average for Los Angeles County. Close to half (49.8%) of residents are foreign-born; the most common places of countries of birth are Mexico (41.5%) and El Salvador (17.3%). The average salary for the area is about \$33,000 annually, low for Los Angeles County. 29.8% of households earn less than \$20,000 per year. The percentage of households below the poverty line is above the US average. The community surrounding RFCP is comprised of a higher percentage of young people than the average in the city of Los Angeles with 26% of the population below the age of 18. Educational attainment in Van Nuys is lower than the Los Angeles City average: 15.3% of adults have earned a four-year degree while 43.1% of residents 25 and older have not earned a high school diploma.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Robert Fulton College Preparatory is a span school serving grades 6, 7, 8, 9, 10, 11 and 12.</p>
<p>3. Indicate student enrollment figures:</p>
<p>Currently Robert Fulton College Preparatory has a student enrollment of 1654 students with 849 students (51.3%) in grades 6 – 8 and 805 students (48.7%) in grades 9 – 12.</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>Currently 89.32% of Fulton students qualify for free or reduced lunch.</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>
<p>Primary Language: Spanish 79.2%; English 15.9%; Filipino 3%; Armenian 0.5%; Cambodia 0.4% Language Classification: RFEP 46.8%; LEP 24.91%; EO 15.84%; IFEP 12.39% Race/Ethnicity: Hispanic/Latino 89.42%; Filipino 3.69%; African-American 2.06%; White 2.24%; Asian 1.69%; American Indian 0.3%; Pacific Islander – 0.36%</p>

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

Given that 79.2% of our students' parents are Spanish speakers, we have Spanish-speaking teachers, counselors, office technicians, and a coordinator who provide translation. Fulton CP also has an Armenian-speaking counselor and an Armenian-speaking coordinator, as well as a Russian-speaking librarian. Individual student data is presented orally and in writing in IEPs, SSPT meetings, Parent/Teacher Conferences, ICP and IGP meetings, LTEL meetings, in both English and Spanish. Upon request, we provide translation to various languages other than English and Spanish.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

- Title I Schoolwide Program (SWP)
- Title I Targeted Assistance School (TAS)
- Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- Extended School-Based Management Model (ESBMM)
- Local Initiative School (LIS)
- Pilot School
- Public School Choice (PSC)
- Partnership for Los Angeles Schools (PLAS)
- L.A.'s Promise
- Reed
- Professional Learning Community (PLC)
- Small Learning Community (SLC)
- Other: Fulton CP has a grade K-4 co-located charter that shares our campus.

Other important characteristics of the school:

Robert Fulton College Preparatory School is a comprehensive span school serving students in grades six through twelve. Although a span school, enrollment in grades 9 – 12 is by application only because RFCP is not considered a home school beyond 8th grade. However, any 8th grade student may continue attending Fulton in 9th grade by completing the application form.

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

Did the school meet the School's Measurable Objective(s) last year in each of the following areas?

100% Graduation – Did the school meet the School's Measurable Objective last year? Yes No

English Language Arts – Did the school meet the School's Measurable Objective last year? Yes No

Mathematics – Did the school meet the School's Measurable Objective last year? Yes No

English Learner Programs – Did the school meet the School's Measurable Objective last year? Yes No

Student, Staff, Parent and Community Engagement – Did the school meet the School's Measurable Objective last year? Yes No

100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School's Measurable Objective in the current school year? Yes No

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: _____ years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school’s process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> English Learner Advisory Committee	*ELAC members reviewed the Importance of Regular School Attendance, Comprehensive Needs Assessment, and the SPSA for the current school year (2015-2016). They recommended the development of an incentive plan to increase staff and student attendance. They also have recommended the development of a program to increase parent/community involvement.	11/14/2016, 01/09/2017, 01/23/2017

<input checked="" type="checkbox"/> School Site Council	<p>School Site Council members updated the Student/Parent/School Compact and reviewed the Parent Involvement Policy. They also reviewed and approved budget adjustments from S046 and S536</p> <p>School Site Council members reviewed and approved the Student/Parent/School Compact and the Parent Involvement Policy.</p> <p>School Site Council members reviewed progress of English Learners, set goals, determined needs and developed expenditure proposal.</p> <p>The School Site Council recommended this school plan and its proposed expenditures to the district governing board for approval.</p> <p>School Site Council developed and approved, and monitored the plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process.</p> <p>School plan was developed “with the review, certification, and advice of any applicable school advisory committees.</p> <p>The School Site Council sought and considered all recommendations from ELAC before adopting this plan. Signatures were requested for those advisory committees/groups providing input in the development of this plan.</p> <p>The plan was reviewed and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.</p> <p>The school site council, in collaboration with the school’s stakeholders, coordinated federal, state, and local services and programs to ensure resources were allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards received the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These included students in target populations of all programs in the SWP plan. Supplemental academic support included, without exception, student interventions.</p> <p>School Site Council members reviewed current SPSA goals and analyzed current data to determine needs. School Site Council members also reviewed data relevant for SPSA Evaluation.</p> <p>The School Site Council members evaluated current SPSA measurable objectives and made recommendations for the upcoming school year.</p> <p>The School Site Council members reviewed 2017-18 SPSA Goals and objectives.</p> <p>The School Site Council members approved 2017-18 SPSA.</p> <p>The SSC has also reviewed and approved School Improvement Grant expenditures as needed throughout the year.</p>	<p>10/19/2016, 03/15/2017, 11/17/2016, 03/23/2017, 12/07/2016, 02/15/2017</p>
<input checked="" type="checkbox"/> Other: Instructional Leadership Team	<p>The Instructional Leadership Team reviewed and interpreted Fulton SBAC and EL data to develop school wide goals and a problem of practice that targets the needs of English Learners. The current of Problem of Practice is: Based on SBAC, Reclassification data, and RI results, our English learners are not demonstrating achievement of the skills necessary to be college and career ready.</p> <p>The Instructional Leadership Team conducted instructional rounds to collect data that was analyzed, shared with the staff, and used to develop plans for instruction.</p>	<p>09/15/2016, 03/01/2017, 10/19/2016, 01/20/2017, 02/17/2017</p>
<input checked="" type="checkbox"/> Departments	<p>Department members conducted peer observations to analyze the implementation of literacy development instruction for English Learners and students who require support in order to access the curriculum in integrated classrooms, and feedback was provided to all teachers.</p> <p>Department members analyzed student work and assessment data to set instructional goals and to inform future instruction that would address the needs of their students.</p>	<p>11/16/2016, 12/13/2016, 03/14/2017</p>

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL – 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input checked="" type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Completion of A – G requirements

1. List key findings related to school's graduation rate based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

- In Spring of 2016, 89% of our students graduated in four years, an increase of 6% from 2015. It also represents a 9% higher of our expected target for the 2015-2016 SPSA. This is 14% higher than District average.
- As of Fall 2016, 70% of our high school students are on track to pass all A-G courses with a 'C' or better, an increase of 4% from Fall 2015.
- As of March 2017, 86% of our twelfth grade students are on track for graduation, compared to 56% of twelfth graders in March 2016.
- Currently, 70% High School EOs are on track to graduate as compare to 79% of High School IFEPs, 49% of High School LEPs, and 75% of High School RFEPs.

2. For areas in need of improvement, identify the underlying issues related to key findings.

- The High School LEP subgroup has a very low rate of graduation (49%) because most of these students are developing the English language, which inhibit their ability to access the High School curriculum; furthermore, many of these students are unable to take the necessary ELA courses and are often required to take multiple ELA courses in one year to catch up.
- The Chronic Absenteeism of 16% is a possible underline issue for the 11% shortfall in high school graduation.
- The percentage of students meeting the 96% or more attendance rate decreased by 9%, which could be a possible contributing factor in not attaining 100% graduation.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

- Lesson Planning, Data Analysis, and Professional Development
- All teachers worked with PLC members to create a common pacing plan, common lessons and assessments during banked PD Tuesdays.
- Teachers worked in PLCs outside of their regular assignment to review and revise the pacing plans, design lessons, developed common formative and summative assessments, looked at student work and shared best practices. Teachers and staff met beyond the school day (after-school & Saturdays).
- Teachers attended conferences to gather strategies differentiating instruction to target and support LTELs, SWD, and low income student subgroups. Teachers who attended then presented the new learning to their department colleagues.
- In order to support students' ability to think, read, and write critically, teachers and staff incorporated effective research-based instructional strategies. The strategies below increased proficiency of students with disabilities (SWD), English Learners (ELs), and low-income students.
 - Cooperative Student Learning/Student Engagement (Kagan,)
 - Close Reading and Text-Dependent Questions – Teaching & Learning Framework
 - Annotation
 - Writing Across the Curriculum (Jane Schaffer)
 - Use of Constructive Conversations (Zwiers) placemat in core and EL support classes to engage students in cognitively challenging activities.

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

N/A

State the School's Measurable Objective(s) for 2017-18

By June 2018, the four-year cohort graduation rate will increase by 5 percentage points from 89% to 94%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
All teachers will work with PLC members to create a common pacing plan, common lessons and assessments during banked PD Tuesdays.	09/01/2017 06/30/2018	Principal and Aps will monitor the PLCs via observations sign-in sheets and artifacts
The PD will take place during the school day on Banked Tuesdays. The strategies below will increase proficiency of students with disabilities (SWD), English Learners (ELs), and low-income students. <ul style="list-style-type: none"> • Close Reading and Text-Dependent Questions – (DOK levels 2 and 3) • Annotation • Writing Across the Curriculum (Jane Schaffer) • Use of Constructive Conversations (Zwiers) placemat in core and EL support classes to engage students in cognitively challenging activities. 	08/01/2017 05/30/2018	Principal and ILT will monitor the creation and implementation of PD. We will use classroom observations and student work to determine effectiveness of PD
Teacher X-time Teachers will work in PLCs outside of their regular assignment to review and revise the pacing plans, design lessons, develop common formative and summative assessments, look at student work and share best practices. Teachers and staff will meet beyond school day (after school and/or Saturdays)(program 10183, \$17,576)	07/01/2017 05/30/2018	Principal and ILT will monitor effectiveness of the PLC work through lesson plans, classroom observations, agendas, teacher sign-ins and artifacts such as pacing plans and student work, ensuring delivery of curriculum, assessment, and timely intervention. These strategies will result in an increase in student achievement and graduation rates.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Effective Classroom Instruction

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to support students' ability to think, read, and write critically, teachers and staff will incorporate effective research-based instructional strategies. The strategies below will increase proficiency of students with disabilities (SWD), English Learners (ELs), and low-income students. <ul style="list-style-type: none"> • Close Reading and Text-Dependent Questions – Teaching & Learning Framework • Annotation • Writing Across the Curriculum (Jane Schaffer) • Use of Constructive Conversations (Zwiers) placemat in core and EL support classes to engage students in cognitively challenging activities. 	09/01/2017 05/30/2018	Principal and ILT will monitor the implementation of effective classroom instructional strategies. We will use classroom observations and student work to determine implementation
Curricular trips will provide opportunities for students to participate in educational visits to off campus sites that connect learning to real world experiences. Students will visit the Ronald Reagan Library, the Aquarium of the Pacific, LA County Museum of Art, and local colleges and universities. (4 trips).	09/01/2017 05/30/2018	Principal and AP will monitor curricular trips through logs.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Day to Day Substitutes to release teachers so that they may participate in curricular trips and supervise students. (10183, \$2,194).	09/01/2017 05/30/2018	Principal and AP will monitor curricular trips through logs
Library Media Teacher--Will cooperate in implementing the school curriculum by coordinating library instructional media with the learning and teaching needs of students and teachers. This teacher will also cooperate with classroom teachers to plan, develop, and implement units of study which integrate information skills. The library Media Teacher will develop a library media instructional program that is part of the total educational program of the school by providing large group, small group, and individualized instruction in information skills, reading, viewing, listening, and computing. (10400, \$116,758)	07/01/2017 06/30/2018	Principal and AP will monitor duties of the librarian via observations to ensure librarian supports the implementation of the CCSS skills, increasing student achievement and culmination/graduation rates.
Library Media Teacher – Differential to perform additional responsibilities outside the regular work-day (program 10400, \$1,274).		
Supplemental Instructional Materials - Purchase Supplemental Instructional Materials for the core instructional program that are specific to only classroom, delivery of instruction, and intervention. Purchases will include: Composition books, math journals, Carnegie Supplemental consumable materials (10183, \$4250.50)	07/01/2017 06/30/2018	Principal and ILT will monitor the purchases through teacher requests, purchase orders and classroom observations so that students have the necessary SIMS to help them pass their classes, resulting in an increase in the culmination/graduation rate.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50174 - CURRICULAR TRIPS	50174	1,850		100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Tutor Teacher X Time (8 weeks) - To pay teachers to provide students intensive instruction and intervention support beyond the school day. Teachers will work with students at-risk of not passing the Core Classes or culminating/graduation. Instruction will be after school and beyond regular school hours to target specific needs based on data such as A-G completion rates, class grades, and RI and reclassification data. Tutorial services will also support students taking AP classes to increase the passing rate.	09/01/2017 05/30/2018	Principal and TSP will monitor the teacher x-time intervention through sign-ins, student attendance, class observations, and data (A-G completion rates, grade marks)
Problem-Solving Data Coordinator will provide PD on reading and writing instructional strategies to design differentiated interventions in the classroom for SWD, ELs and low-income subgroups to ensure that they meet the CCSS literacy expectation and graduate college and career-ready. The PD will be based on student data to meet the needs of all students. Problem-Solving Data Coordinator – Differential to perform additional responsibilities outside the regular work-day. Problem-Solving Data Coordinator X-time – Provide 30 hours of x-time to tutor and support after school intervention classes (10183, \$2293.76).	07/01/2017 06/30/2018	Principal will monitor Problem-Solving Data. Coord. data-analysis support/activities through logs, and updates to increase culmination and graduation rate.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Intervention/Prev. Support Coordinator will develop and monitor student intervention plans for at-risk students utilizing an integrated data and assessment system. Will also implement multi-tiered instruction and intervention services and resources to teachers and staff through the Intervention and Enrichment class. (10183, \$116,303)</p> <p>Intervention/Prev. Support Coordinator – Differential to perform additional responsibilities outside the regular work-day. (10183, \$1,516)</p> <p>Intervention/Prev. Support Coordinator X-time – Provide 30 hours of x-time to tutor and/or support the after school intervention classes (10183, \$2,336.97).</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal and AP will monitor Intervention/Prev. Support Coord. activities through logs, and updates to increase culmination and graduation rate.</p>
<p>Secondary Counselor will be purchased to increase the opportunities for SWD, ELs, and low-income subgroups to meet A-G requirements with a C grade or higher. The Counselor will serve students at-risk by monitoring their progress frequently and determining programming needs; complete Individual Graduation Plans and provide parent workshops on A-G requirements. The counselor will also decrease the counselor to student ratio in grades 9-12 and increase personalization, monitor students at-risk, provide college-going activities and as a result, graduate a larger number of students who are college and career-ready while reducing the drop out rate.</p> <p>Counselor X-Time (120hrs)- will allow for extra time outside of the regular day to prepare IGP for students, meet with parents and develop College Going Activities to support and increase students' and parents' understanding of college entrance requirements and financial resources (10400, \$4,188).</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal and AP will monitor counselor activities through logs, sign-ins and IGP meetings to increase graduation rate.</p>
<p>Other Non-Instructional Contract with Toshiba to provide copying services to support the instructional program through photocopied supplemental materials (TOSHIBA e-STUDIO656 –Main Office, HS Building Rm 843, and Rm 709 TOSHIBA e-STUDIO456 – Attendance Office, Main Office, Bilingual Office, and Counseling Office, Konica Minolta bizhub 283 – Testing Rm 427, Special Ed Office and Library) (additional \$10,000 from 10183)</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal and AP will monitor contract services through classroom observations and POs to increase graduation rate.</p>
<p>A Targeted Student Population Coordinator will coordinate and support the implementation of the ELD program as well as intervention programs to increase achievement among ELs, low-income students and foster youth. The TSP will also:</p> <ul style="list-style-type: none"> • provide instructional support for teachers on effective instructional strategies (Zwiers) to support ELs, low-income, and foster youth • conduct demonstration lessons to improve instruction • facilitate grade-level team/department meetings to analyze assessment data, discuss best practices, and plan differentiated instruction for the at-risk subgroups • provide PD to all stakeholders, which supports the English Learner Master Plan program implementation • assist with identifying the initial ELD level of newly enrolled ELs <p>(10183, \$116,758).</p> <p>TSP Coordinator – Differential to perform additional responsibilities outside the regular work-day (10183, \$1,516).</p> <p>TSP Coordinator X-time – Provide 15 hours of x-time to tutor and support the after school intervention classes for ELs, LTELs and low-income subgroups (10183, \$2,337).</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal and AP will monitor TSP activities through logs, updates, and delivery of Professional Development and lessons. AP will also conduct frequent planning meetings with TSP to monitor the targeted student population (ELs, SES, & Foster Youth) to increase graduation rate.</p>
<p>Non-Cap Equipment to purchase 10 classroom projectors for classrooms to service all students including ELs, SPED, low-income, and foster youth to provide visual support to support students in accessing the curriculum (10183, \$7,500).</p>	<p>08/01/2017 06/30/2018</p>	<p>Principal and Micro Computer Support Assistant will monitor the purchase and use of projectors, and administrators will monitor the use of projectors to support instruction in classrooms and increase student achievement to increase graduation.</p>

Budget

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13205 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days)	13205	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	110161	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	11760 - PROB SOLV DT CRD DIF	11760	1,516	0.00	100
CE-NCLB T1 Schools (7S046)	50003 - OTH NON INSTRL CONT	50003	10,000	0.00	100
CE-NCLB T1 Schools (7S046)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	19,241	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community Representative will provide parents adult education classes on A-G courses to make them more aware of the requirements and support their children to meet those requirements. (7E046, \$13336).	07/01/2017 06/30/2018	Principal, AP, & TSP will monitor the activities of the Community Rep. through planning meetings, calendared workshops, and parent participation. AP and TSP will monitor the number of students who are on track for graduation based on A-G requirements and determine how the parental involvement has supported the increase in this number of students.
General Supplies will provide consumable materials to support parent center workshops geared towards teaching parents about A-G requirements and gaining knowledge about college application and FAFSA processes so they can support their children effectively (10183, \$35,306).	09/01/2017 05/30/2018	Principal and TSP will monitor and review use of general funds through requests and purchase orders to support parent capacity regarding A-G requirements, college application, and FAFSA processes. Principal and TSP will monitor the number of students who are on track for graduation based on A-G requirements, and students who are applying to colleges and determine how the parental involvement has supported the increase in this number of students.
Contracted Instructional Services (The Parent Ed Agency, LLC) to provide parents targeted courses such as ESL, Math, Reading, and Computer that will increase their ability to support their children at home with homework. Moreover, workshops on High School Graduation, College applications, and FAFSA that will allow parents the ability to support their children as they meet the graduation requirements and apply to colleges. (10405, \$2,805; 7E046, \$2,671)	09/01/2017 05/30/2018	The Principal, CPA and Community Rep will monitor and review the number of parents participating in trainings on a monthly basis. Principal and TSP will monitor the number of students who are on track for graduation based on A-G requirements, and students who are applying to colleges and determine how the parental involvement has supported the increase in this number of students.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL – ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to student proficiency in English Language Arts based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

- In 2015-2016, 24% of Fulton's students scored Met or Exceeded Standards in ELA as measured on SBAC; 15% lower than district average.
- In 2015-2016, 19% of Fulton's 8th grade students scored Met or Exceeded Standards in ELA as measured on SBAC.

- In 2015-2016, 58% of Fulton 11th grade students scored Met or Exceeded Standards in ELA as measured on SBAC.
- In 2015-2016, 11th grade students scored Above Standard on the SBAC Claims as follows:
 - *Reading - 17%
 - *Writing - 22%
 - *Speaking and Listening - 12%
 - *Research and Inquiry - 42%
- In 2015-2016, 16% of the 11th graders were reported as college ready on the Early Assessment Program (EAP) in English Language Arts (ELA), representing a 6% increase; and 42% were conditionally ready.

2. For areas in need of improvement, identify the underlying issues related to key findings.

Underlying Issues
 • Our students are not demonstrating the necessary reading, writing, speaking/listening, and research/inquiry skills required to be College and Career Ready

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

N/A

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

English/Language Arts—Proficiency for All

- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts
- Teachers will work in PLCs outside of their regular assignment to review and revise the pacing plans, design lessons, develop common formative and summative assessments, look at student work and share best practices. Teachers and staff will meet beyond the school day (after-school & Saturdays).
- Teachers will be released so that they plan instruction by deconstructing the Interim Assessment Blocks in grade-level subject alike PLCs (plan for delivery), give the assessments (deliver), reflect on the student work and instructional process, and determine the next steps for instruction. As a result, they will conduct ongoing Tier 1 progress monitoring.
- To support the implementation of the Common Core State Standards and to increase students' access to the standards, we will provide teachers and staff professional development to accelerate proficiency for all students, including our ELs and SWD subgroups. To support students' ability to think, read, and write critically, teachers and staff will participate in PD on effective research-based instructional strategies. The PD will take place during the school day and beyond the regular school day.
- Teachers will have PD Teacher X-time to plan instruction that focuses on argumentative writing to address authentic literacy and support the implementation of the CCSS. The ILT, support staff, and teachers will participate in PD on differentiation for English Learners and Students with Disabilities (Zwiers) .

State the School's Measurable Objective(s) for 2017-18

By June 2018, the percentage of students in grade 11 scoring Met or Exceeded the standards on the ELA SBAC will increase from 58% to 63%.

By June 2018, the percentage of students in grade 11 scoring Above Standard as measured on the SBAC claims will increase as follows:

- *Reading - from 17% to 22%,

- *Writing - from 22% to 27%,

- *Speaking and Listening from 12% to 17%, and

- *Research and Inquiry from 42% to 47%

By June 2018, the percentage of students in grade 8 scoring Met or Exceeded the standards on the ELA SBAC will increase from 19% to 25%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Data Analysis PD Teacher X Time - Teachers will work in PLCs outside of their regular assignment to review and revise the pacing plans, design lessons, develop common formative and summative assessments, look at student work and share best practices. Teachers will also plan instruction that focuses on argumentative writing to address authentic literacy and support the implementation of CCSS. The ILT, support staff, and teachers will participate in PD on differentiation for English Learners and SWD (Zwiers). Teachers and staff will meet beyond the school day (after-school & Saturdays). (10183, \$17,576)	08/14/2017 06/30/2018	Principal and AP will monitor the PLC work through sign-in sheets, and artifacts such as pacing plans, agendas, student work, common lessons and assessment data. Tasks will be measured by percentage of 11th grade students scoring met or exceeded on the SBAC ELA.
Professional Development to support the implementation of the Common Core State Standards and to increase students' access to the standards, we will provide teachers and staff professional development to accelerate proficiency for all students, including our ELs and SWD subgroups. To support students' ability to think, read, and write critically, teachers and staff will participate in PD on effective research-based instructional strategies. The PD will take place during the school day and beyond the regular school day.	07/01/2017 06/30/2018	Principal and AP will monitor the work through sign-in sheets, classroom observations and artifacts such as common lessons and student work.
Mileage to reimburse school employees for attending professional development workshops/activities. (additional 10183, \$530)	08/01/2017 05/30/2018	Principal and SAA will monitor through mileage form
Teacher Release Days for teachers to attend PD to gather strategies to differentiate instruction and to increase the achievement of English Learners. (7T197, \$40,480)	08/01/2017 05/30/2018	Principal and AP will monitor the release time for teachers to attend PD that will increase their ability to support English Learners. Principal and AP will conduct classroom observations and will monitor the effectiveness of the classroom implementation based on the PD.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50059 - MILEAGE	50059	320	0.00	100

Focus Area: Effective Classroom Instruction

Academic : English Language Arts

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The strategies below will increase proficiency of students with disabilities (SWD), English Learners (ELs), and low-income students.</p> <ul style="list-style-type: none"> • Cooperative Student Learning/Student Engagement (Kagan,) • Close Reading and Text-Dependent Questions –Teachers will implement close reading strategies and text-dependent questioning activities to increase students’ abilities to comprehend complex text. Teachers will incorporate DOK levels 2 and 3 activities in all core instruction to ensure students gain a deeper understanding of the content by challenging them to think critically. • Use of Annotation - Teachers will teach annotation strategies to support the purpose for reading a complex text and align it to a post-reading activity. This important practice is only made possible by reproducing a separate copy of the materials for each student, as students are not able to highlight and annotate textbooks or shared sets of reprinted text. • Writing Across the Curriculum (Jane Schaffer) • Use of Constructive Conversations (Zwiers) placemat in core and EL support classes to engage students in cognitively challenging activities. 	<p>08/01/2017 06/30/2018</p>	<p>Principal and ILT will monitor the implementation of effective classroom instructional strategies. We will use classroom observations and student work to determine implementation</p>
<p>Class-Size Reduction ELA Teacher w/benefited absences to reduce class size in English 7 and 8 to improve student achievement and completion of A-G courses of students at-risk of academic failure. Through direct instruction and intervention, CSR teachers will address the targeted needs of SWD, ELs, and low-income subgroups.</p> <p>Day by Day Substitute for CSR Benefited Absences (4 days for 1 teacher)</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal will monitor CSR through classroom observations and evaluation process.</p>
<p>Other Non-Instructional Contract (Copies) Teacher-created instructional materials. To supplement and support the core curriculum and the instructional materials available, teachers incorporate high-quality, rigorous and relevant nonfiction articles and make copies of the text for each student. (TOSHIBA e-STUDIO656 –Main Office, HS Building Rm 843, and Rm 709 TOSHIBA e-STUDIO456 – Attendance Office, Main Office, Bilingual Office, and Counseling Office, Konica Minolta bizhub 283 – Testing Rm 427, Special Ed Office and Library) (7S046, \$10,000; 10183, \$10,000)</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal and CPA will monitor contract services through classroom observations and POs.</p>
<p>Curricular trips will provide opportunities for students to participate in educational visits to off campus sites that connect learning to real world experiences. Students will visit the Ronald Reagan Library, the Getty Museum, the Museum of Tolerance, the Aquarium of the Pacific, California Science Center, LA County Museum of Art, Huntington Library, and local colleges and universities. (4 trips) (7S046, \$1,850)</p>	<p>09/01/2017 05/30/2018</p>	<p>Principal and CPA will monitor curricular trips through logs</p>
<p>Microcomputer Support Assistant will provide installation and maintenance of computer equipment and software for both student and teacher use ensuring technology is available for students to benefit from supplemental literacy programs.</p>	<p>09/01/2017 05/30/2018</p>	<p>Principal will monitor MCA activities; logs</p>
<p>Supplemental Instructional Materials – Purchase supplemental materials for the core instructional program that are specific only to the classroom, delivery of instruction, and intervention. Vantage Learning web-based program for grades 7 and 8 to support students identified as needing supplemental assistance in writing, specifically LTELs.) (10183, \$8,501)</p>	<p>09/01/2017 05/30/2018</p>	<p>Principal, AP and SSA will monitor the IMA purchased through teacher requests, POs, and classroom observations</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	13641	112,271	1.00	100
CE-NCLB T1 Schools (7S046)	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	10562	1,463		100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)	25690	70,734	1.00	100
CE-NCLB T1 Schools (7S046)	40269 - SUPPLMTL INSTRL MAT	40269	8,288	0.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Tutor Teacher X-Time to pay teachers to provide students intensive instruction and intervention support beyond the school day. Teachers will work with students at-risk of not passing their core classes (ELA) , and/or culminating/graduating. Instruction will be after-school and beyond regular school hours to target specific needs based on data, such as A-G completion rates, class grades, and SRI/CELDT. (7S046, \$19,243)	09/01/2017 05/30/2018	Principal and CPA/TSP will monitor the teacher x-time intervention through sign-ins, student attendance, class observations, and data (A-G completion rates, grade marks); The CPA; TSP will create and monitor logs for classified support.
Other Non-Instructional Contract with Toshiba to provide copying services to support the instructional program through photocopied supplemental materials (TOSHIBA e-STUDIO656 –Main Office, HS Building Rm 843, and Rm 709 TOSHIBA e-STUDIO456 – Attendance Office, Main Office, Bilingual Office, and Counseling Office, Konica Minolta bizhub 283 – Testing Rm 427, Special Ed Office and Library) (7S046, \$10,000; 10183, \$10,000)	07/01/2017 06/30/2018	Principal will monitor contract services through classroom observations and POs.
EL/SEL Instructional Coach will guide, support and ensure implementation of a comprehensive ELD program through Designated and Integrated ELD. The Coach will conduct demonstration lessons and provide feedback for teachers on instructional strategies and classroom practices relating to Designated and Integrated English Language Development (ELD) and standards-based content area instruction. The Coach will also facilitate professional development in banked-time, grade-level meetings, and study groups to assist teachers in accelerating EL academic achievement via Designated and Integrated ELD, and support intervention services to target EL student groups based on identified needs. (7T197, \$116,303)	07/01/2017 06/30/2018	Principal and AP will monitor the effectiveness of the EL/SEL Coach by observing PD facilitation and conducting classroom observations to ensure the instruction in Integrated and Designated classes targets the identified needs of ELs.
EL/SEL Instructional Coach – Differential to perform additional responsibilities outside the regular work-day. (7T197, \$1,821)		
EL/SEL Instructional Coach -time – Provide 30 hours of x-time to tutor and support after school intervention classes.		

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : English Language Arts*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community Representative will provide parents adult education classes that include the demands of the ELA CCSS, ELA SBAC, and Habits of Mind so they can support their children more effectively at home. (7E046, \$12,026).	09/01/2017 01/30/2018	AP and TSP will monitor the students' ELA performance based on in-house data and SBAC scores to determine the impact of parental involvement in ELA.
Contracted Instructional Services (The Parent Ed Agency, LLC) to provide parents classes that include the demands of the ELA CCSS, ELA SBAC, and Habits of Mind so they can support their children more effectively at home. (7E046, \$2,071)	07/01/2017 06/30/2018	The AP, TSP and Community Rep will monitor and review the number of parents (logs) participating in trainings on a monthly basis. AP and TSP will monitor the students' ELA performance based on in-house data and SBAC scores to determine the impact of parental involvement in ELA.
RFCP will provide Supplemental Instructional Materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. RFCP will provide workshops to parents in understanding such topics as Common Core State Standards, understanding Smarter Balanced Assessment Criteria reports, local academic assessments, how to monitor a child's progress, and work with educators to improve the achievement of their children. (7S046, \$10,000; 10183, \$8,501)	07/01/2017 06/30/2018	AP and TSP will monitor the students' ELA performance based on in-house data and SBAC scores to determine the impact of parental involvement in ELA and the utilization of SIM and training.
Teacher X-Time-- to allow teachers/counselors to deliver workshops after school hours and Saturdays to parents on the demands of the ELA/ELD CCSS and SBAC so that they better understand the instructional initiatives when discussed during IGP, IEPs, and SSPTs. Ultimately, parents will be better able to support students at home so that they increase their achievement in the classroom and on the SBAC. (10405, \$5,142)	09/01/2017 06/30/2017	Principal and AP will monitor the delivery of workshops and parent participation to determine the impact of parental involvement in the ELA assessment results.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL – MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to student proficiency in Mathematics based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

In 2015-2016, 10% of Fulton students scored Met or Exceeded Standards in Math as measured on SBAC; 18% lower than district average.

- 5% of Fulton students were college ready as measured by the Early Assessment Program (EAP); and 13% were conditionally ready.
- In 2015-2016, 3% of our students scored at above standard on the concepts and procedures claim as measured on the Math SBAC
- In 2015-2016, 3% of our students scored at above standard on the problem solving claim as measured on the Math SBAC
- In 2015-2016, 3% of our students scored at above standard on the communicating reasoning claim as measured on the Math SBAC

2. For areas in need of improvement, identify the underlying issues related to key findings.

Underlying Issues

- Our students are not demonstrating the necessary concepts/procedures, problem solving, and communicating reasoning skills required to be College and Career Ready

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

**4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success?
If this question does not apply, please type N/A in the box below.**

N/A

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

Next Steps

- All math teachers will work with PLC members to analyze data, create a common pacing plan, common lessons and assessments during banked PD Tuesdays.
- Teachers will work in PLCs outside of their regular assignment to review and revise the pacing plans, design lessons, develop common formative and summative assessments, look at student work and share best practices. Teachers and staff will meet beyond the school day (after-school & Saturdays).
- To support the implementation of the Common Core State Standards, we will provide teachers and staff professional development to accelerate proficiency for our ELs, SWD, and SES subgroups. To support students' ability elicit critical thinking teachers and staff will participate in PD on effective research-based instructional strategies. The PD will take place during the school day and beyond the regular school day. To support students' ability to think, read, and write critically, teachers and staff will participate in PD on the following effective research-based instructional strategies.
- Cooperative Student Learning / Student Engagement (Think-Pair-Share
Kagan Collaborative Structures, Reed Investment Engagement Strategies)
- Math Practices (Focus, coherence, and rigor)
- Similarities and Differences (Marzano)
- Numeracy
- Use of Springboard
- Staff Conference Attendance for 6 teachers to gather strategies in math for differentiating instruction to target and support LTELs, SWD, and low-income student subgroups. Teachers who attend will then present the new learning to their department colleagues. Teachers and staff members will attend Common Core for Math Workshop and NCTM-Engaging Students in Math Practices. Cost includes registration, travel, lodging and per diem
- Teacher Release Day to release 6 teachers to attend conferences and gather strategies to differentiate instruction and support the lowest performing subgroups (LTELs, SWD, low-income).
- Teacher Release Days to release 6 teachers so that they plan instruction by deconstructing the Interim Assessment Blocks in grade-level subject alike PLCs (plan for delivery), give the assessments (deliver), reflect on the student work and instructional process, and determine the next steps for instruction. As a result, they will conduct ongoing Tier 1 progress monitoring.
- The ILT, support staff, and teachers will participate in PD on differentiation for English Learners and Students with Disabilities (Zwiers).
- Teachers will provide students intensive instruction and intervention support for Math beyond the school day. Teachers will work with students at-risk of not passing their core classes and/or culminating/graduating, including ELs, SWD, and low-income. Instruction will be after-school and beyond regular school hours to target specific needs based on data, such as A-G completion rates, class grades, and standardized results. Tutorial services will also support students taking AP Classes to increase the passing rate.

State the School's Measurable Objective(s) for 2017-18

By June 2018, the percentage of students in grade 11 scoring Met or Exceeded the standards on the Math SBAC will increase from 10% to 17%.
 By June 2018, the percentage of students in grade 11 scoring Above Standard as measured on the Math SBAC claims will increase as follows:

- Concepts and Procedures - from 9% to 15%,
- Problem-Solving - from 5% to 12%,
- Communicating Reasoning - from 6% to 13%

By June 2018, the percentage of students in grade 8 scoring Met or Exceeded the standards on the Math SBAC will increase from 8% to 15%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Data Analysis All math teachers will work with PLC members to create a common pacing plan, common lessons and assessments during banked PD Tuesdays.	08/01/2017 05/30/2018	Principal and Aps will monitor the PLCs via observations sign-in sheets and artifacts
PD Teacher X Time - Teachers will work in PLCs outside of their regular assignment to review and revise the pacing plans, design lessons, develop common formative and summative assessments, look at student work and share best practices. Teachers and staff will meet beyond the school day (after-school & Saturdays)(10183, \$17,576).	08/01/2017 05/30/2018	Principal and APs will monitor the PLC work through lessons plans, classroom observations, agendas, teacher sign-ins, and artifacts such as pacing plan, & student work. Tasks will be measured by percentage of 11th grade students scoring met or exceeded on the SBAC math
Professional Development during banked-time to support the implementation of the Common Core State Standards, we will provide teachers and staff professional development to accelerate proficiency for our ELs, SWD, and SES subgroups. To support students' ability elicit critical thinking teachers and staff will participate in PD on effective research-based instructional strategies. The PD will take place during the school day and beyond the regular school day. To support students' ability to think, read, and write critically, teachers and staff will participate in PD on the following effective research-based instructional strategies. <ul style="list-style-type: none"> • Cooperative Student Learning / Student Engagement (Think-Pair-Share Kagan Collaborative Structures, Reed Investment Engagement Strategies) • Math Practices (Focus, coherence, and rigor) • Similarities and Differences (Marzano) • Numeracy • Use of Springboard 	08/14/2017 06/30/2018	Principal and ILT will monitor PD effectiveness using data from SBAC, PAs , A-G completion rates, and summative common assessment results. Principal will also monitor PD topics, agendas, and sign-ins for teacher attendance.
Mileage to reimburse school employees for attending professional development workshops/activities. (7S046, \$300; 10183, \$530)	08/01/2017 05/30/2018	Principal and SAA will monitor through mileage form
Microcomputer Support Assistant will provide installation and maintenance of computer equipment and software for both student and teacher use ensuring technology is available for students to benefit from supplemental literacy and math programs (program 7S046, \$70,734).	07/01/2017 06/30/2018	Principal will monitor MSA activities; logs
Supplemental Instructional Materials – Purchase supplemental materials for the core instructional program that are specific only to the classroom, delivery of instruction, and intervention. (Math manipulatives, graphing calculators, lab materials, journal notebooks, writing paper, classroom workbook sets) (program 10183, \$8,501)	07/01/2017 06/30/2018	Principal, AP and SAA will monitor the IMA purchased through teacher requests, POs, and classroom observations
Day-to-Day Substitutes to release teachers so that they plan instruction by deconstructing the interim assessments in grade-level subject alike PLCs (plan for delivery), give the assessments (deliver), reflect on the student work and instructional process, and determine the next steps for instruction. As a result, they will conduct ongoing Tier 1 progress monitoring. (10183, \$1097).	07/01/2017 06/30/2018	Principal, AP and SAA will monitor the assignments of substitutes to release teachers to attend professional workshops and PLC meetings.
Staff Conference Attendance for 4 teachers to attend the CMS Conference in Palm Springs to gather strategies in math for differentiating instruction to target and support the LTEL subgroup. Teachers who attend will then present their learnings to their departmental colleagues (7S046, \$3129).	10/01/2017 10/30/2017	Principal and AP will meet with staff who will attend conferences and plan the PD they will present back at the school site. They will conduct classroom observations to gauge the implementation.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Day to Day Substitutes to release 4 math teachers to attend the CMS Math Conference in Palm Springs to gather strategies to differentiate instruction and support the lowest performing subgroups (LTELs, SWD, low income) (program 10183, \$1871).	10/01/2017 10/30/2017	Principal and AP will meet with staff who will attend conferences and plan the PD they will present back at the school site. They will conduct classroom observations to gauge the implementation.
Teacher Release Days for teachers to attend PD to gather strategies to differentiate instruction and to increase the achievement of English Learners. (7T197, \$40,480)	08/01/2017 05/30/2018	Principal and AP will monitor the release time for teachers to attend PD that will increase their ability to support English Learners. Principal and AP will conduct classroom observations and will monitor the effectiveness of the classroom implementation based on the PD.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50080 - STAFF CONF ATTEND	50080	3,129		100
CE-NCLB T1 Schools (7S046)	10377 - TCHR RELEASE DAY/HRS	10377	1,871	0.00	100

Focus Area: **Effective Classroom Instruction** *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The strategies below will increase proficiency of students with disabilities (SWD), English Learners (ELs), and low-income students.</p> <ul style="list-style-type: none"> • Cooperative Student Learning/Student Engagement (Kagan) • Teachers will align instruction with the Math Practices and incorporate DOK levels 2 and 3 questioning to ensure students gain a deeper understanding of the content by thinking critically. • Close Reading and Text-Dependent Questions –Teachers will implement close reading strategies and text-dependent questioning activities to increase students’ abilities to comprehend complex text that they will find in word problems. • Use of Annotation - Teachers will teach annotation strategies to support the purpose for reading in math and align it to a problem-solving activity. This important practice is only made possible by reproducing a separate copy of the materials for each student, as students are not able to highlight and annotate textbooks or shared sets of reprinted text. • Writing Across the Curriculum (Jane Schaffer) • Use of Constructive Conversations (Zwiers) placemat in core and EL support classes to engage students in cognitively challenging activities. 	08/01/2017 06/30/2018	Principal and ILT will monitor the implementation of effective classroom instructional strategies. We will use classroom observations and student work to determine implementation to

		<p>to</p> <p>to</p> <p>Principal will monitor CSR through classroom observations and evaluation process.</p> <p>Principal and TSP will monitor curricular trips through logs</p>
<p>Class-Size Reduction Math w/benefitted absences teachers to reduce class size in Math 7 and 8 to improve student achievement and completion of courses of students at-risk of academic failure. Through direct instruction and intervention, CSR teachers will address the targeted needs of SWD, ELs, and low-income subgroups. Day by Day Substitute for CSR Benefitted Absences (4 days for 1 teacher)</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal will monitor CSR through classroom observations and evaluation process.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Curricular trips will provide opportunities for students to participate in educational visits to off campus sites that connect learning to real world experiences. Students will visit the Ronald Reagan Library, the Getty Museum, LA County Museum of Art, Huntington Library, and local colleges and universities. (4 trips). (7S046, \$1,850)	09/01/2017 05/30/2018	Principal and TSP will monitor curricular trips through logs

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	13644	112,271	1.00	100
CE-NCLB T1 Schools (7S046)	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	10562	1,463		100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Tutor Teacher X-Time to pay teachers to provide students intensive instruction and intervention support for Math beyond the school day. Teachers will work with students at-risk of not passing their core classes and/or culminating/graduating, including ELs, SWD, and low-income. Instruction will be after-school and beyond regular school hours to target specific needs based on data, such as A-G completion rates, class grades, and standardized results. Tutorial services will also support students taking AP Classes to increase the passing rate. (7S046, \$19,243)	09/01/2017 05/30/2018	Principal and TSP will monitor the teacher x-time intervention through sign-ins, student attendance, class observations, and data (class grades, assessment data)
Software License Maintenance to continue supplementing math instruction through the use of the Assessment & Learning in Knowledge Spaces (ALEKS) web-based supplemental program. (10183-\$2500).	08/01/2017 06/15/2018	AP and TSP will monitor use of software licenses and progress of students on a monthly basis. As a measurement of effectiveness, AP and TSP will review and monitor the students' math performance based on in-house assessments and SBAC scores.
Other Non-Instructional Contract with Toshiba to provide copying services to support the instructional program through photocopied supplemental materials. (TOSHIBA e-STUDIO656 –Main Office, HS Building Rm 843, and Rm 709 TOSHIBA e-STUDIO456 – Attendance Office, Main Office, Bilingual Office, and Counseling Office, Konica Minolta bizhub 283 – Testing Rm 427, Special Ed Office and Library)(7S046, \$10,000; 10183, \$10,000).	07/01/2017 06/30/2018	Principal will monitor contract services through copy logs, classroom observations and POs. It will provide supplemental resources to differentiate among students, so they can acquire the mathematical skills needed to be college and career ready. Measurement of effectiveness will be determined by students' in-house assessments and Math SBAC.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
General Supplies will provide consumable materials to support the instructional program and after-school intervention program to address the needs of SWD, ELs, and low-income subgroups.(10183, \$37,806)	07/01/2017 06/30/2018	Principal will monitor the general supplies purchases through teacher requests, POs, and classroom observations. It will provide additional resources to support differentiation among students, so they can acquire the mathematical skills needed to be college and career ready. Measurement of effectiveness will be determined by students' in-house assessments and Math SBAC.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community Representative will monitor the contracted instructional services delivered to parents so that they have a better understanding of the CCSS, math practices, and habits of mind. (E046, \$12,026)	07/01/2017 06/30/2018	Principal, AP, & TSP will monitor the activities of the Community Rep. through planning meetings, calendared workshops, and parent participation. AP & TSP will also monitor students math performance based on in-house data and SBAC scores to determine the impact of parent capacity in terms of CCSS, math practices, and habits of mind.
Targeted Student Population Coordinator will provide parents presentations/workshops to help them understand the SBAC Math results and demands. TSP Coord will also provide support on how to monitor and support their student's progress by understanding the demands of the CCSS, math practices, and habits of mind.(10183, \$116,758).	07/01/2017 06/30/2018	Principal will monitor the activities of the TSP through monthly meetings to plan and review updates. AP & TSP will also monitor students math performance based on in-house data and SBAC scores to determine the impact of parent capacity in terms of CCSS, math practices, and habits of mind.
Contracted Instructional Services (Math Practices and Habits of Mind) to inform parents and help them better understand the strategies used in class to support students meeting the demands of the CCSS and increase student achievement in mathematics. (10405, \$2,806)	09/01/2017 12/15/2017	Principal, AP, TSP, and Community representative will monitor the contracted instructional services and the implementation via observations of workshops and parent participation. AP & TSP will also monitor students math performance based on in-house data and SBAC scores to determine the impact of parent capacity in terms of CCSS, math practices, and habits of mind.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher X-Time-- to allow teachers/counselors to deliver workshops to parents on the demands of the Math CCSS and SBAC after school hours during the week so that they better understand the instructional initiatives when discussed during IGPs, IEPs, and SSPTs. Ultimately, parents will be better able to support students at home so that they increase their achievement in the classroom and on the SBAC. (10405, \$5,142)	08/14/2017 05/31/2018	Principal and AP will monitor the delivery of workshops and parent participation to determine the impact of parental involvement in the Math assessment results.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

**ACADEMIC GOAL – ENGLISH LEARNER PROGRAMS
Designated and Integrated English Language Development (ELD)**

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input checked="" type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input checked="" type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Data Summary Sheet

1. List key findings related to English learners' proficiency in core curriculum based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Overview

- 46% of our High School and Middle School English Learners are making progress on the California English Language Development Test (CELDT).
- 59% of our High School English Learners have not yet reclassified in 5 years (Long-Term English Learners - LTELS); while 69% of our 6-8 grade English Learners have not yet reclassified in 5 years (Long-Term English Learners - LTELS).
- In 2015-2016, 14% of the total number of English Learners (61 out of 435 students) reclassified as Fluent English Proficient (RFEP).

On Track for Graduation

- 78% of English Learners graduated in four years
- 55% of the Reclassified Fluent English Proficient (RFEP) students are on track to pass all A-G with a 'C' or better.

On Track for Reclassification

- 27% of our High School English Learners scored Early Advanced or Advanced on the California English Language Development Test; while 22% of our Middle School English Learners scored Early Advanced or Advanced on the California English Language Development Test.
- 70% of our High School English Learners passed English Language Arts (ELA) with "C" or better; while 58% of our Middle School English Learners passed English Language Arts (ELA) or "C" or better.
- 18% of our High School English Learners scored at Basic or higher on the Scholastic Reading Inventory (SRI); while 14% of our Middle School English Learners scored at Basic or higher on the Scholastic Reading Inventory (SRI).

2. For areas in need of improvement, identify the underlying issues related to key findings.

Reclassification

- The reclassification rate has decreased from 17.4% in 2014-2015 to 14% in 2015-2016. This reclassification rate decrease has led to an increase in the Long Term English Learner (LTEL) population since not too many students have transitioned to the status of Reclassified Fluent English Proficiency (RFEP).
- Less than 50% of our High School and Middle School English Learners are making progress on the California English Language Development Test (CELDT/AMAO 1); and less than 30% of our High School and Middle School English Learners scored Early Advanced or Advanced on the California English Language Development Test (CELDT/AMAO 2). Being CELDT one of three factors to reclassify, the low performance on this test among English Learners have been one of the causes for the reclassification rate decrease.
- Less than 20% of our High School English Learners scored at Basic or higher on the Scholastic Reading Inventory (SRI), and less than 15% of our Middle School English Learners scored at Basic or higher on the Scholastic Reading Inventory (SRI). This test is the second factor for English learners to reclassify, and it is the hardest part of the reclassification process.
- While 70% of our High School English Learners are passing English Language Arts (ELA) with a "C" or better, and nearly 60% of our Middle School English Learners passed English Language Arts (ELA) with "C" or higher, there is no correlation with the students' scores on CELDT and SRI.

Graduation

- Less than 60% of our RFEP students are on track to pass all A-G courses with a "C" or better, while almost 80% of English Learners graduated in four years. The higher instance of English Learners graduating compared to Reclassified students suggest that the Graduation requirements are less rigorous than Reclassification requirements.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

N/A

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

Lesson Planning, Data Analysis, and Professional Development

To increase the percentage of ELs advancing at least one CELDT level per year (AMAO 1), and to increase the number of ELs attaining English proficiency on CELDT, teachers will use banked time and PD time to plan ELD and LTEL instruction (AMAO 1 and 2).

PD will focus on constructive conversations in all content area, cooperative learning/purposeful grouping and student-to-student interactions in ELD/LTEL courses.

Use banked time and PD time to better support EL students' access to core content:

- Use of Constructive Conversation Placemat in all subjects, especially the content area for all ELs
- Implementation of Designated ELD and Integrated ELD
- Key features of SDAIE methodology (Content, Connections, Comprehensibility and Interaction)
- Cooperative learning strategies (Kagan) during content instruction to enhance ELs' use of the academic language in academic context, and adaptation of language choices based on task, purpose and text type
- Use of Thinking Maps to support ELs' contextualization of new learning, comprehension of informational and literary text, academic discussions and production of written text
- Content and Language objectives to maximize use of language functions and forms, and academic vocabulary throughout the instructional day
- Protocols for frequent checking for understanding (formative assessment) and student self-monitoring/self-assessing

ELD teachers to plan instruction using the identified research-based strategies to ensure that ELs acquire English effectively and rapidly as demonstrated by meeting ELD standards and for LTELs to meet the ELD targets (AMAOs 1 & 2) and reach above Standard or at or near Standard on SBAC assessments for ELA/Literacy.

Teachers of ELs to attend district workshops/trainings (LTEL courses) in order to learn new strategies and innovations in ELD, ELA/Literacy, and Content Area for differentiating instruction to target at-risk ELs. Attendees will present these strategies to their colleagues within their departments, grade level, and/or school-wide PDs. Teachers will receive ongoing PD and coaching on incorporating CA ELD standards in all content area instruction

Contracted Instructional Services (J. Schaffer – Teaching Argumentation) to improve the instructional program and increase writing of students who are at-risk and the subgroups with the lowest proficiency level, specifically ELs

Teachers of ELs to plan instruction that focuses on argumentative writing to address authentic literacy and support the implementation of the CCSS among English Learners

Teachers to gather strategies in math for differentiating instruction to target and support the LTEL subgroup. Teachers who attend will then present the new learning to their department colleagues. Teachers and staff members will attend Common Core for Math Workshop and NCTM-Engaging Students in Math Practices.

Teachers to attend conferences and gather strategies to differentiate instruction and support the lowest performing subgroups (LTELs, SWD, low-income).

Purchase supplemental materials for the core instructional program that are specific only to the classroom, delivery of instruction, and intervention. (Math manip., graphing calculators, lab materials, journal notebooks, writing paper, classroom workbook sets for ELD and Vantage Learning web-based program for grades 7 and 8 to support students identified as needing supplemental assistance in writing, specifically LTELs; High Point suppl. materials will be purchased to support and supplement ELD curriculum in order to serve the needs of EL students identified as being in need of supplemental assistance in basic ELD.

State the School's Measurable Objective(s) for 2017-18

By June of 2018, High School English Learners who score at Basic or higher on the Reading Inventory (RI) will increase from 18% in 2016-2017 to 23%.

By June of 2018, Middle School English Learners who score at Basic or higher on the Reading Inventory (RI) will increase from 14% in 2016-2017 to 19%.

By June of 2018, 75% of our High School English Learners will pass English Language Arts (ELA) with a grade of "C" or better; and 63% of our Middle School English Learners will pass English Language Arts (ELA) with a grade of "C" or better.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To increase the percentage of ELs advancing at least one CELDT level per year (AMAO 1), and to increase the number of ELs attaining English proficiency on CELDT, teachers will use banked time and PD time to plan ELD and LTEL instruction (AMAO 1 and 2). PD will focus on constructive conversations in all content area, cooperative learning/purposeful grouping and student-to-student interactions in ELD/LTEL courses. Use banked time and PD time to better support EL students' access to core content:</p> <ul style="list-style-type: none"> • Use of Constructive Conversation Placemat in all subjects, especially the content area for all ELs • Implementation of Designated ELD and Integrated ELD • Key features of SDAIE methodology (Content, Connections, Comprehensibility and Interaction) • Cooperative learning strategies (Kagan) during content instruction to enhance ELs' use of the academic language in academic context, and adaptation of language choices based on task, purpose and text type • Use of Thinking Maps to support ELs' contextualization of new learning, comprehension of informational and literary text, academic discussions and production of written text • Content and Language objectives to maximize use of language functions and forms, and academic vocabulary throughout the instructional day • Protocols for frequent checking for understanding (formative assessment) and student self-monitoring/self-assessing 	08/01/2017 05/30/2018	Principal, TSP and ILT will monitor PD effectiveness using data from classroom observations, student work samples, RI performance, ELA/ELD grades, reclassification rates and graduation rate. Principal will also monitor PD topics, agendas, and sign-ins for teacher attendance.
<p>Teacher X-time for ELD teachers to plan instruction using the identified research-based strategies to ensure that ELs acquire English effectively and rapidly as demonstrated by meeting ELD standards and for LTELs to meet the ELD targets (AMAOs 1 & 2) and reach above Standard or at or near Standard on SBAC assessments for ELA/Literacy. Teachers of EL will also plan instruction that focuses on argumentative writing to address authentic literacy and support the implementation of the CCSS among English Learners. (additional funding from 10183, \$17,576)</p>	08/01/2017 05/30/2018	Principal, TSP and ILT will monitor PD effectiveness using data from classroom observations, student work samples, RI performance, ELA/ELD grades, reclassification rates and graduation rate. Principal will also monitor PD topics, agendas, and sign-ins for teacher attendance.
<p>Day to Day Substitutes for teachers of ELs to attend district workshops/trainings (LTEL courses) in order to learn new strategies and innovations in ELD, ELA/Literacy, and Content Area for differentiating instruction to target at-risk ELs. Attendees will present these strategies to their colleagues within their departments, grade level, and/or school-wide PDs. Teachers will receive ongoing PD and coaching on incorporating CA ELD standards in all content area instruction (10183, \$2,194)</p>	08/01/2017 05/30/2018	Principal and AP will meet with staff attending conferences to plan the PD they will present and conduct classroom observations. Principal, TSP and ILT will monitor PD effectiveness using data from classroom observations, student work samples, RI performance, ELA/ELD grades, reclassification rates and graduation rate.
<p>Staff Conference Attendance for teachers to gather strategies in math for differentiating instruction to target and support the LTEL subgroup. Teachers who attend will then present the new learning to their department colleagues. Six Teachers and staff members will attend Common Core for Math Workshop and NCTM-Engaging Students in Math Practices. Cost includes registration, travel, lodging and per diem. (7S046, \$3,189)</p> <p>Day to Day Substitutes to release 6 teachers to attend conferences and gather strategies to differentiate instruction and support the lowest performing subgroups (LTELs, SWD, low-income). (7S046, \$1,871)</p>	09/01/2017 05/30/2018	Principal/AP will meet with staff attending conferences to plan the PD they will present and conduct classroom observations. Principal, TSP and ILT will monitor PD effectiveness using data from classroom observations, student work samples, RI performance, ELA/ELD grades, reclassification rates and graduation rate. Principal will also monitor PD topics, agendas, and sign-ins for teacher attendance.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Supplemental Instructional Materials – Purchase supplemental materials for the core instructional program that are specific only to the classroom, delivery of instruction, and intervention. (Math manip., graphing calculators, lab materials, journal notebooks, writing paper, classroom workbook sets for ELD and Vantage Learning web-based program for grades 7 and 8 to support students identified as needing supplemental assistance in writing, specifically LTELs; High Point suppl. materials will be purchased to support and supplement ELD curriculum in order to serve the needs of EL students identified as being in need of supplemental assistance in basic ELD. (additional funding from 7S046, \$10,000; 10183, \$8,501)	08/01/2017 05/30/2018	Principal will monitor the IMA purchased through teacher requests, POs, and classroom observations to supplement instruction. Principal, and TSP will monitor the effectiveness of Supplemental Instructional Materials from classroom observations, student work samples, RI performance, ELA/ELD grades, reclassification rates and graduation rate.
Teacher Release Days for teachers to attend PD to gather strategies to differentiate instruction and to increase the achievement of English Learners.	08/01/2017 05/30/2018	Principal and AP will monitor the release time for teachers to attend PD that will increase their ability to support English Learners. Principal and AP will conduct classroom observations and will monitor the effectiveness of the classroom implementation based on the PD.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy (7T197)	10371 - TCHR X TIME (6 Hrs / 5 Days)	10371	35,006		100
T3A-LEP-Limited Eng Profcncy (7T197)	10377 - TCHR RELEASE DAY/HRS (6 Hrs /)	10377	40,480	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	40269 - SUPPLMTL INSTRL MAT	40269	6,052	0.00	100

Focus Area: **Effective Classroom Instruction** *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>A Targeted Student Population Coordinator will coordinate and support the implementation of the ELD program as well as the following: provide instructional support for teachers on effective strategies for ELs learning and academic success • conduct demonstration lessons to improve instruction for ELs • facilitate grade-level team/department meetings to analyze assessment data, discuss best practices, and plan differentiated instruction for ELs • provide PD to all stakeholders, which supports the English Learner Master Plan program implementation • assist with identifying the initial ELD level of newly enrolled ELs (10183, \$116,758))</p> <p>TSP Coordinator – Differential to perform additional responsibilities outside the regular work-day (10183, \$1,516)).</p> <p>TSP Coordinator X-time – Provide 15 hours of x-time to tutor and support the after school intervention classes for ELs, LTELs and low-income subgroups (10183, \$2,357)).</p>	07/01/2017 06/30/2018	Principal will monitor TSP activities through logs, updates, and delivery of Professional Development and lessons. Principal will also conduct frequent planning meetings with TSP to monitor the targeted student population (ELs, SES, & Foster Youth) performance from classroom observations, student work samples, RI performance, ELA/ELD grades, reclassification rates and graduation rate.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Bilingual Teacher Assistant (TA) To ensure the most effective instructional environment and instructional interventions for ELs, 3 TAs will be strategically placed, under the direct supervision of highly qualified monolingual content area teachers, to provide ELD instructional support to ELs who are in ELD 1, ELD 2, ELD 3, and ELD 4. The duties of the Bilingual Teacher Assistants are:</p> <ul style="list-style-type: none"> o Facilitating small groups of ELs o One-to-one-assistance to ELs, as needed o Supporting EL students within the classroom while teacher teaches to the class <p>(10183, \$17,576 [1 TA]; 7S046, \$35,152 [2 TAs])</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal, AP and TSP will monitor Bilingual TAs. Principal will also conduct frequent planning meetings with TSP to monitor the targeted student population (ELs, SES,& Foster Youth) performance from classroom observations, student work samples, RI performance, ELA/ELD grades, reclassification rates and graduation rate.</p>
<p>Other Non-Instructional Contract with Toshiba to provide copying services to support the instructional program through photocopied supplemental materials to supplement and support access to the core curriculum for English Learners. Teachers incorporate high-quality, rigorous and relevant nonfiction articles and make copies of the text for each student. Students practice close-reading and annotating their own copies of the text through underlining, circling, highlighting and adding side notes. This important practice is only made possible by reproducing a separate copy of the materials for each student, as students are not able to highlight and annotate textbooks or shared sets of reprinted text. (TOSHIBA e-STUDIO656 –Main Office, HS Building Rm 843, and Rm 709 TOSHIBA e-STUDIO456 – Attendance Office, Main Office, Bilingual Office, and Counseling Office, Konica Minolta bizhub 283 – Testing Rm 427, Special Ed Office and Library) (7S046, \$10,000; 10183, \$10,000).</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal and TSP will monitor Other Non-Instructional Contract with Toshiba services through classroom observations and POs. Principal will also conduct frequent planning meetings with TSP to monitor the effectiveness of materials being photocopied among the targeted student population (ELs, SES,& Foster Youth) in terms of academic performance from classroom observations, student work samples, RI performance, ELA/ELD grades, reclassification rates and graduation rate.</p>
<p>Supplemental Instructional Materials – Purchase supplemental materials for the core instructional program that are specific only to the classroom, delivery of instruction, and intervention. (Math manip., graphing calculators, lab materials, journal notebooks, writing paper, classroom workbook sets for ELD and Vantage Learning web-based program for grades 7 and 8 to support students identified as needing supplemental assistance in writing, specifically LTELs; supplemental curriculum materials will be purchased to support and supplement ELD curriculum in order to serve the needs of EL students identified as being in need of supplemental assistance in basic ELD. (7S046, \$10,000; 10183, \$8,501)</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal will monitor the SIM purchased through teacher requests, POs, and classroom observations to supplement instruction. Principal will also conduct frequent planning meetings with TSP to monitor the effectiveness of Supplemental Instructional Materials among the targeted student population (ELs, SES,& Foster Youth) in terms of academic performance from classroom observations, student work samples, RI performance, ELA/ELD grades, reclassification rates and graduation rate.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Learner Programs*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Tutor Teacher X-Time to pay teachers to provide students intensive instruction and intervention support . Teachers will work with students at-risk of not passing their core classes, and/or culminating/graduating. Instruction will be after-school and beyond regular school hours to target specific needs based on data, such as A-G completion rates, class grades, and ELPAC/RI results. Tutorial services will also support students taking AP Classes to increase the passing rate. Using the cycle of inquiry model, Intervention Programs in reading, writing, speaking and listening will target ELs both inside and outside of the CORE classes to increase percentage of ELs scoring proficiency in ELPAC, ELA, and access to core.</p> <p>Ongoing evaluations will be conducted to determine student outcomes and inform ongoing program needs.</p> <ul style="list-style-type: none"> • Provide effective ELD instruction to ELs who have fewer than four years in the country during school hours • Provide LTEL classes to ELS who have five or more years in the country and have been unable to reclassify within five years during school hours • Use SDAIE strategies in content area classrooms on a daily basis during school hours • Provide additional intervention in ELD (reading, writing, speaking, and listening) for BB, FBB, and beginning/intermediate ELPAC level students at least three times a week after school hours. (additional funding 7S046, \$19,243). 	<p>07/01/2017 06/30/2018</p>	<p>Principal, AP, TSP will monitor the teacher x-time intervention through sign-ins, student attendance, class observations, and data (class grades, assessment data, RI scores, reclassification rate).</p> <p>Principal; APs; ILT; TSP will Analyze student data, set student growth targets, and create action plans.</p> <p>Continue Cycle of Inquiry with all ELD teachers: analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes. Monitor program implementation and analyze student data (student work samples, RI scores, ELA/ELD grades, and reclassification rate) at the end of each grade marking period.</p> <p>The TSP will create and monitor logs for classified support.</p>
<p>EL/SEL Instructional Coach will guide, support and ensure implementation of a comprehensive ELD program through Designated and Integrated ELD. The Coach will conduct demonstration lessons and provide feedback for teachers on instructional strategies and classroom practices relating to Designated and Integrated English Language Development (ELD) and standards-based content area instruction. The Coach will also facilitate professional development in banked-time, grade-level meetings, and study groups to assist teachers in accelerating EL academic achievement via Designated and Integrated ELD, and support intervention services to target EL student groups based on identified needs.</p> <p>EL/SEL Instructional Coach – Differential to perform additional responsibilities outside the regular work-day.</p> <p>EL/SEL Instructional Coach -time – Provide 30 hours of x-time to tutor and support after school intervention classes.</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal and AP will monitor the effectiveness of the EL/SEL Coach by observing PD facilitation and conducting classroom observations to ensure the instruction in Integrated and Designated classes targets the identified needs of ELs.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy (7T197)	13295 - EL/SEL INST COAC SEC (6 Hrs / 5 Days)	13295	116,303	1.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	10246 - DIFF INSTL COACH SEC	10246	1,821		100
T3A-LEP-Limited Eng Profcncy (7T197)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	6,052	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal Academic : English Learner Programs

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>A Targeted Student Population Coordinator will coordinate and support building Parent Capacity and Partnership as well as the following:</p> <ul style="list-style-type: none"> • Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee • supporting the English Learner Advisory Committee (ELAC) in fulfilling its legal responsibilities • meeting with parents of ELs to inform them about the three criteria for their children to reclassify as English proficient, while providing at the same time strategies that parents can implement at home regarding reading skills so their children can be prepared for the RI (10183, \$116,758) 	<p>07/01/2017 06/30/2018</p>	<p>Principal and AP will monitor TSP activities through logs, updates, and delivery of Parent Workshops. AP will also conduct frequent planning meetings with TSP to monitor the targeted student population (ELs, SES, & Foster Youth) academic performance. As for ELs, AP will meet with TSP to monitor the reading improvement after each RI administration.</p>
<p>Contracted Instructional Services (The Parent Ed Agency, LLC) to provide parents targeted courses such as ESL, Mathematics, Reading, and Computer that will increase their ability to communicate with school staff, and support their children academically at home. (10405, \$2,805; 7E046, \$2,671).</p>	<p>09/01/2017 06/30/2018</p>	<p>The Principal, TSP and Community Rep will monitor and review the number of parents participating in trainings on a monthly basis. AP and TSP will monitor the EL reading improvement and share the data with parents of ELs during the monthly meetings.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

CULTURE and CLIMATE GOAL – STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Culture & Climate Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to culture, climate, and engagement for students, staff, parents and community based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

School Experience Survey

- High school student participation increased from 88% in 2014-2015 to 91% in 2015-2016, while middle school student participation decreased from 90% in 2014-2015 to 86% in 2015-2016. Student participation results exceeded the LAUSD average of 77% for High School and 82% for Middle School.
- Parent participation decreased from 35% in 2014-2015 to 32% in 2015-2016 in high school while 31% in 2014-2015 to 26% in 2015-2016 in middle school. Parent participation results were lower than the LAUSD average of 38% for High School and 51% for Middle School.
- Staff participation increased from 85% in 2014-2015 to 92% in 2015-2016 which greatly exceeded the LAUSD staff averages of 74% for high schools and 71% for middle schools.

Safety

- Although over 90% of all staff and parents indicated that school grounds are safe, only 59% of high school students and 55% of middle school students agreed.
- 69% of high school students and 74% of middle school students agreed that adults respond to bullying.

Connection to the School

- According to the School Report Card, 47% of high school students and 48% of middle school students did not indicate that they feel like they are part of Fulton.

Adult Involvement

- According to the School Report Card, 43% of high school students and 41% of middle school students did not agree that teachers go out of their way to help students.
- Furthermore, 47% of high school students and 47% of middle school students did not agree that teachers treat students fairly.
- 32% of all students did not agree that teachers work hard to help them with their school work,
- 41% of high school students and 40% of middle school students did not agree that adults treat all students with respect.

Individual Graduation Plans

- Although counselors conduct Individual Graduation Plan meetings with students, 61% of high school students did not agree that they participated in a meeting with someone on school staff to discuss their Individual Graduation Plan in the current school year, and 52% of middle school students did not agree that they participated in a meeting with someone on school staff to discuss their Individual Culmination Plan in the current school year.

Parent Center

- Most parents feel welcome to participate in the school (92% of high school parents and 96% of middle school parents).
- Most parents also agree that the school encourages them to participate in organized parent groups (90% of high school parents and 89% of middle school parents).

2. For areas in need of improvement, identify the underlying issues related to key findings.

Underlying issues

- Though student and staff school experience participation has remained high, there is an urgency to increase awareness among parents regarding the school experience survey
- The rate of students who feel like they are part of Fulton and are happy to be at Fulton is less than 60%
- The rate of students who think that teachers go out of their way to help them, treat them fairly, work hard to help them with their school work, and treat them with respect is less than 60%
- Less than 40% of High School students and less than 50% of Middle School students expressed that they participated in a meeting with someone on school staff to discuss their Individual Graduation Plan and Individual Culmination Plan respectively

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

**4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success?
If this question does not apply, please type N/A in the box below.**

N/A

**5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps).
If this question does not apply, please type N/A in the box below.**

Increase the visible presence of adults on campus and positive interactions between adults and students by building more structures and procedures for addressing student needs.

- Train coordinators in Restorative Justice. Train coordinators support staff to report incidents of bullying online using hand-held devices and an online form. Increase the use by support staff of standard, positive messages and reminders in daily encounters with students.
- Publish a list of administrators and coordinators on the website and on paper that shows each person's picture, name, title and responsibilities.
- Set up anonymous reporting procedures for reporting bullying, and have support staff monitoring the anonymous reports. Create a central drop-box where students can report incidents without having to talk to someone face to face.
- Build capacity among students to resolve conflicts through the structures of Restorative Justice.
- Develop and monitor student intervention plans utilizing data
- Develop and implement a multi-tiered instruction and intervention services and resources.

Secondary Counselors will increase the number of Individual Graduation Plan and Individual Culmination Plan meetings and include parents in the meetings. Hold one meeting each semester and schedule the meetings at different times of the day to accommodate parents' work schedules. Conduct individualized meetings for each student in the fall semester rather than spring so that students will have participated in the meeting by the time they complete the School Experience Survey.

State the School's Measurable Objective(s) for 2017-18

By January 2018, 90% of Fulton students will participate in a formal meeting with a counselor regarding their personal Individual Graduation Plan or Individual Culmination Plan and be able to articulate what they need to do in order to culminate or graduate an increase of 15% from 60% in 2016-2017 to 75%

By February 2018, 96% of Fulton students will participate in the School Experience Survey.

By February 2018, 70% of Middle School students will state that the adults at Fulton CP treat all students with respect, an increase of 10%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Student, Staff, Parent Engagement

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
TSP Coordinator will collaborate with counseling staff to review student data and make appropriate referrals to SSPT to ensure that students at-risk, receive the appropriate supports and to help them better understand the a-g requirements needed for graduation. (10183, \$116758).	07/01/2017 06/30/2018	Principal and AP will monitor the activities of TSP through weekly leadership and SSPT meetings. Collaboration between TSP and counseling staff will be measured via increase in number of students who report that they understand the a-g/graduation requirements.
Community Representative will continue to be a liaison between the school and the community; will hold workshops to build the capacity of parents to support learning at home and at school as well as updates about CCSS/Assessments, English Learner Master Plan, Public School Choice, and WASC.(7E046, \$12,026)	07/01/2017 06/30/2018	Principal, AP, & TSP will monitor the activities of the Community Rep. through planning meetings, calendared workshops, and parent participation
Advisory Committee Expenses to provide refreshments to parents during the multiple parent meetings where they will learn and have a better understanding about SBAC and graduation requirements so that they can support they students at home. (ELAC, SSC, Coffee w/Principal).(10405, \$2000 and 10183, \$2000).	09/01/2017 06/30/2018	AP and TSP will monitor advisory committee expenses through meeting observations and purchase orders. The strategy will be measured via an increase in the number of students who report that they understand graduation requirements.
Secondary Counselor will increase the number of Individual Graduation Plan and Individual Culmination Plan meetings and include parents in the meetings. Hold one meeting each semester and schedule the meetings at different times of the day to accommodate parents' work schedules. Conduct individualized meetings for each student in the fall semester rather than spring so that students will have participated in the meeting by the time they complete the School Experience Survey.(7S046, \$116,303).	07/01/2017 06/30/2018	Principal and AP over Counseling will monitor counselor activities such as IGP's and ICP's as completed and track the percentage. The strategy will be measured via an increase in the number of 9-12 grade students who report that they understand graduation requirements. It will also be measured via the number of middle school students who report that school staff treat them with respect.
We will increase the visible presence of adults on campus and positive interactions between adults and students by building more structures and procedures for addressing student needs. Intervention/Prevention Support Coordinator will: <ul style="list-style-type: none"> • Train coordinators in Restorative Justice. Train coordinators and support staff to report incidents of bullying online using hand-held devices and an online form; support staff will also be strategic when working with students by using specific language that is positive • Publish a list of administrators and coordinators on the website and on paper that shows each person's picture, name, title and responsibilities to increase awareness and relationships • Set up anonymous reporting procedures for reporting bullying, and have support staff monitoring the anonymous reports. Create a central drop-box where students can report incidents without having to talk to someone face to face. • Build capacity among students to resolve conflicts through the structures of Restorative Justice. • Develop and monitor student intervention plans utilizing data • Develop and implement a multi-tiered instruction and intervention services and resources. The implementation of these strategies will reflect an increase in the number of students who report that they feel "respected" on campus. (10183, \$116,303).	07/01/2017 06/30/2018	Principal, AP over Positive Behavior Support, Intervention/Prevention Support Coord, and Dean will direct, prioritize and monitor intervention activities. There will be fewer cases of bullying as reflected on referral logs and more students will report that they feel respected as reflected in the School Experience Survey.

Budget

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21720 - COMMUNITY REP.	21720	12,026		100

Focus Area: Student, Staff, Parent Communication

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To increase parent communication, we will:</p> <ul style="list-style-type: none"> • Continue using the Blackboard connect to communicate with parents about their child's academic achievements, work habits, and cooperation. Use the Blackboard Connect phone messaging system to disseminate information about weekly Parent Center events and workshops. • Provide ample opportunities for parents to meet with counselors, coordinators, teachers during SSPT, IEPs, LATs, and LTEL meetings as well as during PLBAO, Back to School Night, and other Parent/Teacher conferences. Build a Parent Center webpage on the school website. Publish a monthly parent workshop schedule online. Increase the number of academic workshops and recruit teacher volunteers to lead workshops in their content areas. • Provide parents with a quarterly report card about their child's academic performance as well as work habits and cooperation. • Build leadership capacity in the Parent Center by assisting parents in following District procedures to become official parent volunteers with LAUSD Parent Volunteer badges. 	07/01/2017 06/30/2018	<p>AP and TSP will monitor and track Parent Center activity through sign-in sheets, workshop participation, volunteerism, and survey results. TSP will support the implementation of Parent Center activities.</p> <p>The Assistant Principal with the Blackboard Connect username and password will maintain a weekly calendar of messages that need to go out by the end of the week. These strategies will be measured via an increase in the number of students who can articulate the culmination/graduation requirements on the school experience survey.</p>
<p>Office Technician will assist TSP in contacting parents/guardians and translating for intervention programs and parent conferences, improving communication. Office Technician will also provide direct services to parents and students at the school site.</p>	07/01/2017 06/30/2018	<p>The TSP will maintain sign-ins and agendas for each meeting. The office technician will maintain sign-in sheets to identify the number of students that he/she serves. The strategy will be measured by an increase in the number of middle school students who report on the school experience survey that they feel respected by staff on campus.</p>
<p>Telephone/Postage expenses to purchase postage to communicate with parents via certified mail and inform them of their student's progress towards meeting graduation requirements (10183, \$500).</p> <p>Advisory Committee Expenses to provide refreshments to parents during the multiple parent meetings such as ELAC, SSC, Coffee w/Principal when communicating with parents, students and staff. (10183, \$2000)</p>	07/01/2017 06/30/2018	<p>AP and TSP will monitor advisory committee expenses and use of postage via logs and purchases. The strategies will be measured via an increase in the number of students who can articulate what they need to do to culminate/graduate, based on the school experience survey.</p>
<p>Contracted Instructional Services to provide parents workshops/trainings to help their students at home to achieve academic success and meet the graduation requirements. Focus will be around understanding of CCSS, SBAC, and skills on how to help their students at home to succeed academically so that they are successful and graduate. Instructional materials will be purchased to assist in delivering the material (10405, \$2806; 7E046, \$2071).</p>	07/01/2017 06/30/2018	<p>Principal, AP and TSP will monitor services through parent attendance to workshops and surveys. The strategy will be measured by the number of students who can articulate what they need to do in order to graduate or culminate.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Instructional Materials: The school will provide instructional materials/resources to support trainings when communicating with parents, students and staff regarding LAUSD Graduation Requirements and College Workshops.(7S046, \$10,000;10183, \$8501)	07/01/2017 06/30/2018	AP and TSP will monitor the use of IMA via purchase orders. The strategy will be measured by the number of students who can articulate what they need to do in order to graduate or culminate.
TSP Coordinator will support student engagement and communication between school staff and students by establishing a system where all students complete the school experience survey. (10183, \$116,758)	07/01/2017 06/30/2018	Principal and AP will monitor the TSP's systems in place for ensuring all students complete school experience survey. The strategy will be measured via an increase in the number of students who complete the school experience survey.
Teacher x-time--to pay teachers/counselors who attend trainings on how to communicate the academic programs in ELA/ELD and math to parents after school hours and Saturdays so that they better understand the instructional initiatives when discussed during IGPs, IEPs, and SSPTs. Ultimately, parents will be better able to support students at home. (10405, \$5,142)	09/01/2017 12/15/2017	Principal and AP will monitor the workshops offered to teachers and reporting of payments for those who attend the workshops. The strategy will be measured by the number of students and parents who participate in a formal meeting with the counselor as well as the number of students who can articulate what they need to do in order to graduate or culminate.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	26288	66,774	1.00	100
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	50002 - CONTR INSTRL SVC	50002	2,071		100

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

SOCIAL / EMOTIONAL GOAL – ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to attendance, suspension/expulsion, and non-cognitive skills based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Attendance.
 Student attendance rate was 70% at the end of December 2016

Referrals/Suspensions. Referrals have decreased from 349 in 2015-16 to 153 in 2016-17. Suspensions have decreased among both middle school and high school students. In middle school, suspensions decreased from 24 in 2015-2016 to 4 in 2016-2017. In high school, suspensions decreased from 5 in 2015-2016 to 1 in 2016-2017. This result is lower than the LAUSD high school average of 0.7%. Instructional days lost due to suspension went down from 11 days in 2015-16 to 3 days 2016-17 in the middle school and stayed the same at 5 days in the high school. 52.6% change in number of suspension events over two full years.

The rate of suspensions decreased from 1.6% in 2015-2016 to 0.9% in 2016-2017.

In the School Experience Survey, 73% of our 6-8 grade students stated that they come to class prepared. 52% of our 6-8 grade students feel like they are part of our school, and 61% said that they are happy to be at our school. 96% of the parents feel welcome to participate at this school. 89% of the parents stated that this school encourages them to participate in organized parent groups. 89% of the parents said that they are partners with our school in decisions made about their child's education, and 89% stated that the parent center provides useful resources (information, classes) to help them support their child's education. 72% of staff said that at our school, parents are partners with the school in decisions made about their children's education. 59% of the students stated that teachers go out of their way to help students. 53% of the students said that the teachers at this school treat students fairly, and 60% of the students stated that adults at this school treat all students with respect. 94% of the staff stated that our school is a supportive and inviting place for students to learn, while 76% stated that at our school, decisions are made based on students' needs and interests.

2. For areas in need of improvement, identify the underlying issues related to key findings.

Only 53% of the students said that the teachers at this school treat students fairly, and 60% of the students stated that adults at this school treat all students with respect. Only 52% of our 6-8 grade students feel like they are part of our school, and just 61% of our students said that they are happy to be at Fulton CP. More Collaboration with teachers & support staff providing consultation to develop strategies for classroom management, and positive behavior support planning and implementation.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

N/A

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

Lesson Planning, Data Analysis, and Professional Development

Fulton CP will implement a schoolwide attendance program to ensure that the number of students losing instructional time is within the target goal and that the social and emotional interventions are addressed to lessen the number of days absent.

Support Staff including Counselor, TSP, and Intervention/Prevention Coordinator will manage, expand and refine the schoolwide attendance program to reduce the number of students losing instructional time due to daily absence, chronic absence, partial day absences and tardies. Include monitoring, student conferences, incentives, and parent outreach.

Social / Emotional Interventions

The School Nurse provided additional support to care for at-risk students' health needs, managed 504 plans, managed student medications, and educated students, staff and parents about health issues that affected student attendance and achievement.

Psychiatric Social Worker:

- Conducted parent workshops on psycho-education around topics that included mental health, trauma awareness, grief, and social skills.
- Facilitated SSPT, SWPBS meetings that provided interventions for students that were at-risk of school/academic failure due to social behavioral and emotional problems
- Collaborated with teachers & support staff providing mental health consultation and developed strategies for classroom management, and positive behavior support planning and implementation.

Support staff (coordinators) provided indirect services to all students including ELs, SPED, low-income, and foster youth so that they could complete college and financial aid applications.

Building Parent Capacity and Partnership to Support the Social / Emotional Goal

The Community Representative fostered a welcoming environment and involved parents in the SWPBS policy and anti-bullying policies through Parent Center workshops led by the Intervention/Prevention Coordinator and support staff.

The community representative:

- Introduced policies and initiatives to parents who attend Coffee with the Principal.
- Used Blackboard Connect to reach out for parent support of attendance and positive behavior.
- Built leadership capacity in the Parent Center by assisting parents in following District procedures to become official parent volunteers with LAUSD Parent Volunteer badges and trained Parent Center Volunteers in the structures of Restorative Justice.

State the School's Measurable Objective(s) for 2017-18

The student attendance rate will increase from 70% in December, 2016 to 73% in December 2017.

Suspension will decrease from 1.6% in June of 2016 to 0.9% in June of 2018.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Fulton CP will implement a schoolwide attendance program to ensure that the number of students losing instructional time is within the target goal and that the social and emotional interventions are addressed to lessen the number of days absent. Support Staff including Counselor, TSP, and Intervention/Prevention Coordinator will manage, expand and refine the schoolwide attendance program to reduce the number of students losing instructional time due to daily absence, chronic absence, partial day absences and tardies. Include monitoring, student conferences, incentives, and parent outreach.	07/01/2017 06/30/2018	Principal and APs will monitor the Support staff PLC. Attendance and referral data will be collected on a monthly basis. The strategy will be measured by an increase in attendance rate by Dec. 2017 and a decrease in suspension rates, affecting attendance.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Social / Emotional Interventions

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The School Nurse will provide additional support to care for EL, foster youth, and SES students' health needs, manage 504 plans, manage student medications, and educate students, staff and parents about health issues that affect student attendance and achievement (10183, \$93,039, 4 days)	07/01/2017 06/30/2018	Assistant Principal over the Health Office will monitor the services provided through logs and referrals. Effectiveness of strategy will be measured via an increase in the percentage of students meeting the 96% attendance rate.
Psychiatric Social Worker will (PSW): <ul style="list-style-type: none"> • Conduct parent workshops on psycho-education around topics that include mental health, trauma awareness, grief, and social skills. • Facilitate SSPT SWPBS meetings to provide interventions for EL, foster youth and SES students that are at-risk academic failure due to social behavioral and emotional problems. • Collaborate with teachers & support staff providing mental health consultation to develop strategies for classroom management, and positive behavior support planning and implementation. 	07/01/2017 06/30/2018	Principal and AP will monitor the activities of the school PSW and overall success of the intervention program through logs, observations, surveys, and planning meetings. Effectiveness of strategy will be measured via an increase in the percentage of students meeting the 96% attendance rate and a reduction in suspension numbers as a result of behavioral incidents.
Pupil Services and Attendance (PSA) Counselors will:: <ul style="list-style-type: none"> • be child welfare advocates who utilize a three-tiered model (prevention, early intervention, and intensive intervention) to improve individual and system-wide student attendance, engagement, achievement, and graduation. • work directly with students who experience difficulties in achieving their academic potential due to social/emotional, home and community barriers 	07/01/2017 06/30/2018	The Principal and APs will monitor the activities of the school PSA and overall success of the intervention program through logs, observations, surveys, and planning meetings. Effectiveness of strategy will be measured via an increase in the percentage of students meeting the 96% attendance rate and a decrease in the percentage of students with chronic absenteeism.

Budget

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 2 Days)	13114	48,579		100
CE-NCLB T1 Schools (7S046)	12103 - ITIN COUNS PSA C (8 Hrs / 3 Days)	12103	72,867	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Social / Emotional Goal *Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Community Representative will foster a welcoming environment and will involve parents in the SWPBS policy and anti-bullying policies through Parent Center workshops led by the Intervention/Prevention Coordinator and support staff. The community representative will support the TSP Coordinator, PSA, and PSW with: by reviewing policies and initiatives regarding attendance and suspension rates to parents who attend Coffee with the Principal and parent workshops; by building leadership capacity among parents so that they are well informed about District policies and navigate the school system to support their students when facing attendance and behavioral issues. (7E046, \$12,026).	07/01/2017 06/30/2018	AP will monitor parent outreach activities of TSP and support staff. The effectiveness of the actions will be established by at least 65% of parents reporting that the Parent Center provides useful resources to help them support their children's education. Students will also decrease the number of absences and suspensions.
Advisory Committee Expenses will support committees such as ELAC, SSC, and Coffee with the Principal by providing parents with refreshments while participating in meetings.(10183, \$2,000; 10405, \$2,000)	09/01/2017 06/30/2018	The Principal and AP over advisory committees will monitor purchases of committee meeting materials and supplies as well as parent attendance to such meetings. The effectiveness of this strategy will be based on student attendance and suspension rates.
TSP Coord, PSA, and PSW will collaborate in their own PLC to ensure that parents attend and engage in SSPT meetings focused on the academic and social/emotional needs of their students.	09/01/2017 05/31/2017	Principal and AP will monitor SSPT meetings, including referrals and sign-ins. The effectiveness of the actions will be measured by the number of crisis referrals to the PSW/PSA that in turn affect student attendance.
Contracted Instructional Services to provide parents workshops/trainings and build their capacity so that they are able help their students at home to achieve academic success and meet the graduation requirements. The workshops will make them more aware about the importance of daily attendance. (10405, \$2806; 7E046, \$2071).	09/01/2017 12/15/2017	Principal, AP and TSP will monitor services through parent attendance to workshops and surveys. The strategy will be measured by the number of parents who attend the workshops and the percentage of students who meet the 96% attendance rate.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Our students will be college-prepared, career-ready, and equipped with 21st century competencies to positively influence their community and the world as agents of change.

To engage students in a rigorous, relevant, and personalized learning environment that supports their academic, physical, social and emotional needs.

Goal 5: All Students will Graduate from High School—100% Graduation

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District’s diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

1. Increase the A-G passing rate with a grade of “C” or better to ensure our graduates are college-prepared and career-ready.
2. Refine the school-wide assessment system that includes data collection, progress monitoring, and analysis to inform our instruction and increase student achievement.
3. Improve students’ ability to critically think, reason, and problem-solve in math to increase Algebra I proficiency rate.
4. Increase the proficiency level of English Learners and Students with Disabilities in ELA and Mathematics to ensure that students can meet the rigor of the Common Core State Standards.

Problem-Solving Data Coordinator will provide PD on reading and writing instructional strategies to design differentiated interventions in the classroom for SWD, ELs and low-income subgroups to ensure that they meet the CCSS literacy expectation and graduate college and career-ready. The PD will be based on student data to meet the needs of all students.

Secondary Counselors will continue to increase the opportunities for SWD, ELs, and low-income subgroups to meet A-G requirements with a C grade or higher. The Counselors will serve students at-risk by monitoring their progress frequently and determining programming needs; complete Individual Graduation Plans and provide parent workshops on A-G requirements. The Secondary Counselors will continue to increase personalization, monitor students at-risk, provide college-going activities and as a result, graduate a larger number of students who are college and career-ready while reducing the drop out rate.

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Increase the visible presence of adults on campus and positive interactions between adults and students by building more structures and procedures for addressing student needs.

- Continue to train coordinators in Restorative Justice. Continue to train coordinators support staff to report incidents of bullying online using hand-held devices and an online form. Increase the use by support staff of standard, positive messages and reminders in daily encounters with students.
- Publish a list of administrators and coordinators on the website and on paper that shows each person’s picture, name, title and responsibilities.
- Set up anonymous reporting procedures for reporting bullying, and have support staff monitoring the anonymous reports. Create a central drop-box where students can report incidents without having to talk to someone face to face.
- Build capacity among students to resolve conflicts through the structures of Restorative Justice.
- Develop and monitor student intervention plans utilizing data
- Develop and implement a multi-tiered instruction and intervention services and resources.
- Build leadership capacity in the Parent Center by assisting parents in following District procedures to become official parent volunteers with LAUSD Parent Volunteer badges and train Parent Center Volunteers in the structures of Restorative Justice.

5. High-quality and ongoing professional development and other activities: Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled “Lesson Planning, Data Analysis, and Professional Development.”

6. Strategies to recruit and retain effective teachers to high-need schools: Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with ESSA. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become ESSA compliant in all subjects taught.

7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community: Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

Building Parent Capacity and Partnership to Support the Academic Goal

The Targeted Student Population Coordinator coordinates and supports building Parent Capacity and Partnership as well as the following:

- Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee
- supporting the English Learner Advisory Committee (ELAC) in fulfilling its legal responsibilities

Clerical OT assists in providing data, calling parents, translating for parent-teacher conferences, and provide translation for EL intervention programs

RFCP provides PD and offers workshops to parents on CCSS, Restorative Justice, A-G requirements/Culmination requirements, Positive Behavior Support, and reclassification of English Learners so that parents build capacity and support with increasing student achievement of all learners.

Parent Conference Attendance for parents to build capacity with our parents in order to create a culturally diverse and competent learning environment for English Learners, students with disabilities, and foster youth. about biliteracy, educational equity.

Contracted Instructional Services (The Parent Ed Agency, LLC) provided parents ESL courses that increased their ability to communicate with school staff, including counselors and teachers regarding their students' academic progress/achievement.

RFCP provides Instructional Materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. RFCP provides workshops to parents in understanding such topics as Common Core State Standards, understanding Smarter Balanced Assessment Criteria reports, local academic assessments, how to monitor a child's progress, and work with educators to improve the achievement of their children.

8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program: Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

9. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions."

LOCAL DISTRICT MONITORING

A comprehensive and multi-level monitoring process assists the Local District (LD) in evaluating the implementation of the SPSA Goals and helps to inform future practice. Schools are monitored by the Local District through the use of the School Support Visit Report completed by Local District Directors following multiple site-based visits. The School Support Visit Report:

- Allows Directors to conduct performance dialogues with their network principals to review the academic progress of all students
- Is a mechanism for memorializing the support Directors offer to the schools and for giving feedback to principals
- Provides a consistent manner of summarizing an Director’s visits to the campus
- Focuses on monitoring implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress
- Helps ensure that the Director and the Principal are maintaining a focus on the instructional priorities of the school
- Allows staff to determine instructional strengths and weaknesses on a school- and district-wide basis

The Deputy Superintendent of Instruction, Local District Superintendents, and Local District Directors all have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by instructional support staff.

Directors review and recommend for approval the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors supporting schools identified as Collaborative Partner, Focus, Priority, Reward, or Support schools monitor school growth and the implementation of CORE Waiver mandates. All school site budgets are reviewed and approved by the Local District Superintendent.

In the box below, Directors must describe the additional services and support provided to the school’s instructional program:

Los Angeles Unified School District

2017-2018 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:

- 10183 (TSP School Allocation)
- 10397 (TSP Per Pupil School Allocation)
- 10400 (TSP Supplemental & Concentration Grant)
- 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
FULTON COLLEGE PREP (1814201)	NE	GEORGE, RAQUEL

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,654	82.70	24.90	0.24	10183 \$ 447,826 10397 \$ 0 10400 \$ 647,197 10405 \$ 13,790 Total \$ 1,108,813

Directions: Briefly describe, if *applicable*, the services being provided that are aligned to the District’s LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

NOTE: Affiliated Charter schools are not required to complete this 2017-2018 School-level Plan for Use of TSP Program Funds.

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 	575,099	<ul style="list-style-type: none"> • English Learners • Low-income • RFEP • LTELs 	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 79% • Percentage of high school students on track for A-G with a “C”: 50%
<p>A Targeted Student Population Coordinator will coordinate and support the implementation of the ELD program as well as the following: provide instructional support for teachers on effective strategies for ELs learning and academic success</p> <ul style="list-style-type: none"> • conduct demonstration lessons to improve instruction for ELs • facilitate grade-level team/department meetings to analyze assessment data, discuss best practices, and plan differentiated instruction for ELs • provide PD to all stakeholders, which supports the English Learner Master 			

FULTON COLLEGE PREP (1814201)

Plan program to support EL and RFEP students.

- assist with identifying the initial ELD level of newly enrolled ELs (program 10183, \$116,758)

TSP Coordinator – Differential to perform additional responsibilities outside the regular work-day (program 10183, \$1,515.94).

TSP Coordinator X-time – Provide 15 hours of x-time to tutor and support the after school intervention classes for ELs, LTELs and low-income subgroups (program 10183, \$2,336.97).

Intervention/Prev. Support Coordinator will develop and monitor student intervention plans for at-risk students utilizing an integrated data and assessment system. Will also implement multi-tiered instruction and intervention services and resources to teachers and staff through the Intervention and Enrichment class. (program 10183, \$116,303)

Intervention/Prev. Support Coordinator – Differential to perform additional responsibilities outside the regular work-day. (program 10183, \$1,515.94)

Intervention/Prev. Support Coordinator X-time – Provide 30 hours of x-time to tutor and/or support the after school intervention classes (program 10183, \$2,336.97).

Assistant Principal will implement the core and supplemental instructional programs. The AP will supervise and monitor the instructional program so that teachers receive the development, support, and guidance to ensure achievement of the target student population; conduct class observations, supervise and evaluate instructional staff to improve learning for targeted population; facilitate grade-level/team meetings to analyze assessment data, review student work, debrief class observations, identify student needs and plan differentiated instruction for the student target population (ELs, RFEPs, LTELs, Low-income); and support the Instructional Leadership Team in developing long and short-range plans for academic achievement.(program 10400, \$296,332; 2 APs)

Teacher X-time for ELD teachers to plan instruction using the identified research-based strategies to ensure that ELs acquire English effectively and rapidly as demonstrated by meeting ELD standards and for LTELs to meet the ELD targets (AMAOs 1 & 2) and reach above Standard or at or near Standard on SBAC assessments for ELA/Literacy.(program 10183, \$10,000)

Other Non-Instructional Contract with Toshiba to provide copying services to support the instructional program through photocopied supplemental materials (TOSHIBA e-STUDIO656 –Main Office, HS Building Rm 843, and Rm 709 TOSHIBA e-STUDIO456 – Attendance Office, Main Office, Bilingual Office, and Counseling Office, Konica Minolta bizhub 283 – Testing Rm 427,

Special Ed Office and Library)(program 10183, \$5,000)

General Supplies will provide consumable materials to support the instructional program and intervention/ after-school program (program 10183, \$20,000)

Supplemental Instructional Materials – Purchase supplemental materials for the core instructional program that are specific only to the classroom, delivery of instruction, and intervention. Vantage Learning web-based program for grades 7 and 8 to support students identified as needing supplemental assistance in writing, specifically LTELs; California Literature CCSS supplement.) (program 10182, \$3,000)

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Problem-Solving Data Coordinator X-time – Provide 30 hours of x-time to tutor and support after school intervention classes. (program 10183, \$2,963.32)</p> <p>General Supplies will provide consumable materials to support the instructional program and intervention/ after-school program (program 10183, \$17,805.81)</p>	<p>189,551</p>	<ul style="list-style-type: none"> • English Learners • Low-income • RFEP • LTELs 	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%
<p>Other Non-Instructional Contract with Toshiba to provide copying services to support the instructional program through photocopied supplemental materials (TOSHIBA e-STUDIO656 –Main Office, HS Building Rm 843, and Rm 709 TOSHIBA e-STUDIO456 – Attendance Office, Main Office, Bilingual Office, and Counseling Office, Konica Minolta bizhub 283 – Testing Rm 427, Special Ed Office and Library)(program 10183, \$5,000)</p> <p>Supplemental Instructional Materials – Purchase supplemental materials for the core instructional program that are specific only to the classroom, delivery of instruction, and intervention. Vantage Learning web-based program for grades 7 and 8 to support students identified as needing supplemental assistance in writing, specifically LTELs; California Literature CCSS supplement.) (program 10182, \$3,000)</p> <p>Day to Day Subs (4 days) for teachers of ELs to organize Curricular trips, which will provide opportunities for students to participate in educational visits to off campus sites that connect learning to real world experiences. Students will visit the Ronald Reagan Library, the Getty Museum, the</p>			

FULTON COLLEGE PREP (1814201)

Museum of Tolerance, and LA County Museum of Art. (4 trips). (program 10183, \$2,194.14)

Bilingual Teacher Assistant (TA)

To ensure the most effective instructional environment and instructional interventions for ELs, 4 TAs will be strategically placed, under the direct supervision of highly qualified monolingual content area teachers, to provide ELD instructional support to ELs who are in ELD 1, ELD 2, ELD 3, and ELD 4. The duties of the Bilingual Teacher Assistants are:

- o Facilitating small groups of ELs

- o One-to-one-assistance to ELs, as needed

Supporting EL students within the classroom while teacher teaches to the class. (program 10183, \$17,576; program 7S046, \$35,152)

Teacher X-time for ELD teachers to plan instruction using the identified research-based strategies to ensure that ELs acquire English effectively and rapidly as demonstrated by meeting ELD standards and for LTELs to meet the ELD targets (AMAOs 1 & 2) and reach above Standard or at or near Standard on SBAC assessments for ELA/Literacy.(program 10183, \$7,576)

Non-Cap Equipment–Classroom to purchase 4 desktop computers for College Center to service all students including ELs, SPED, low-income, and foster youth.(program 10183, \$15,000)

Mileage to reimburse school employees for attending professional development workshops/activities (program 10183, \$530)

Clerical OT will be purchased to assist in providing data, calling parents, translating for parent-teacher conferences, and provide translation for EL intervention programs (program 10405, \$500)

Library Media Teacher--Will cooperate in implementing the school curriculum by coordinating library instructional media with the learning and teaching needs of students and teachers. This teacher will also cooperate with classroom teachers to plan, develop, and implement units of study which integrate information skills. The library Media Teacher will develop a library media instructional program that is part of the total educational program of the school by providing large group, small group, and individualized instruction in information skills, reading, viewing, listening, and computing. (program 10400, \$116,758)

Library Media Teacher – Differential to perform additional responsibilities outside the regular work-day (program 10400, \$1,274).

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Supplemental Instructional Materials – Purchase supplemental materials for the core instructional program that are specific only to the classroom, delivery of instruction, and intervention. Vantage Learning web-based program for grades 7 and 8 to support students identified as needing supplemental assistance in writing, specifically LTELs; California Literature CCSS supplement.) (program 10182, \$2,501)</p>	<p>2,501</p>	<ul style="list-style-type: none"> • English Learners • Low-income • RFEP • LTELs 	<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%
<p>Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
	<p>15,289</p>	<ul style="list-style-type: none"> • English Learners • Low-income • RFEP • LTELs 	<ul style="list-style-type: none"> • Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%

Advisory Committee Expenses to provide refreshments to parents during the multiple parent meetings (ELAC, SSC, Coffee w/Principal).(program 10183, \$2,000)

Telephone/Postage expenses for existing phone lines and to purchase postage to communicate with parents via certified mail.(program 10183, \$500)

Contracted Instructional Services (The Parent Ed Agency, LLC) to provide parents ESL courses that will increase their ability to communicate with school staff, including counselors and teachers regarding their students' academic progress/achievement. (program 10405, \$2,805.84)

Teacher Release Day (6) to release teachers so that they plan instruction by deconstructing the Interim Assessment Blocks in grade-level subject alike PLCs (plan for delivery), give the assessments (deliver), reflect on the student work and instructional process, and determine the next steps for instruction. As a result, they will conduct ongoing Tier 1 progress monitoring. (program 10405, \$2,805.84)

Advisory Committee Expenses to provide refreshments to parents during the multiple parent meetings (ELAC, SSC, Coffee w/Principal).(program 10405, \$2,000)

Clerical OT will be purchased to assist in providing data, calling parents, translating for parent-teacher conferences, and provide translation for EL intervention programs (program 10405, \$500)

TSP/Intervention/Problem Solving Coordinators X-time – to meet in a PLC to work among themselves and with other teachers to plan workshops for parents. (program 10405, \$2,341.27).

Teacher X-time (1 week) to delivery PD and offer workshops to parents on CCSS, Restorative Justice, A-G requirements/Culmination requirements, Positive Behavior Support, and reclassification of English Learners so that parents build capacity and support with increasing student achievement of all learners. (program 10405, \$2,336.27)

Day to Day Substitutes to release teachers so that they may participate in curricular trips and supervise students. (program 10183, \$3540.90)

<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>The School Nurse will provide additional support to care for at-risk students' health needs, manage 504 plans, manage student medications, and educate students, staff and parents about health issues that affect student attendance and achievement.(program 10183, \$93,038.85)</p> <p>Custodial OT will be purchased to support the parent workshops, intervention programs, including tutorial, beyond regular school hours and on Saturday. (program 10405, \$500)</p>	<p>93,539</p>	<ul style="list-style-type: none"> • English Learners • Low-income • RFEP • LTELs 	<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount	CE-NTLB-T1-Targeted (70S46) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10246 10246 - DIFF INSTL COACH SEC	<input type="checkbox"/>	110004	0.00 0	0.00 0	0.00 0	0.00 1,821	0.00 1,821
10371 10371 - TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 0	0.00 0	0.00 0	0.00 35,006	0.00 35,006
10376 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 19,241	0.00 0	0.00 0	0.00 6,052	0.00 25,293
10377 10377 - TCHR RELEASE DAY/HRS	<input type="checkbox"/>	110001	0.00 1,871	0.00 0	0.00 0	0.00 40,480	0.00 42,351
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 2,926	0.00 0	0.00 0	0.00 0	0.00 2,926
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	2.00 36,910	0.00 0	0.00 0	0.00 0	2.00 36,910
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	1.00 116,303	0.00 0	0.00 0	0.00 0	1.00 116,303
11760 11760 - PROB SOLV DT CRD DIF	<input type="checkbox"/>	190004	0.00 1,516	0.00 0	0.00 0	0.00 0	0.00 1,516
12103 12103 - ITIN COUNS PSA C (8 Hrs / 3 Days)	<input type="checkbox"/>	120021	0.00 72,867	0.00 0	0.00 0	0.00 0	0.00 72,867
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 2 Days)	<input type="checkbox"/>	120021	0.00 48,579	0.00 0	0.00 0	0.00 0	0.00 48,579
13205 13205 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 116,303	0.00 0	0.00 0	0.00 0	1.00 116,303
13295 13295 - EL/SEL INST COAC SEC (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	0.00 0	0.00 0	0.00 0	1.00 116,303	1.00 116,303
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 112,271	0.00 0	0.00 0	0.00 0	1.00 112,271

FULTON COLLEGE PREP (1814201)

13644	<input type="checkbox"/>	110001	1.00	112,271	0.00	0	0.00	0	0.00	0	1.00	112,271
13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)												
21720	<input type="checkbox"/>	290004	0.00	0	0.00	0	0.00	12,026	0.00	0	0.00	12,026
21720 - COMMUNITY REP.												
25690	<input type="checkbox"/>	240001	1.00	70,734	0.00	0	0.00	0	0.00	0	1.00	70,734
25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)												
26288	<input checked="" type="checkbox"/>	240001	1.00	66,774	0.00	0	0.00	0	0.00	0	1.00	66,774
26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)												
40269	<input type="checkbox"/>	430010	0.00	8,288	0.00	0	0.00	0	0.00	6,052	0.00	14,340
40269 - SUPPLMTL INSTRL MAT												
50002	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	2,071	0.00	0	0.00	2,071
50002 - CONTR INSTRL SVC												
50003	<input checked="" type="checkbox"/>	580002	0.00	10,000	0.00	0	0.00	0	0.00	0	0.00	10,000
50003 - OTH NON INSTRL CONT												
50059	<input type="checkbox"/>	520001	0.00	320	0.00	0	0.00	0	0.00	0	0.00	320
50059 - MILEAGE												
50080	<input type="checkbox"/>	520002	0.00	3,129	0.00	0	0.00	0	0.00	0	0.00	3,129
50080 - STAFF CONF ATTEND												
50174	<input type="checkbox"/>	580012	0.00	1,850	0.00	0	0.00	0	0.00	0	0.00	1,850
50174 - CURRICULAR TRIPS												
40239	<input type="checkbox"/>		0.00	8,103	0.00	0	0.00	143	0.00	2,078	0.00	10,324
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
Total			8.00	810,256	0.00	0	0.00	14,240	1.00	207,792	9.00	1,032,288

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the *SPSA*. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the *SPSA* (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**