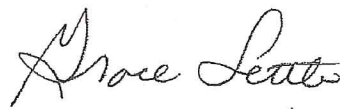


Fulton Special Education

10621666112619

Principal's Name: Grace Settle

Principal's Signature:

A handwritten signature in cursive script that reads "Grace Settle". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:". The signature is enclosed within a faint vertical rectangular line.

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

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Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances



The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Grace Settle	X				
2. Chairperson – Kelly Petersen		X			
3. SE Parra – Ioannis Vasilaros			X		
4. Office Manager – Margie Valenzuela			X		
5. FUSD Therapist – Robert Gonzalez			X		
6. Stacie Pimentel				X	
7. Zack Pimentel					X
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Grace Settle		4-9-19
SSC Chairperson	Kelly Petersen		4/9/19

Additional Documents include the site Parent and Family Engagement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Fulton - 0188

ON-SITE ALLOCATION

3010	Title I	\$1,050 *
7090	LCFF Supplemental & Concentration	\$5,524
7091	LCFF for English Learners	\$2,286
		\$8,860
TOTAL 2019/20 ON-SITE ALLOCATION		\$8,860

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$42
Remaining Title I funds are at the discretion of the School Site Council	\$1,008
Total Title I Allocation	\$1,050

Fulton School 2019-2020 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
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Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

SSC/ELAC and all staff members were pleased with Read Naturally Live Reading Intervention Program purchased with 2017-2018 funds voted to renew for the school year 2018-2019. Progress monitoring was reviewed and all groups want to review progress monitoring at meetings.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- Our site has been using the progress monitoring tool and data in the Read Naturally Live program that was purchased with 2018-2019 SPSA budget, evaluation of the program showed improved efforts with students moving up a minimum of two grade levels in reading, therefore we have renewed our Read Naturally licensing for school year 2019-2020 with the SPSA budget.
- Site has identified an evidence based writing intervention program, and will be purchasing Project Read, Language of Circles Written Expression.
- Another change to reach goal is the implementation of Newsela Pro.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC were pleased with Reading Intervention Program purchased with 2017-2018 funds and voted to renew for the school year 2018-2019.

2 ELAC:

SSC/ELAC were pleased with Reading Intervention Program purchased with 2017-2018 funds and voted to renew for the school year 2018-2019.

3 Staff:

Staff was pleased with Reading Intervention Program purchased with 2017-2018 funds and voted to renew for the school year 2018-2019. They would like to slot for more time for the Reading Intervention Program.

Action 1

Title: Reading Intervention Program

Action Details:

Data Assessment will given to each student as they were enrolled at Fulton. Our current student population were all below reading level at the beginning of the school year. Through implementation of the reading intervention program, "Read Naturally, the goal last year for the current school year was to increase from their current reading grade level to at least to two grade levels for each student. So far three quarters of the way through, the students that have been here all year 90% has increased at least two grade levels, the other 10% at least one grade level. Reading Naturally is a powerful reading fluency intervention that accelerates reading achievement by using an audio internet based program. Students become confident readers by developing fluency, phonic skills, comprehension, and vocabulary while reading passages with questions. This time-tested intervention program engages students with interesting nonfiction stories and yields powerful results. Students are able to work independently with this audio program most of the time, along with utilizing the three researched based reading strategies for struggling readers - teacher modeling, repeated reading, and progress monitoring.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Staff will utilize the reading program's reports to progress monitor. The number of stories and the word count per minutes of reading of individual students will be progress monitor for accelerated student performance.

Owner(s):

Principal
Office Manager
Teachers/SE Parra's

Timeline:

From the beginning to the end of school year 2019-2020

Details: Explain the data which will specifically monitor progress toward each indicator target

Staff will be applying reading and writing strategies in all core classes, including math. Measured by common formative assessments.

Owner(s):

Principal
Teachers
SE Parra's

Timeline:

From the beginning to the end of the school year 2018-2019.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

This is an online program, but a staff member will give direct instruction prior to student beginning program and while progress monitoring. Staff members also support students with new and/or struggling words. They will continue to use Read Naturally, our new Written Expression program and Newslea Pro. Besides the teachers giving direct instruction the students will also be using technology/tablets with the online portion of the classes to support literacy.

Specify enhanced services for EL students:

It has motivational informational text for struggling reader and it also provides Spanish translation.

Explain the actions for Parent Involvement (required by Title I):

Parents will be exposed to program at Back to School Night. They will be set up with a parent ID and password to check on student's progress from home. Or they will be allowed to come on campus and view student's progress with staff help. At the end of every quarter parents will receive progress reports.

Specify enhanced services for low-performing student groups:

This is a researched based reading program that is targeting below grade level students.

Describe Professional Learning related to this action:

On professional development afternoons staff will be introduced to online professional development and ongoing updates throughout the year.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Bks & Ref			Reading Materials- Read Naturally Writing Intervention Program Choices Scholastic Magazine	343.00
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			: Timers, batteries, graphing materials, small paper orders, other materials and supplies as needed. **NO FOOD, NO INCENTIVES**	165.00
G1A1	Title 1 Basic	Separate Classes: Special Educati	Nc-Equipment			Technology for projectors, Elmo's, lightbulbs, sound for projectors. Headphones HDMI converters	500.00

\$1,008.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	14.143 %	0 %	2017-2018	7 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Goal 2 Participation Rate

The above dashboard does not have correct rate of participation. Currently 80% of the students are enrolled in some sort of arts class, 100% are enrolled in physical education, and 100% are allowed to participate in Goal 2 activities, like field trips. Due to absenteeism not all students participate.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Goal 2 Participation Rate

Students state of mental wellness, many of our students experience high anxiety and depression.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Since we are not a comprehensive site, with a continuum of athletics, such as sports teams we expose our students to all sports in order to prepare them to transition back to a comprehensive site.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

- We are purchasing additional supplies for the Art/Ceramic class to increase the exposure to all students.
- All students will participate in Visual Arts/Movement/Theatre on a rotation basis
- IM4
- Increased PE equipment for athletics and yoga

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Information was shared at meeting by Community group, some suggestions is to provide more incentives for student's to attend. For example, provide more meals and funds for them to purchase or do activities on field trips. Slot more funds for art projects and check with district about obtaining outdoor weight equipment. It was suggested we also try to incorporate Project Based Learning.

2 ELAC:

Information was shared at meeting by Community group, some suggestions is to provide more incentives for student's to attend. For example, provide more meals and funds for them to purchase or do activities on field trips. Slot more funds for art projects and check with district about obtaining outdoor weight equipment. It was suggested we also try to incorporate Project Based Learning.

3 Staff:

Information was shared at meeting by Community group, some suggestions is to provide more incentives for student's to attend. For example, provide more meals and funds for them to purchase or do activities on field trips. Slot more funds for art projects and check with district about obtaining outdoor weight equipment. It was suggested we also try to incorporate Project Based Learning.

Action 1

Title: Improve Social/Emotional Learning (SEL) & Culture & Climate

[Action Details:](#)

Fulton School is an education program that is safe, therapeutic and academically proficient, whose aim is to provide an environment which allows for each student to develop coping and social skills that leads to reintegration and successful transition to a comprehensive campus to promote maximum success. Students will demonstrate social/emotional progress by participating in 4 local activities and minimum of 1 long distance activity per year.

Our site is proactive to create positive relationships to develop among staff, peers and community in a non-judgmental and bully free environment. It's reflexive with appropriate opportunities for social emotional improvement. The goal to have every student become a productive and stable citizen in society.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

Students meet minimum of once a week with therapist for progress monitoring of social emotional well being.
Staff meets daily to debrief and discuss SE well being and strategies for improvement.

Owner(s):

- Principal
- Therapist
- Teachers
- SE Parras
- Campus Assistant
- Office Manager
- School Psychologist

Timeline:

Throughout the 2019-2020 school year.

Details: Explain the data which will specifically monitor progress toward each indicator target

- By the end of the 1st quarter - parent survey will be created and administered.
- By 2nd quarter start setting up appointments and developing a Transition Plan for students to attend 2nd semester at a comprehensive school.
- By 4th quarter set up appointments and develop a Transition Plan for students to attend a comprehensive school for next school year.

Owner(s):

Principal
Therapist
Teachers
SE Perras
Campus Assistant
Office Manager

Timeline:

Throughout the 2019-2020 school year.

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Services and materials for social emotional well being activities, including research based activities such as yoga, ceramics, community based activities.

Student incentives to promote participation and efforts.

Materials including information provided for parents and surveys.

Refreshments for parents and professional learning.

Minimum of 4 local field trips and a minimum of one long distance field trip to overcome anxiety about riding city transportation, large crowds and community involvement, which will require expenses associated with off campus activities. Snacks and materials needed to support student safety and welfare of campus.

The IM4 is an application for all students who are involved in intervention programming related to social, emotional, and behavioral challenges that serve as barriers to learning. The IM4 system has many ready to go interventions based on whether the student's main problems of concern are due to a performance-deficit (won't do or lack of will) and acquisition-deficit (can't do or lack of skill). Each intervention is coupled with an automated implementation-facilitation function, such as a step-by-step outline of the active ingredients, customizability progress monitoring tool that can be tailored case-by-case, and fidelity checklist to track the degree to which the intervention is delivered as planned.

Specify enhanced services for EL students:

Materials and translators will be provided in necessary languages.

Specify enhanced services for low-performing student groups:

Explain the actions for Parent Involvement (required by Title I):

- Parents will be invited to participate as chaperones during our off campus experiences/field trips and their admissions will be provided through our site.
- Parents meet at a minimum of once a year to discuss their student's Individual Education Plan (IEP).
- Back to School Night
- Open house
- SSC meetings

Describe Professional Learning related to this action:

- Climate & Culture, Behavioral, and Social emotional professional learning will be provided for all staff.
- Project Based Learning Professional Learning (PL)
- Written Expression - Language of Circles PL
- Newslea PL
- IM4 conference

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Student incentives and materials for goal 2 activities Staff incentives	2,142.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Direct Trans			Study trips, transportation, project base learning	1,432.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement in Back to School Night, SSC meetings, Field Trips, Open House, blanket food POs for parent meetings	1,600.00
G2A1	LCFF: EL	Instruction	Cons Svc/Oth			*Other* : Professional Development for staff or students.	607.00
G2A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics for Climate and Culture Expectations	336.00
G2A1	LCFF: EL	Attendance & Social Work Servic	Travel			Staff travel and professional development for social well being, school climate and culture.	400.00

\$6,517.00

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Linked Learning Enrollment	7 %	3.571 %	2017-2018	10.571 %
College/Career Readiness		0 %	2017-2018	3 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Linked Learning Enrollment

Our site is currently connected to Work Experience, Workability and Department of Rehab (DoR).

College/Career Readiness

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Linked Learning Enrollment

We did not have competent district TSA, we now have been reassigned an individual for workability and DOR.

College/Career Readiness

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

No Change

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We are looking for a District TSA in the beginning of the school year to start Workability and DOR for students at the beginning. We will also be starting a ServSafe program so students can earn their certificates, such as ServSafe California Food Handler Course and Assessment certificate.

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

Work experience class is held every Friday and has been successful. Workability and DOR are not coming on a regular basis. Suggestion was to contact District leader and as a result a new person was assigned.

2 ELAC:

In agreement with SSC

3 Staff:

Also in agreement with SSC. Staff is supporting work experience class with success.

Action 1

Title: Develop a Career Readiness Program

Action Details:

Utilize district available career readiness program, along with the Work Experience, Workability Program and Department of Rehabilitation (DOR) program to insure success in the workplace environment.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Data will be collected on student attendance and participation. A report will be developed regarding their career readiness input.

Owner(s):

Principal
Teachers
SE Parras
Therapist

Timeline:

The entire school year of 2019-2020

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Every Friday during zero period we have a career readiness program for all students. An online program and materials, along with speakers and field trips to prepare students for secondary transition after high school.
- Adult living and career readiness will be added to curriculum
- Instructional services for Independent Study for CTE courses, or sending students to other campuses for CTE courses.
- Provide Arts, Media and Entertainment CTE

Specify enhanced services for EL students:

Material will be delivered in student's home language if necessary. Translators will be provided for family members when programs are discussed at various meetings.

Specify enhanced services for low-performing student groups:

Staff will provide extra support to students as needed.

Explain the actions for Parent Involvement (required by Title I):

Program and student needs will be discussed at meetings, such as Back to School Night, School Site Council, IEPs, Open Houses. Refreshments will be provided for parents/guardians/families.

Describe Professional Learning related to this action:

Professional learning will be delivered to staff at professional development meetings on Wednesday and through accountable community meetings.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G3 - All students will demonstrate the character and competencies for workplace success

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Separate Classes: Special Educati	Bks & Ref			Books and other career readiness material	350.00

\$350.00

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	73 %	87.5 %	2017-2018	85.5 %
Suspensions Per 100	24 %	8.108 %	2017-2018	7.108 %
Graduation Rate		63.636 %	2017-2018	64.636 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Chronic Absenteeism</p> <p>Overall attendance has been at 67% from school site data.</p> <p>Suspensions Per 100</p> <p>Suspensions are not an issue, we only had one suspension this school year.</p> <p>Graduation Rate</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Chronic Absenteeism</p> <p>Students state of mental wellness, many of our students experience high anxiety and depression.</p> <p>Suspensions Per 100</p> <p>Suspensions are not an issue, we only had one suspension this school year.</p> <p>Graduation Rate</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Last year funds were used for supplemental reading material (Choices Scholastic Magazine), Reading Intervention Program (Read Naturally Live-online program), two document cameras and supplies to support this technology. It was agreed that we will continue all of these programs for school year 2018-2019 and include Ceramics and Project Based Learning.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Increase parent involvement
 Visit Fresno City College

Have binder checks bi-weekly
 Teachers make phone calls to parents regarding academic progress
 Therapist make calls to parents regards social emotional well being of students.
 Set up Transition to College class

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

In all meetings it was agreed that attendance was an issue. It was suggested that after a student is absent for three consecutive days not due to illness or bereavement then two staff members will do a home visit. Also discussed ways to improve participation at site level. Include more hands on curriculum: Project Based Learning and Ceramics for all students.

2 ELAC:

In all meetings it was agreed that attendance was an issue. It was suggested that after a student is absent for three consecutive days not due to illness or bereavement then two staff members will do a home visit. Also discussed ways to improve participation at site level. Include more hands on curriculum: Project Based Learning and Ceramics for all students.

3 Staff:

In all meetings it was agreed that attendance was an issue. It was suggested that after a student is absent for three consecutive days not due to illness or bereavement then two staff members will do a home visit. Also discussed ways to improve participation at site level. Include more hands on curriculum: Project Based Learning and Ceramics for all students.

Action 1

Title: Improve Graduation Rate

Action Details:

Fulton Secondary will ensure academic progress of students with intensive monitoring of grades, individualized support, and interventions to support students falling behind. The teachers will check grades and progress weekly and coordinated support with the Social Emotional Parra's. Instruction will specifically target each students' academic gaps. Teachers will be given additional training to support the academic progress of English Learners.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Grades will be monitored weekly, interim data on progress towards the semester 1 and semester 2 goal will be obtained from the quarter 1 and quarter 3 report card. Final outcome data will be generated from the semester 1 and semester 2 grades.

Owner(s):

Principal
 Teachers
 SE Parras
 Therapist

Timeline:

Weekly Monitoring
 End of quarterly grades and semester grades

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Springboard and Go Math curriculum. Edgenuity (My Path for Special Day Class) Program, curriculum material/supplies and supplemental curriculum. Rewards and incentives to be provided to students who are progressing academically utilizing a tier level system.

Specify enhanced services for EL students:

Perform CELDT assessment and obtain data. Provide reading intervention program for EL student support.

Explain the actions for Parent Involvement (required by Title I):

Progress reports and quarter/semester grades will be mailed to parents/guardians. Parents/guardians will be contacted by teachers/therapist when there are academic concerns. Patr

Specify enhanced services for low-performing student groups:

Reading and writing intervention programs will be provided.

Describe Professional Learning related to this action:

Staff will receive professional development in curriculum and in intervention programs.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0188 Fulton (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Flyers, Mailers, Stamps **NO FOOD, NO INCENTIVES**	42.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Supplemental - Student Incentives	943.00

\$985.00

2019-2020 Budget for SPSA/School Site Council

State/Federal Dept 0188 Fulton (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Separate Classes: Special Educati	Bks & Ref			Reading Materials- Read Naturally Writing Intervention Program Choices Scholastic Magazine	343.00
G1A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			: Timers, batteries, graphing materials, small paper orders, other materials and supplies as needed. **NO FOOD, NO INCENTIVES**	165.00
G1A1	Title 1 Basic	Separate Classes: Special Educati	Nc-Equipment			Technology for projectors, Elmo's, lightbulbs, sound for projectors. Headphones HDMI converters	500.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Student incentives and materials for goal 2 activities Staff incentives	2,142.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Direct Trans			Study trips, transportation, project base learning	1,432.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent involvement in Back to School Night, SSC meetings, Field Trips, Open House, blanket food POs for parent meetings	1,600.00
G2A1	LCFF: EL	Instruction	Cons Svc/Oth			*Other* : Professional Development for staff or students.	607.00
G2A1	LCFF: EL	Parent Participation	Direct-Graph			Graphics for Climate and Culture Expectations	336.00
G2A1	LCFF: EL	Attendance & Social Work Service	Travel			Staff travel and professional development for social well being, school climate and culture.	400.00
G3A1	Sup & Conc	Separate Classes: Special Educati	Bks & Ref			Books and other career readiness material	350.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			Flyers, Mailers, Stamps **NO FOOD, NO INCENTIVES**	42.00
G4A1	LCFF: EL	Instruction	Mat & Supp			Supplemental - Student Incentives	943.00

\$8,860.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$1,050.00
Sup & Conc	7090	\$5,524.00
LCFF: EL	7091	\$2,286.00
Grand Total		\$8,860.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$1,008.00
G2 - All students will engage in arts, activities, and athletics	\$6,517.00
G3 - All students will demonstrate the character and competencies for workplace success	\$350.00
G4 - All students will stay in school on target to graduate	\$985.00
Grand Total	\$8,860.00