

Fulton Special Education

10621666112619

Principal's Name: Grace Settle

Principal's Signature:

A handwritten signature in blue ink that reads "Grace J. Settle". The signature is written in a cursive style with a large initial "G".

The Fresno Unified School District Board of Education approved this plan on June 10, 2020

Title I SWP

Table of Contents	
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

<p>The School Site Council (SSC) develops and revises the School 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.</p>
<p>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.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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 and Family Policy and the Parent-School Compact.</p>
<p>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.</p>
<p>The School 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.</p>

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 -					
3.					
4.					
5.					
6.					
7.					
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 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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Grace Settle		
SSC Chairperson			

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 2020/21

Fulton - 0188

ON-SITE ALLOCATION

3010	Title I	\$1,350 *
7090	LCFF Supplemental & Concentration	\$6,367
7091	LCFF for English Learners	\$1,143
TOTAL 2020/21 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	\$45
Remaining Title I funds are at the discretion of the School Site Council	\$1,305
Total Title I Allocation	\$1,350

Fulton School 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		0 %	2018-2019	7 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		0 %	2018-2019	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.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Fulton is unable to access SBAC, most students arrive at Fulton from a comprehensive site, therefore we have to look up all SBAC scores on student's individually.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Majority (100% from 2019-2020) student's that transferred to Fulton were behind in academic credits, usually due to their mental health well being. Many have had a high absenteeism rate.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

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 continue to be pleased with Read Naturally Intervention Program that was first purchased back in 2017-2018. It was voted last school year and upcoming school year of 2020/2021 to renew the reading intervention program. Progress monitoring was reviewed and majority of the students moved up 2 grade levels in reading. The writing component also pecculates the reading comprehension portion of the program.

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 using the progress monitoring tool and data analysis in the Read NaturallyLive program, therefore this program will be renewed in the SPSA budget.
- To achieve this goal, Fulton will also renew the Newslea program which will enhance all core curriculum and GVC that is used by the district in all core curriculum involving reading, writing and math.
- Furthermore, to deliver more academics in core curriculum a 4th teacher will be added to Fulton Secondary School.
- Another change to promote reading, writing and math, Fulton will purchase Action Scholastic and Choices. Action Scholastic boost reading skills with thrilling , up to date teen articles of interest. It comes complete with step by step instruction, powerful differential tools and is aligned to state standards.

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:	2 ELAC:	3 Staff:
<ul style="list-style-type: none"> • SSC & ELAC are pleased with the results of the previous academic programs, Read Naturally and Newslea and are in agreement to renew. • They are also in agreement for Fulton to purchase Action Scholastic and Choices. • All parties are in agreement that a 4th teacher will be beneficial to the deliver of academics to the various students at Fulton. 	<ul style="list-style-type: none"> • SSC & ELAC are pleased with the results of the previous academic programs, Read Naturally and Newslea and are in agreement to renew. • They are also in agreement for Fulton to purchase Action Scholastic and Choices. • All parties are in agreement that a 4th teacher will be beneficial to the deliver of academics to the various students at Fulton. 	<ul style="list-style-type: none"> • Staff is in agreement with SSC & ELAC and are also pleased with the results of the previous academic programs, Read Naturally and Newslea and are in agreement to renew. • They are also in agreement for Fulton to purchase Action Scholastic and Choices. • All parties are in agreement that a 4th teacher will be beneficial to the deliver of academics to the various students at Fulton.

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 mostly (90%) below reading level at the beginning of the school year or upon enrolling at Fulton. 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 2020-2021

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 2020-2021.

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, along with a Written Expression program and Newslea Pro. Besides the teachers giving direct instruction the students will also be using technology/tablets/laptops 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.

Specify enhanced services for low-performing student groups:

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

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

Parents will be exposed to program at Back to School Night and review during IEP meetings and SSC meetings. 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.

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.

2020-2021 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			Action Magazine Scholastic News Choice Magazine	955.00

\$955.00

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	7 %	0 %	2018-2019	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.

<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>Goal 2 Participation Rate</p> <p>The above dashboard does not have correct rate of participation. Previously 80% of the students were enrolled in some sort of art class, now 100% are enrolled to participate in the visual arts program provided through FUSD, while 60% that needed Art/Foreign Language credit were enrolled in a Ceramics class. 100% of the students were enrolled in physical education, and 100% are allowed to participate in Goal 2 activities, like field trips.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Goal 2 Participation Rate</p> <p>Factors such as students state of mental wellness, and many or out students experiencing high anxiety and depression, influence dis-proportionality of low-performing student groups. This also sometimes leads to high absenteeism with some students.</p>
---	---

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

We are not a comprehensive site with a continuum of athletics, such as sports teams, playground area or after school activities. We do expose our student to physical activity in order to prepare them to transition back to comprehensive sites.

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 will be purchasing additional supplies for the Art/Ceramic class to increase the exposure to all students.
- Expand the Arts Program, including cooking class
- All students will participate in Visual Arts/Movement/Theater on a rotation basis.
- Increase PE equipment for athletics and yoga
- Plan on quarterly community outing and a distance outing at the end of the year through the Goal 2 office.
- Continue Friday local community outing

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 the meeting by the Community group, some suggestions will be implemented:

- Provide more meals and funds for students to purchase on field trips.
- Slots more funds for art projects
- Check with district about weight equipment
- Promote Project Based Learning and support teachers with training and funds for projects

2 ELAC:

SSC/ELAC is also in agreement with all items introduced at this meeting.

3 Staff:

Staff agreed with information was shared at the meeting by the Community group, some suggestions will be implemented:

- Provide more meals and funds for students to purchase on field trips.
- Slots more funds for art projects
- Check with district about weight equipment
- Promote Project Based Learning and support teachers with training and funds for projects

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 a minimum of 4 local activities and 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 is 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 social emotional well being and strategies for improvement. Fulton's milieu is an ongoing therapeutic environment with therapist and staff continuously deploying a social emotional learning culture and climate.

Owner(s):

Principal
Therapist
Teachers
SE Parras
Campus Assistant
Office Manager
School Psychologist

Timeline:

Throughout the 2020-2021 school year.

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

- IM4 Program
- 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 Parras
Campus Assistant
Office Manager

Timeline:

Throughout the 2020-2021 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.

Choice Magazine is life skills magazine that improves student's physical, social, and emotional health with current articles.

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, customized 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.

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).

Specify enhanced services for low-performing student groups:

All programs are scaffold to guide students through important texts across various genres.

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)
- Action Scholastic step by step instruction

- Back to School Night
- Open house
- SSC meetings

- Newslea PL
- IM4 conference

2020-2021 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	Bks & Ref			Online software/service	2,100.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Direct Trans			Transportation for community outings	1,400.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Supplies for community outings	367.00
G2A1	LCFF: EL	Instructional Supervision & Admir	Travel			Conferences	443.00
G2A1	LCFF: EL	Parent Participation	Direct-Graph			Posters & signs	300.00

\$4,610.00

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
----------------	----------------	--------	-------	--------

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.

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

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

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.

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:

2 ELAC:

3 Staff:

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 2020-2021

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.

2020-2021 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	LCFF: EL	Parent Participation	Mat & Supp			Parent/Student meetings	400.00

\$400.00

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	85.5 %	78.947 %	2018-2019	76.947 %
Suspensions Per 100	7.108 %	8.333 %	2018-2019	7.333 %
Graduation Rate	64.636 %	34.211 %	2018-2019	35.211 %

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.

Chronic Absenteeism

Telephone calls home by office manager, teachers and/or therapist. Most effective was home visits by teacher and therapist.

Graduation Rate

Throughout the school year an academic graduation plan is developed for students. It is progress monitored every 6 weeks.

Suspensions Per 100

Conflict resolution is utilized to circumvent suspensions, as well as in-house suspension is readily available over regular suspension. Teach students coping skills and place appropriately at their academic level, still with challenging curriculum at an independent level with support.

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

Chronic Absenteeism

Over 50% of the students arrive at Fulton usually with excessive absenteeism.

Graduation Rate

99 to 100% of the students arrive at Fulton behind in academic credits.

Suspensions Per 100

Many students are low cognitively and in order to not be embarrassed they have enacted behaviors at the comprehensive to compensate.

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

Positive feedback, incentives for progress. Provide graduation gowns, clothing and diplomas for graduates. Provide appropriate school supplies for students to meet graduation requirements.

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.

More incentives to promote attendance, graduation and positive behaviors. Necessary tools such as IM4, sensory tools, science and math manipulatives to help promote student success and social emotional well being. . A committed will be formed to come up with ideas to present to the SSC for additional actions to meet this goal.

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:

The SSC met and approve the plan and budget to help students to stay and school and graduate.

2 ELAC:

The SSC/ELAC met and also approve the plan and budget to help students to stay and school and graduate.

3 Staff:

The staff also approves the plan and budget to help students to stay and school and graduate.

Action 1

Title: Improve Graduation Rate

Action Details:

Futon 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.

Specify enhanced services for low-performing student groups:

Reading and writing intervention programs will be provided.

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

Describe Professional Learning related to this action:

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

2020-2021 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			: Materials & Supplies for Parent Involvement **No Food, No Incentives**	45.00
G4A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Project Based Learning **No Food, No Incentives**	350.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Student Incentives Graduation supplies - Caps, Gowns, Diplomas School Supplies	2,500.00

\$2,895.00

2020-2021 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			Action Magazine Scholastic News Choice Magazine	955.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Bks & Ref			Online software/service	2,100.00
G2A1	Sup & Conc	Separate Classes: Special Educati	Direct Trans			Transportation for community outings	1,400.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Supplies for community outings	367.00
G2A1	LCFF: EL	Instructional Supervision & Admir	Travel			Conferences	443.00
G2A1	LCFF: EL	Parent Participation	Direct-Graph			Posters & signs	300.00
G3A1	LCFF: EL	Parent Participation	Mat & Supp			Parent/Student meetings	400.00
G4A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials & Supplies for Parent Involvement **No Food, No Incentives**	45.00
G4A1	Title 1 Basic	Separate Classes: Special Educati	Mat & Supp			Project Based Learning **No Food, No Incentives**	350.00
G4A1	Sup & Conc	Separate Classes: Special Educati	Mat & Supp			Student Incentives Graduation supplies - Caps, Gowns, Diplomas School Supplies	2,500.00
Total							\$8,860.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$1,350.00
Sup & Conc	7090	\$6,367.00
LCFF: EL	7091	\$1,143.00
Grand Total		\$8,860.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$955.00
G2 - All students will engage in arts, activities, and athletics	\$4,610.00
G3 - All students will demonstrate the character and competencies for workplace success	\$400.00
G4 - All students will stay in school on target to graduate	\$2,895.00
Grand Total	
	\$8,860.00