

(Name) School

SCHOOL PROGRAM IDENTIFICATION

School Name:	Local District:
District CDS Code: 1964733	School CDS Code:
Initial Year: 2010-2011	

For additional information on our school programs contact the following:

Principal:	E-mail address:	
Contact Person:	Position:	E-mail address:
Address:	Telephone Number:	

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

<input type="checkbox"/> English Learners Programs (EIA-LEP)	<input type="checkbox"/> Special Education/Least Restrictive Environment (LRE)
<input type="checkbox"/> Gifted and Talented Education (GATE)	<input type="checkbox"/> Title I Schoolwide Program (SWP)
<input type="checkbox"/> Los Angeles Educational Alliance for Restructuring Now (LEARN)	<input type="checkbox"/> Title I Targeted Assistance School (TAS)
<input type="checkbox"/> Quality Education Investment Act (QEIA)	<input type="checkbox"/> Title II Professional Development
<input type="checkbox"/> School Based Coordinated Programs (SBCP)	<input type="checkbox"/> Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input type="checkbox"/> School Based Management (SBM)	<input type="checkbox"/> Tobacco Use Prevention Education (TUPE)
<input type="checkbox"/> School Governance Council (SGC)	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Program Improvement (PI)	

Year 1 Year 3 Year 4 Year 5+ LAUSD School of Choice

The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on:		
	Date	

The Local District staff has reviewed the School Plan with the principal and agreed to support and provide feedback for implementation.			
Signature		Signature	
_____		_____	
Local District Director of School Services	Date	Local District Superintendent or Designee	Date

(Name) School



PROGRAM IMPROVEMENT YEAR 4
2011-2012 School Restructuring Decision



The School Restructuring decision is based on the following principles of restructuring: a major reorganization of the school's structure that makes fundamental reforms; substantial promise of enabling the school to make Annual Yearly Progress (AYP); and consistency with State law.

Local District: [] Name of School: [] Date: []

Directions: The LEA selects one or more Restructuring Options. Check the applicable box(es). Strategies and activities to support the restructuring decisions should be described in the appropriate Accountability Matrix pages. Due Date: On the day of the school's 2011-2012 Budget Development appointment

- Enter into a contract with an outside entity to manage or provide guidance in the management and operation of the school.
Reopen the school as a charter school.
Select one of the other major restructuring options below. Describe the process to implement in the "School Organization/Support Services/Safe Schools" section of the Accountability Matrix
Public School Choice Process participation
Professional Learning Communities (PLCs)
Class size reduction with Quality Education Investment Act (QEIA) funds
CDE School Improvement Grant (SIG) recipient for three years and will implement the following model: Transformation Model, Turnaround Model, Restart Model
APPROVED Small Learning Communities (SLCs)
Pilot Schools
Small Schools

Local District Superintendent: [] Print Name Signature Date
Local District Principal Leader/Director: [] Print Name Signature Date
Principal: [] Print Name Signature Date
School Site Council Chair: [] Print Name Signature Date

(Name) School

School Site Council Composition (SSC)

EC 52012, 52852

<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="font-size: small;">Total 5</p> </div> <div style="width: 45%; text-align: right;"> <p style="font-size: small;">Total 5</p> <h3 style="text-align: center;">Elementary</h3> <p style="font-size: x-small;">In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)</p> </div> </div> <div style="width: 50%; vertical-align: top; padding: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="font-size: small;">Total 6</p> </div> <div style="width: 45%; text-align: right;"> <p style="font-size: small;">Total 6</p> <h3 style="text-align: center;">Secondary</h3> <p style="font-size: x-small;">In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)</p> </div> </div> <div style="width: 50%; vertical-align: top; padding: 5px;"> <p>The membership of the council shall be no fewer than 10 members.</p> </div> <div style="width: 50%; vertical-align: top; padding: 5px;"> <p>The membership of the council shall be no fewer than 12 members. *</p> </div> </div>

* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).

Part A – School Staff				Part B – Parents/Community			
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent	Community	Student

Total number in each column _____

Total number in Part A _____

Total number in each column _____

Total number in Part B _____

Name of SSC Chairperson Position (e.g., Parent, Teacher)

Signature of SSC Chairperson Date

Name of Principal

Signature of Principal Date

(Name) School

COMMITTEE RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school programs or grants they choose to include.
2. School plans must be 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	Chairperson		Check		Date of review of recommendation
	Print Name	Signature	Parent/Community	Staff	
Compensatory Education Advisory					
English Learner Advisory					
Gifted & Talented Education Program Advisory					
UTLA Chapter Chair or Chapter Chair's Designee					
Other (list)					

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be 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 the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the school site council on:

Date

Attested:

Typed name of SSC chairperson

Signature of SSC chairperson

Date

**Maywood Academy
High School
Budget &
Budget Narrative**

SIG Form 4b-School Projected Budget

School Projected Budget - Revised

Fiscal Year 2009–10

Name of School: Maywood Academy High School	
County/District/School (CDS) Code: 1964733	
LEA: Los Angeles Unified School Dist.	
LEA Contact: Dr. Gail Greer, Prin.	Telephone Number: (323) 838-6000
E-Mail: ggreer1@lausd.net	Fax Number: (323) 560-9211
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000	Certificated Personnel Salaries	\$ 1,036,102.00	\$ 1,036,102.00	\$ 1,036,102.00
2000	Classified Personnel Salaries	\$156,639.00	\$156,639.00	\$156,639.00
3000	Employee Benefits	\$246,121.00	\$246,121.00	\$246,121.00
4000	Books and Supplies	\$278,063.00	\$293,992.00	\$292,044.00
5000	Services and Other Operating Expenditures	\$160,000.00	\$160,000.00	\$160,000.00
6000	Capital Outlay			
7000	Transfers of Direct Support Costs			
Total Amount Budgeted		\$1,876,925.00	\$1,892,854.00	\$1,890,906.00

SIG Form 5b–School Budget Narrative

School Budget Narrative - Revised

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Maywood Academy High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Ongoing, high quality, job embedded staff development – for teachers/support staff and leaders</p> <p>PD Planning time 63 teachers/support staff and school leaders x 28 days, twice monthly @ 2 hours eacy (beyond the school day) in support of 14 LAUSD/MAHS PD days scheduled over a 10 month period.</p> <p>\$199,440 x 3 years = \$598,320</p> <p>Planning and data analysis time will take place in these meetings and will done by Smaller Learning Community and Department utilizing Personalized Learning Community strategies for a total of 56 annual planning and teaming hours of at the 10thly rate. Training rate will and can also be made available as determined by the School Leadership Council in its purview over budgets via the Expanded School Based Management Governance model.</p> <p>Contracting for Instructional Services with Institutions of Higher Learning and/or organizations for on going, professional development learning</p>	<p>\$598,320</p> <p>\$300,000</p>	<p>1100 1200 1300 3101 3201 3303 3401 3501 3601</p> <p>5800</p>

<p>opportunities for teachers, school leaders, support staff and classified staff.</p> <p>\$100,000 per year x 3 years = \$300,000</p>		
<p>Books and Materials 396.82 x 63.00 per person for professional learning libraries supporting improved teaching and learning as per professional development topics. \$25,000 per year x 3 years = \$75,000</p>	\$75,000	4100 4200 4300
<p>Conference Attendance @ \$1,000 per 60 teacher/leader/staff \$60,000 per year x 3 years = \$180,000</p>	\$180,000	5200
<p>Rewards for teachers/leaders (61) who have increased student achievement X 3000.00 per person. (years 1, 2 and 3) \$183,000 per year x 3 years = \$549,000</p>	\$549,000	1100 1200 1300 3101 3201 3303 3401 3501 3601
<p>Department Chairperson Differentials @ 1500.00 x 10 departments (10 chairpersons). For leading data analysis meetings and instructional planning meetings twice per month by department and in support of SLC's. \$15,000 per year x 3 years = \$45,000</p>	\$45,000	1100 1200 1300
<p>Instructional Math Coach .5 \$46,725 per year x 3 years = \$140,175</p>	\$140,175	1100 1300 1900
<p>Instructional Coach English Language Arts . 5 \$46,725 per year x 3 years = \$140,175</p>	\$140,175	1100 1300 1900
<p>Extended Day Schedule – up to 60 minutes x 180 days of instruction-</p>	\$1,751,142	1100 1200

<p>X 55 people (49 Teachers, 4 counselors, 1 dean, 1 coordinator. This information reflects our current RIF and displacement information. 55 people x 180 work days. Teachers (49) @ 52.00 per hour; 4 counselors (60.12 – 61.29 per hour); 1 dean (\$52.00 per hour); 1 coordinator @ 60.12 hour). The current schedule, recommended between 45 minutes and 60 minutes a day is calculated at the 60 minute rate to allow flexibility as determined by the soon to be established School Leadership Council which has governance over determining exact bell schedule.</p>		<p>3101 3301 3401 3501 3601</p>
<p>\$583,714 per year x 3 years = \$1,751,142</p>		
<p>PSA Counselor- Pupil Services and Attendance Counselor for Student and Family Support - .5 position - Providing appropriate social, emotional, community oriented services and supports for all students as needed.</p>	<p>\$164,064</p>	<p>1200 3101 3102 3201 3202 33010 3302 3401 3402 3501 3501 3601 3602</p>
<p>\$54,688 per year x 3 years = \$164,064</p>		
<p>PSW - Psychiatric Social Worker for Student/Family Support .5 position – Providing appropriate social, emotional, community oriented services and supports for all students as needed.</p>	<p>\$164,064</p>	<p>1200 3101 3102 3201 3202 3301 3302 3401 3402 3501 3501 3601 3602</p>
<p>\$54,688 per year x 3 years = \$164,064</p>		
<p>IMA - Intervention Supports for the Extended Daily Minutes for up to 60 minutes of Intervention time–</p>	<p>\$177,585</p>	<p>4100</p>
<p>- Response to Intervention 2 – Training Materials, ALEKS mathematics licenses @ for a computerized instructional program for students scoring at below basic and far below basic in math, SRT or other Computerized Learning</p>		<p>4200 4300 4400</p>

<p>Systems as determined by the School Leadership Councils will be purchased to support students needing supporting in English Language Arts.</p> <p>\$59,195 per year x 3 years = \$177,585</p> <ul style="list-style-type: none"> - Students participating in this effort will be selected based on student grades, parent/student request, CST scores, IEP results, CELDT test results and/or teacher recommendation with parent approval. The numbers of these targeted students will depend on outcome results. We are planning for at least two classes and possibly four for strategic targeting and entire school in general through our extended learning opportunities. - Intervention efforts will be available for all students found to be at the below basic and far below basic levels in English Language Arts on the CST's, the CAHSEE, the CELDT and on meeting goals and objectives for IEP's for Special Education Students. 		
<p>Office Technician – A Basis – TBD by School Leadership Council – to support the maintenance, collection and distribution of data information as requested by administrators, instructional coaches, department chairpersons, SLC leads and support staff. This position will also work in support of the school as a whole by insuring that meaningful and appropriate substitute coverage is provided when teachers are out on illness or professional development. This position will also be responsible for supporting the collection of daily school wide attendance data.</p> <p>\$58,109 per year x 3 years = \$174,327</p>	<p>\$174,327</p>	<p>2400 3202 3302 3402 3502 3602</p>
<p>Educational Aide Position 2 – C Basis</p> <p>This position will work in support of the Intervention Period of up to 60 minutes daily and/or 300 minutes weeks for all students. As well, this position will fully support as the during the day Intervention period (Response to Intervention 2 and other Intervention efforts supported by the School Leadership Council conducted in the Library at during the day intervention time(s). This position will further support classroom teachers and any Intervention appointed designee. Requests should be formalized by Department Chairpersons and copied to administrative staff so as to streamline communication and requests.</p>	<p>\$129,276</p>	<p>2400 3202 3302 3402 3502 3602</p>

<p>\$43,092 per year x 3 years = \$129,276</p>		
<p>Purchase of School Supervision Aides (4) and/or 1 School Safety Officer so as to maintain a safe campus during the day and during intervention program efforts also held after school daily and on Saturday mornings.</p> <p>\$70,000 per year x 3 years = \$210,000</p>	<p>\$210,000</p>	<p>2400 3202 3302 3402 3502 3602</p>
<p>Purchase of a .5 Custodial Staff position for the purpose of supporting after school and weekend tutorial programs by maintaining a clean campus. As well, this position will support set ups and arrangements for parent meetings and parent interactions which we expect will take place throughout the school week and on at least two out of four weekends. This position will support instruction ensuring the campus is conducive for students learning at all times.</p> <p>\$55,681 per year x 3 years = \$167,043</p>	<p>\$167,043</p>	<p>2400 3202 3302 3402 3502 3602</p>
<p>Parent Liaisons (4) @ 3250.00 annually To insure that each Smaller Learning Community has at least one parent liaison assigned to them to assist in trouble shooting with students and/or families at risk. To provide support, motivation and encouragement to other parents on how to access services, support systems and how to interface with classified, certificated and administrative staff so as to insure the needs of their children are met. These parents, while not full time employees will be called up and utilized by SLC Lead teachers in their effort to solve issues that may be negatively affecting students' outcomes.</p> <p>\$13,000 per year x 3 years = \$39,000</p>	<p>\$39,000</p>	<p>2000</p>
<p>Parent Ombudsman/School Liaisons – 10 parent liaisons or ombudsman will be paid 1500.00 annually to support learning in the Maywood community and in particular in the parents neighborhoods. It is expected that these parents will</p>	<p>\$45,000</p>	<p>2000</p>

<p>be the go to parents in the community and will also work on campus maintaining logs and sign-ins as documentation of their efforts to fully engage community members.</p> <p>\$15,000 per year x 3 years = \$45,000</p>		
<p>Technology Technology purchases to insure that intervention equipment (computers) are in classrooms in support of the Response to Intervention 2 program, scheduled to take place for one hour during the school day. 100 desktop computers @ 1430.00 each plus software programs (450.00)and lockdown devices (50.00 each) need to be outfitted with software supporting RTI intervention and/or Aleks Mathematics licenses. 2000.00 per computer x 60 computers for teacher, student, classroom and RTI library time access.</p> <p>1st year - \$143,097, 2nd year - \$159,026, 3rd year - \$157,078 = \$459,201</p>	<p>\$459,201</p>	<p>4000</p>
<p>Parent Room Lap top purchases for the Parent Center to support parent trainings at school on how to access ISIS, School Attendance, e-mail and other communication with school staff. These items will be used during training sessions and professional development opportunities for parents so they are more comfortable with accessing school staff and information.</p> <p>\$50,771 per year x 3 years = \$152,313</p>	<p>\$152,313</p>	<p>4000</p>

Maywood Academy High School

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Required Component Acronym Legend: Transformation			
RP	Replace the principal who led the school prior to commencement of the transformed model.		SD Promote the continuous use of student data.
ES	Use rigorous, transparent, and equitable evaluation systems for teachers and principals		ILT Provide increased learning time.
IRR	Identify and reward school leaders, teacher, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		FCE Provide ongoing mechanisms for family and community engagement.
PD	Provide staff ongoing job-embedded professional development.		OF Give the school sufficient operational flexibility.
RPR	Implement strategies that are designed to recruit, place, and retain staff.		TA Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.
IP	Use data to identify and implement a new instructional program.		

School: **Maywood Academy High School** Tier I Tier II

Intervention Model: Turnaround Restart Transformation

Total FTE required: 5 LEA .5 School Other _____

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RP	Principal has been replaced beginning in September 2010 and will implement reform efforts.					
TA	LEA will implement transparent, rigorous, and equitable professional growth and support systems for teachers and principals.	7.01.10 – 6.30.13		68,853		
	Los Angeles Unified School District					

<p>PD RPR</p> <p>SD</p>	<p>Ongoing, high quality job embedded staff development aligned with the school’s comprehensive instructional program as designed with school staff to facilitate effective teaching and learning so as to implement reform strategies as outlined in the school’s Public School Choice proposal. Professional Development areas include:</p> <ul style="list-style-type: none"> • SDAIE Strategies for all students and especially English Language and Special Education students; • Cooperative Learning Strategies; • Thinking Maps • Interactive Direct Instruction; • Writing Meaningfully Daily; • Instructional Objectives • Classroom Management • Cultural Relevance • Personalized Learning Communities • Assessment – use of data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as with California standards. • Special Education/Gifted and English Learners 		<p>598,320</p> <p><i>(Years 1-3)</i></p> <p>to pay for teacher planning by dept. and SLC</p> <p>For 60 staff members and 3 admins.</p> <p>63 teachers/ support staff and school leaders X 28 days, twice monthly at 2 hours each (beyond the school day) in support of 14 LAUSD / MAHS PD days scheduled over a 10 month period. This effort also includes the opportunity to attend conferences</p>			<p>Supt’s Office</p> <p>LD 6</p> <p>School Leadership Council</p>
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	<p>Books and materials – 396.82 X 63 per staff for professional learning libraries supporting improved teaching and learning as per professional development topics.</p>	<p>(1000. per teacher) @ 180,000</p> <p><i>(Years 1-3)</i></p> <p>Books and materials (75,000)</p> <p><i>(Years 1-3)</i></p> <p>(300,000)</p> <p><i>(Years 1-3)</i></p> <p>In support of contracts with outside providers for PD packages.</p> <p>Partners will include Institutions of Higher Learning</p>			
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			including UCLA School of Management, USC, CSU's and LACOE			
IRR RPR SD IP	<p>LAUSD - Teacher Effective Task Force Recommendations – of allowing a 3000.00 incentive stipend per instructor/support staff/administrator who increases student achievement on any number of performance outcome indicators (CST's, CAHSEE, High School graduation rates, periodic assessments, formative and summative exams) or as determined by the School Leadership Council which has purview of instruction and is able to put support mechanisms and plans in place. This effort will be revised and/or revitalized as needed for school year's 2 and 3 if the grant is awarded.</p> <p>50 teachers x 3000.00 – 150,000.00</p> <p>8 support staff x 3000.00 24,000.00</p> <p>3 administrators x 3,000. – 9,000.00</p>		549,000 <i>(Years 1-3)</i>			Supt.'s Office School Leadership Council

<p>IP SD</p>	<p>Department Chairperson Differentials at 1500.00 per year to support data disaggregation efforts schoolwide on an ongoing basis. Data outcomes will drive the instructional program at the school and department chairpersons will be charged with providing opportunities for evaluation of data and student work on an ongoing basis and at least twice per month. This will be in addition to providing the department with a monthly overview of data outcomes, hosting conversations with individual members of the department in addition to fulfilling other department chairperson obligations as outlined by LAUSD.</p>		<p>45,000 <i>(Years 1-3)</i></p>			<p>School Leadership Council</p>
<p>PD PD</p>	<p>Instructional Coach .50 Math .50 English The School Leadership Council recognizes and asks for the support of part time instructional coaches in the areas of math and language arts. The coach will be charged with providing support, guidance and direction to individual teachers so as to support improved outcomes. These coaches will meet with individual teachers to review data outcomes and to recommend strategies for improvement and/or to model strategies</p>		<p>140,175 <i>(Years 1-3)</i> 140,175 <i>(Years 1-3)</i></p>			<p>School Leadership Council</p>

<p>ES SD</p>	<p>which may align themselves with improvement. Ultimately, the instructional coach position is designed to best and better support improved outcomes for students.</p>					
<p>OF</p>	<p>Early start of the school year to allow for students to be better prepared for meeting the required proficiency levels when school provides intervention activities for at-risk students.</p>					
<p>ILT</p>	<p>Establishment of an extended day school schedule that allows for an increased school day of up to 60 minutes per day that will include one hour of intervention/enrichment time for all students so as to increase learning time. The School Leadership Council is committed to providing intervention time for all students and for those not requiring intervention, they will either serve in support of classroom teachers as peer mentors or they will benefit from the additional hour by having an enrichment period whereby they are able to gain by having accelerated learning</p>		<p>1,751,142 <i>(Years 1-3)</i></p>			<p>Supt's Office LD6 School Leadership Council</p>

	opportunities. The school staff is committed to finding a way to provide during the school day intervention opportunities that are planned, coordinated and supported by Smaller Learning Communities, Departments and parent needs.					
SD	Providing appropriate social, emotional and community oriented services and supports for all students as needed. It should be noted that this school population is school wide Title I and are thereby disadvantaged according to their socio-economics. The School Leadership Council recommends the purchase of a school Pupil School Attendance Worker and a Psychiatric Social worker at 2.5 days each so as to make them full time in that the Title I budgets also pay for 2.5 days each.		164,064 <i>(Years 1-3)</i> @ 54,688 for each .5 position			School Leadership Council
SD	In this manner, students from this very need community would have a full time PSA and PSW		164,064 <i>(Years 1-3)</i> @ 54,688 for each .5 position			
SD						
PD	Response to Intervention Training - Materials, Equipment as per ALEKS licenses Schoolwide for math intervention support,		For Technology 459,201			LAUSD

SD	<ul style="list-style-type: none"> - CAHSEE Revolution Training and computer software; - And SRT Computer Training Software supporting the use of technology in improving English Language Arts outcomes in writing and test taking. All students with below basic and far below basic designations on the CST's and or those performing at levels 1, 2 and 3 on the CELDT testing (for English Learners) and those not meeting the goals as stated on their IEP's (special education students) will be the focus and will be enrolled in mandatory intervention classes that will support their having improved outcomes. This effort will require an investment in technology (hardware), licensing and the purchasing of relevant computer programs 		<p><i>(Years 1-3)</i></p> <p>IMA</p> <p>177,585</p> <p><i>(Years 1-3)</i></p>			<p>LD6</p> <p>School Leadership Council</p>
SD	<p>Purchase of Classified Staff – Office Technician to support maintenance, collection and distribution of data information as requested by administrators, instructional coaches, department chairpersons, SLC Leads.</p> <p>Ed Aide – so as to provide classroom support and/or library support for Response to Intervention efforts.</p>		<p>174,327</p> <p><i>(Years 1-3)</i></p> <p>129,276</p> <p><i>(Years 1-3)</i></p>			<p>School Leadership Council</p>
SD	<p>Purchase of School Supervision Aides (2) and/or 1 School Safety Officer so as to maintain a safe campus during the day and during intervention program efforts so that instruction can take precedence on this site.</p>		<p>210,000</p> <p><i>(Years 1-3)</i></p>			<p>School Leadership Council</p>

	These personnel will be directly responsible for supporting an improved school climate and discipline issues so as to assist in implementing positive behavioral support that will take the steps necessary to eliminate bullying, student harassment and other unsafe conditions that will negative effect student outcomes.				
ILT	Purchase of 1 part time custodial staff members to support after school and weekend tutorial programs and clean up so as to insure the campus is clean at all times and conducive to students learning.		167,043 <i>(Years 1-3)</i>		School Leadership Council
FCE	Parents as partners – Community Liaison training preparation and community outreach. Equipment purchases 6 laptops @ 800.00 each to support parent learning and outreach within the community.		152,313 <i>(Years 1-3)</i>		
	Parent Ombudsman / School Community Liaison training stipends @ 1500.00 annually x 10 parents = 15,000.00		45,000 <i>(Years 1-3)</i>		
FCE	Parent liaison PD stipends for 4 persons - one for each of 3 SLC's @ 1000.00 annually = (12,000.00) and one who will work school wide. Stipends are paid for parent attendance, training, translation and support of		39,000		

<p>FCE</p>	<p>other parents at homes/schools. 10 PD opportunities @ 100.00 each including four parent outreach efforts (Open House, Back to School Night and two Parent Conferencing nights) in addition to monthly training/logs and parent sign-ions. = (1000.00) for a total of 13 k.</p>		<p><i>(Years 1-3)</i></p>			
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