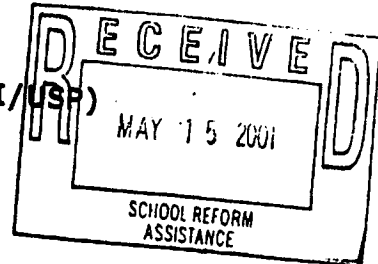


01 - 02 Los Angeles Unified
Huntington Park Senior

Immediate Intervention/
Underperforming Schools Program (II/USP)

SCHOOL APPLICATION
For II/USP Funding



Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Huntington Park High School		Total School Grant Amount Requested: FY 2001-2002 \$865,800.00 FY 2002-2003 \$865,800.00	
14 Digit County/District/School Code: 19-64733-1934157		Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Emilio Garcia		External Dan Chernow	
Address: 6020 Miles Ave.		Evaluator: UCLA/School Management Program	
City: Htg. Pk.	Zip: 90255	Address: 1041 Moore Hall Box 951521	
Phone: (323)583-3333	Fax: (323)583-0463	City: Los Angeles (310)	Zip: 90095-1521
		Phone: 825-2488	E-mail: dchernow@smp.gseis.ucla.edu.

Part II: Signatures (Signatures must be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Emilio Garcia	4/13/01		
Printed or Typed Name of Principal	Date	Signature of Principal	Date
UCLA/School Management Program			
Printed or Typed Name of External Evaluator's Organization			
Dan Chernow	4/12/01		
Printed or Typed Name of External Evaluator	Date	Signature of External Evaluator	

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Evaluator: UCLA Jarvis V. Pahl	<i>J. Pahl</i>	4/12/2001
Emilio Garcia, Principal	<i>Emilio Garcia</i>	
Marty Baran, UTLA Representative	<i>Marty Baran</i>	
Mary Schaeffer, Language Arts Chair Person	<i>Mary L. M. Schaeffer</i>	
Richard Rodriguez, Math Chair Person	<i>Richard Rodriguez</i>	
Ric Loya, Community Representative	<i>Ric Loya</i>	
Betty Davis-Gonzalez, Parent Representative	<i>Betty Davis-Gonzalez</i>	
Sergio Palos, Parent	<i>Sergio Palos</i>	
Ofelia Hernandez, Parent	<i>Ofelia Hernandez</i>	
Sara Curiel, Parent	<i>Sara Curiel</i>	

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies

The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	1
B. Solutions/strategies for overcoming these barriers and underlying causes.	1-6
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	6-7
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	7-9
E. Annual growth targets at least as high as those adopted by the State Board of Education.	9-10
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	10-11
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	11-12

2. Parental and Community Involvement

The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	12-14
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3. Fiscal Management

The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	14
B. Linked to overcoming barriers to achievement.	14-15
C. Not in excess of available funds (II/USP and other sources).	15

4. Personnel Management

The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	15
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	15-16
C. How professional development is provided to all teachers.	16-17
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the school site.	17
E. How professional development is directly related to areas where student academic performance needs improvement.	17-18

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	18
B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	18
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	18-19
D. Any lack of instructional materials is addressed.	19

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	19-20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	20

HUNTINGTON PARK SENIOR HIGH SCHOOL
Los Angeles Unified School District
IL/USP SCHOOL ACTION PLAN
INTRODUCTION

The Action Plan reflects schoolwide efforts from all stakeholders in collaboration with the IL/USP Action Planning Team and the assistance from our external evaluators.

1. GOVERNING BOARD POLICIES

A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.

HPSHS was built to accommodate 1,700 students. It currently has over 4,300 students enrolled. HPSHS is a multi-track, year-round campus that can accommodate 3,000 students.

In February, 2001, the IL/USP Findings Report was provided to Huntington Park Senior High by external evaluators of the School Management Program at UCLA. That report cites the following needs for the school to improve student achievement:

- Move from teacher-centered to student-centered classrooms
- Link strategies to results
- Provide professional development based on inquiry models
- Create common planning times
- Provide continuous support to the accreditation action teams
- Integrate parents into the school's program and governance in ways that are meaningful
- Create a unified vision for student achievement

B. Solutions/strategies for overcoming these barriers and underlying causes

A top priority for the LAUSD's Local District J, newly formed July, 2001, is the provision of a "coherent learning environment that will improve the academic achievement of all students."

The barriers to creating such an environment fall primarily within the areas of staff development, accountability, expectations for student achievement and implementation of standards-based curriculum, instruction and assessment. How HPSHS will address these barriers is discussed in this section.

Standards-Based Curriculum, Instruction and Assessment

HPSHS is making the following efforts with regard to integration of the California Academic

Content Standards into instruction and development of academic performance standards:

The English Department will be taking the lead in developing standards-based writing assessments across the grade levels through its "Keys to Quality" writing program. "Keys To Quality" trains teachers in using writing prompts for each grade level, scoring rubrics, and anchor papers to support them. The alignment of curriculum, instruction and assessment has begun in the science department. This alignment will lead to department assessment tools aligned to the California Academic Content Standards. Biology teachers will develop ten common laboratory activities and a scoring rubric. Anchor papers to support this rubric will be developed. By year's end, all science teachers will have this training.

Individual departments will continue to develop department-wide, ongoing assessments and rubrics, such as "Academic Rigor In Social Studies" (ARSS), which is being implemented now. ARSS training's major objectives are to develop collaborative efforts between English and social studies teachers. Using the "Keys To Quality" concept, English and social studies teachers will develop 10th grade World History writing prompts consistent with both English and World History Content Standards and accompanying rubric and anchor papers. They will field-test it and discuss student work. Personal learning plans and senior portfolio rubrics development are in progress in collaboration with one of the assistant principals selected to support teachers' work in the technology area.

In social studies, portfolios, projects, and simulations will be integrated into the assessment of student performance as the result of the staff development training provided through "History Alive." The Mathematics Department will explore and implement measures and assessment within the department. Department-wide tests, instructional timelines to bring consistency, and grading rubrics will be in place.

This effort provides a way to view many good programs as a whole, rather than fragmented and separate endeavors.

Staff, Student, Parent Accountability

Intensive and sustained staff development will occur in literacy, content standards, inquiry models, and technology.

Currently, HPSHS' Reading Action Team involves 45 teachers. This team will expand to include all core teachers schoolwide. We are going to improve reading comprehension based on assessments from our work in English, social studies and math. Student progress will be measured

three times a year. The History Department, in collaboration with Gage Middle School, will again invite "History Alive" trainers to provide staff development to all department members. Training in use of instructional technology will be ongoing, as will training designed to improve instruction and achievement. These activities target more **student-centered instruction**.

Future professional development activities will be those **based on inquiry models**. The school's instructional team has determined inquiry models that stress collaboratively viewing student work, engage teachers in dialogue about teaching practices and formalize trying new strategies and talking about results together to move promising practices to application. The staff development will employ the combined use of internal 'expert resources' (i.e. mentor teachers, National Board Certified Teachers and subject matter project trained staff). In addition, external professional developers such as The Achievement Council, UCLA School Management, Ed Tech Inc., LACOE (Los Angeles County Office of Education), and other consultants will do extensive training. In order to accomplish this, teachers, counselors and administrators will explore ways to create **common planning time**, thus providing opportunities to engage in thematic interdisciplinary teaching practices and facilitate inquiry. HPSHS administrators will implement a Local District J priority, 'the Focused Walk'. As they visit classrooms regularly, administrators will become accustomed to asking three questions to teachers and students alike: *What are you doing? Why are you doing it? and How do you know that what you are doing is good enough?*

Additional staff development planning is currently under way. Training for science and social science teachers will be scheduled along with the extended training for the English Department to focus on reading and writing in the content area to implement performance standards for writing applications. The Reading Action Team is also constructing a plan for staff development, and "Great Books" training is also well into the planning stage.

Plans are in the works for training in reciprocal teaching, peer coaching, and writing strategies. Selected staff is also scheduled to undergo AVID training in preparation for its implementation during fall of 2001. This training will be funded through the AIAA grant.

Sustained staff development, determined by student needs discovered during data analysis, and consistent administrator support and observation, will foster greater teacher accountability. HPSHS administrators provide strong support and leadership in allocating and monitoring funding to support teachers' instructional needs.

Students will become active participant in their learning. The development of personal

learning plans and senior portfolios will be expanded to include all grade levels. Also, there has been a steady increase in student enrollment in Advanced Placement Courses between 1997-98 and 1999-2000 (286.5 to 362.5) as well as an increase in the percentage of AP exams passed during the same period (48.75 to 55.39). The 1999-00 percentage is higher than both the Local District J and total Los Angeles Unified School District percentages (55.39, 43.95, and 50.60%) respectively. These statistics well support the goals identified by the superintendent in his "Call To Action" which emphasizes the need for larger enrollment in advanced placement courses.

For those students whose level of achievement requires additional support beyond the day-to-day instruction, HPSHS has provided after-school tutorials. The program is available three days per week, with an additional 4-hour Saturday class. HPSHS will institute after-school targeted tutoring in math and English and a student mentoring program as well. East Los Angeles Community College runs an after-school Upward Bound program two days weekly. Participation in and commitment to these student support programs will not only improve student achievement, but student accountability as well.

The goal for parent accountability is to increase the number of parents who actively participate in the school's mission.

The Parent Center will work closely with administration and faculty involving parents in a greater role as school partners in instructional programs, social events, and school recognition events." The Parent Institute For Quality Education will expand, and the first group of approximately 50 parents are about to graduate. (See pages 12 and 20.)

Staff Development - Sustained, focused and coherent staff development is a major goal of HPSHS' plans during the next two years. Training opportunities will foster implementation of instructional strategies that emphasize student interaction, standards focused content, and interim assessments of quality-based rubrics and other locally-developed benchmark activities.

Among the effective teaching strategies supportive of learning for all students, the school will develop a plan to implement effective strategies for teaching literacy. The plan will be based on adolescent development, brain-based learning and learning styles, principles of effort-based learning complex instruction, teaching and learning for understanding, and teacher leadership.

In addition to literacy, the External Evaluator Report identified the following as key challenges for HPSHS:

Moving From Teacher-Centered to Student-Centered Classrooms

Stakeholders, administrators and Leadership Team will also seek to overcome the challenges of overcrowding to reduce class size, and student-teacher ratios by creating ways to maximize use of classroom space. We will explore ways to create common planning time which could include a change in the bell schedule.

Linking Strategies To Results

Steps to link strategies to results include: sharing student work and successful lessons; increasing interdepartmental and departmental collaboration; increasing use of standards-based instruction to link tutoring practices to increased student achievement and peer mentor program.

Provide Professional Development Based on Inquiry Models

Training activities would include those that stress collaboratively viewing student work; engage teachers in dialogue about teaching practices; formalize trying new strategies and create opportunities to discuss results. The professional development portion of the Action Plan will also focus on standards-based instruction, student literacy, rubrics, and interdisciplinary and departmental collaboration including performing and fine arts (i.e., Title VII and Leonard Bernstein Center). Training in use of technology as an instructional tool will be ongoing.

Huntington Park Senior High School Staff Development Program - 2001 - 2003		
Training Focus	2001-2002	2002-2003
	Number of Trainings, Teachers, Days	Number of Trainings, Teachers, Days
Literacy	<u>Great Books</u> - 25 teachers, 1 day <u>Reading/Writing In The Content Areas</u> - 108 teachers	<u>Keys To Quality</u> - 30 teachers, 5 days <u>Reading, Writing In Content Areas</u> , 69 teachers, 2 days <u>Literacy Strategies</u> , 171 teachers, 2 days
Collaboration, Sharing, Examining Student Work Rubric Development	200 staff and parents - 12 days	149 staff and parents, 11 days
Standards Based Instruction	<u>Focused Walks</u> , 6 teachers, 10 days <u>California Content Standards</u> , 171 teachers, 1 day <u>Math, English, Science, Social Science Content</u> standards, 108 teachers, 2 days <u>Keys To Quality</u> , 30 teachers, 5 days	<u>Focused Walks</u> , 28 teachers, 5 days <u>California Content Standards</u> , 69 teachers, 10 counselors, 2 days <u>Academic Rigor In Social Studies</u> , 30 teachers, 5 days

Training Focus	2001-2002	2002-2003
	Number of Trainings, Teachers, Days	Number of Trainings, Teachers, Days
Student-Centered Instruction	<u>History Alive</u> , 28 teachers, 5 days <u>Peer Coaching</u> , 8 teachers, 9 days <u>Achievement Council</u> , 7 teachers, 8 days <u>Reciprocal Teaching</u> , 30 teachers, 4 days	<u>Reciprocal Teaching</u> , 55 teachers, 3 days <u>Peer Coaching</u> , 8 teachers, 9 days <u>Achievement Council</u> , 7 teachers, 5 days
Technology As An Instructional Tool	<u>Tech Ed. Inc.</u> , 30 teachers, 3 days	<u>Tech Ed. Inc.</u> , 30 teachers, 3 days

Create Common Planning Time

Steps toward implementing this recommendation include teachers, counselors, and administrators exploring ways to create common planning time such as a change in bell schedules; regularly scheduled, sustained and cross-track opportunities for peers, mentors, and administrators to interact, receive feedback and refine instruction, creation and presentation of one teacher-prepared integrated lesson plan using International Technology Standard In Education curriculum materials.

Provide Continuous Support To The Accreditation Action Teams

As the established Accreditation Action Teams continue to carry out their responsibilities in implementation of this Action Plan, the HPSHS community will continue its support of their efforts to accomplish the objectives of this plan. Such support would include provision of resources, such as release time in order to monitor the progress of the Action Plan objectives, as well as other support currently being defined by the teams and the school community.

Integrate Parents Into The School's Program and Governance In Ways That Are Meaningful

HPSHS will commit to designing professional development for staff and parents that will ensure full participation in the school's program. (See pages 4, 12, 20.)

Create A Unified Vision For Student Achievement

During the next two years, the implementation and evaluation of the objectives defined in the Action Plan will lead the HPSHS community toward the creation of a unified vision for student achievement. All professional development will seek to create a plan for this unified vision.

C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.

The school's WASC Self-Study states, "Located in an older facility in a community noted for poverty and crime and explosive population growth...Huntington Park is now seen as one of the

safest schools in the district". Current crime and violence report data clearly bear this out.

The External Evaluator Report identified factors which present "severe educational challenges" to students and staff at HPSHS. Among them are poverty, transiency, limited English proficiency, drugs, gangs, and peer pressure." Yet HPSHS' crime and violence statistics report a significantly low incidence of criminal activity. There was no reporting of homicides between 1995 and 2000. During the same five year period, there were 8 assaults with a deadly weapon, 13 batteries, one incident of a destructive device, 27 incidents of weapons possession, 7 robberies and 2 sex offenses. The incidence of loitering and trespass decreased significantly between 1998-99 and 1999-2000 from 20 to 9. Only two areas, chemical substance abuse and property crimes have increased over the five year period. In 1995-96, 20 property crimes were reported, while in 1999-2000, 87 were reported. Substance abuse incidents grew from 4 in 1995-96 to 37 in 1999-2000.

The increase in substance abuse between 1995 and 2000 may play a role in poor student academic achievement. HPSHS offers support for substance abuse through the IMPACT program. This is an adolescent substance abuse prevention, intervention and support program dealing specifically with adolescent problems. Students receive support in their efforts to end their dependence on alcohol and other drugs. There is also an alcohol and drug recovery program for students who have successfully ended their use of controlled substances.

Although the reported incidences of substance abuse are minimal, they are increasing. To diminish substance abuse occurrences, HPSHS will continue to provide substance abuse programs and support to students in need.

D. How school and district conditions in the School Accountability Report Card are being addressed, as needed.

Major goals of HPSHS' Action Plan clearly reflect the goals defined in the School Accountability report Card (SARC). Among them are improving students' academic achievement and attendance, and reducing drop-out rates.

When examining the disaggregated achievement data (LEP-Limited English Proficient a.k.a. English Language Learner [ELL] vs. non-LEP) in reading, mathematics and language, it is clear that reading poses the greatest academic barrier for both populations across the grade levels. Reading scores ranged in the low to mid-20 NPRs, both in 1999 and 2000, for non-LEP students, while LEP/ELL students' scores show an even greater reading deficit, with scores hovering around the 8th NPR.

Both populations fare somewhat better in mathematics. Across the grade levels, scores range generally between the high 20 NPRs to mid-30 NPRs for the non-LEP students, and the mid-20 NPRs for the LEP/ELL population.

Language scores generally range between the mid-20 NPRs to the mid-30 NPRs. Once again, however, the scores of the LEP/ELL students are significantly lower than those of their non-LEP peers. LEP/ELL scores range between 8 and 17 NPRs.

These achievement data spurred the HPSHS community to identify the improvement of reading skills as the major focus of its staff development training.

All 171 HPSHS teachers will complete two days of training and implement literacy strategies across the curriculum. Success will be measured by increased reading achievement on the SAT-9 and API targets, API rankings, agendas, training schedules, and participation records.

Analysis of the SAT-9 data clearly indicated that students were in academic difficulty in mathematics and language as well. Improvement in those areas also merited serious consideration.

Thus, in addition to reading enhancement, HPSHS has also developed the following academic improvement plan for mathematics and language.

Selected HPSHS staff will provide after-school academic tutorials to support and improve students' reading, language and mathematics skills. Increased achievement scores, and tutorial participation records will evaluate the success of this objective.

When examining the percent of student in-seat attendance between 1997-98 and 1999-00, HPSHS shows percentages of 89.97%, 89.51%, and 89.76%, respectively. This three year trend runs about five points lower than other schools in the local district, and about three points behind the entire LAUSD. However, attendance has improved to over 90% so far this school year. The school recently won an award for most improved attendance in local District J.

HPSHS will implement several steps and procedures to diminish absenteeism. Among them are a period-by-period attendance-taking, a telephone calling program to the homes of absent or truant students, and parent conferences supported by an attendance contract. Attendance incentives such as assemblies, backpacks, and coupons to reward outstanding attendance will be in place by 2002.

The dropout rate for HPSHS indicates an increase in the percentage of dropouts between 1997-98 and 1999-00, 5.23 to 7.54.

The 1999-2000 rate exceeds both the local and total LAUSD district rates. However, HPSHS

students will have a multi-faceted support system at school and in the community. Students can participate in school leadership roles, 21 athletic teams, and 15 clubs. The California Scholarship Federation and Key Club are part of the HPSHS extra-curricular scene. The ESLR (Expected Schoolwide Learning Results) Action Accreditation Team will examine solutions to decrease the dropout rate.

HPSHS will expand its efforts to involve a greater number of students to develop a community link through participation in Chamber of Commerce activities such as street fairs and community clean-up. Students will be able to volunteer in hospitals, senior centers, and the library. **The Human Resource Academy (HRA)**, will expand to all grade levels. Four core teachers and sixty students will build on establishing this strong community link. HRA will expand one grade level per year and involve a new 60 students per year with a focus on hospitals, senior centers, and other community needs as discovered.

The Healthy Start program will augment our Human Resource Academy, in that its goal is to improve student academic success by elimination of health problems which mitigate against that success. This will be a collaborative effort between the Parent Center and Healthy Start. In addition, AVID training will be implemented in August, 2001.

Four year academic/career plans are developed to foster students' understanding and commitment to their own academic achievement.

To decrease the dropout rate, HPSHS has developed the following objectives:

- a) By June, 2002, HPSHS' dropout rate will decrease and be commensurate with, or less than, the dropout rate of the local district as measured by a year-to-year comparison.*
- b) By June, 2002, a student mentoring support program will be developed and implemented. This goal will be measured by program records and the decrease in the school's dropout statistics.*
- c) By June, 2002, all HPSHS students will have a complete and updated individual four year learning plan. This goal will be measured by staff and student surveys.*
- d) By June, 2002, program participation records will demonstrate an increase in the number of LEP/ELL students who attend the English language development (ELD) class offered during the intersession.*

E. Annual growth targets at least as high as those adopted by the State Board of Education.

The Academic Performance Index (API) Base report of January 17, 2001, reveals that 3,091

students were tested. Of those students, 3,021 were Hispanic or Latino. Two thousand eight hundred and sixty-seven (2,867) students are socio-economically disadvantaged. Eighty-eight percent (88%) receive free or reduced price lunch. Thirty-one percent (31%) are English Language Learners (ELLs) a.k.a LEP. Sixty-one percent (61%) of the 66% of parents for whom an educational level was given, indicated their education level as "not a high school graduate."

According to the API Base Report, the 2000 Base API was 456. That ranks Huntington Park Senior High School in the first decile statewide, and in the third decile when ranked against similar schools. The growth target for 2001 is 17, and the 2001 API target is 473.

In accord with the state-mandated API requirements, HPSHS has the following objectives:

- a) By June, 2001, HPSHS will attain or exceed an API target of 473.*
- b) By June, 2002, HPSHS will meet or exceed its growth target of 17 API points.*
- c) By June, 2002, HPSHS will attain or exceed an API target of 489.*
- d) By June, 2002, HPSHS will meet or exceed its growth target of 16 API points.*

All goals will be measured by the results of the 2001 and 2002 APIs.

F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.

The API and the SAT-9 results clearly highlight students' academic deficits in reading, language and mathematics. To foster increased achievement, and to make adequate progress toward its established growth targets, HPSHS has committed to the following objectives:

By June, 2002, HPSHS will:

- implement a consistent standards-based instructional program with aligned assessments*
- develop and implement a plan of effective strategies for teaching*
- provide professional development training that highlights student-centered instruction, literacy development, standards-based instruction with aligned assessments, data analysis, and use of technology as an instructional tool*
- provide staff consistent opportunities to collaborate, examine and share student work and successful lessons, and to develop local assessments for ongoing student achievement with accompanying rubrics*
- continue to support and enhance programs that discourage both substance abuse*

and absenteeism

- *promote parent training that supports and fosters parents' involvement in students' academic achievement*
- *provide academic intervention programs which focus on reading, language, mathematics, and ELD (English Language Development) skills improvement*
- *provide a student mentoring program*

By June, 2003, HPSHS students will:

- *show a mean 5% increase in their overall and academic GPA*
- *show a mean 5% increase in enrollment in A-G classes*

G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.

HPSHS staff will review the content cluster analysis portion of the SAT-9 results. This provides teachers with the opportunity to focus on specific deficits which this analysis reveals regarding the skills of their students. Each department will be asked to select two areas within the content cluster on which to concentrate during his/her daily instruction. This process will be further developed via the initiation of Superintendent Vigil's "Focused Walk" concept.

District J administrators will complete such a walk once monthly. In addition, HPSHS will expand to include department and interdepartment members for a 'peer' focused walk. The Focused Walk will expand to include teachers, staff members and parents to measure effectiveness of staff development programs. Protocols and ground rules for the walks will be developed by the Leadership Team as a process to deepen and focus the culture of the school on its goals. The HPSHS administrators, faculty and Action Planning Teams will perform their walk through focusing their attention specifically on implementation of the plan. Subsequent to the walk, they will then provide feedback to teaching staff regarding the findings from those walks. The feedback acts as a means to modify instruction, address areas of need, and continuous planning of implementation.

The goal of HPSHS is that:

By June, 2002, at least ten "Focused Walks" will be completed by administrators with a core of each department's members as measured by documentation of feedback provided to the teaching staff and staff surveys.

In addition to monitoring instructional goals, administrators and teachers will also track the progress of staff development and other goals discussed in the Action Plan through a variety of

means. Among them are staff, student and parent surveys which are given annually. HPSHS will also collect and maintain records of staff development events such as agendas, sign-in sheets, and evaluations. District documents (attendance, dropout data, etc.) will be collected, maintained, compared and evaluated annually. The Parent Center will also maintain records of participation in its events.

In addition to monitoring student progress via the state's STAR Testing Program, HPSHS will continue to collect and analyze test data and student work.

HPSHS has already established committees such as the Leadership, Reading, Technology, ESLR and Curricular Path Action Teams. They will continue to assume responsibility for implementation and monitoring the objectives defined in the Accreditation Action Plan as are appropriate to the function of each committee. In order to carry out their role effectively, the Action Teams will continue to receive the ongoing support needed to accomplish the school's identified mission. The Action Teams will use release time, up to six days annually, to continue their work planning and implementing the school's reform program activities.

2. PARENTAL AND COMMUNITY INVOLVEMENT

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.

Parents comprise the majority of members on the Action Plan Committee. Administration will meet at least once a month with the committee to keep them apprised of instructional developments, Focused Walks and Healthy Start, and to solicit their input regarding the instructional program for HPSHS students. The Parent Center Coordinator will provide active support to parents in understanding and carrying out their role as members of the HPSHS community.

The Parent Center will implement the **Parent Institute For Quality Education** in which 100 parents will participate in an eight week series of workshops. The following topics will be offered: drug use prevention, academic standards, graduation requirements, 10 steps to prepare for college, and career planning.

Parent participants in this training model will support not only the efforts of the school to increase student achievement, but become community links to enhance the understanding of instructional programs and the parents' role as a partner with the school in the effort to enhance student achievement. The tenets of this program clearly align with the External Evaluator's recommendation that the Parent Center become actively involved in supporting parents' role in the

successful achievement of their students, and form a more collaborative effort between the Parent Center and Healthy Start.

As parent participation increases in the academic support arena, more parents will become comfortable and willing to expand their involvement to a wider breadth of general governance issues. Thus, the vision of parent involvement will evolve to include participation across a broader spectrum of school activities. To this end, HPSHS is seeking to build long-term parent commitment to the school's effort by exploring the following: increasing personnel within the Parent Center to support community-based outreach for parent involvement; re-examining with teachers and counselors the parent conference procedures, including making the Parent Conference night more focused and organized to encourage increased participation.

HPSHS Parent Center support will expand to increase the number of parents who complete the Parent Institute For Quality Education; provide English language development and technology training for parents; and increase parent involvement and participation on school committees (BAC, PTA and those related to pupil personnel and AIAA activities and events).

The Parent Center will also implement a Community Based-English Tutoring Program (CBET) to provide additional assistance to parents who wish to develop their own English language skills. Their increased proficiency in English helps to diminish the language barrier that sometimes prohibits their full and active participation as an educational partner with HPSHS. In cooperation with the district's adult education program, HPSHS' Parent Center will acquire 20 desk-top computers and 50 lap-tops to be used by parents who visit and attend training in the schools' Parent Center to help reach this goal.

To strengthen active parent involvement in the school community and their children's academic achievement, HPSHS has developed the following goals:

- a) By June, 2001, program records will show an increase in the number of parents who complete the Parent Institute For Quality Education.*
- b) By August, 2001, HPSHS will develop and implement a plan to increase the number of parent personnel employed in the Parent Center as measured by Parent Center personnel records.*
- c) By August, 2001, HPSHS staff will develop and implement a process that revises the parent conference night format to include an organized procedure for scheduling individual parent conferences as measured by the plan and the published conference schedule.*

d) By January, 2002, activity and committee records will indicate an increase in the number of parents who participate in school activities and committees.

3. FISCAL MANAGEMENT

A. An effective and efficient allocation of IL/USP, matching funds, and other resources.

HPSHS has an established positive record of aligning resources to instructional purposes. Over the two year period, between 2001-2003, HPSHS will dedicate \$3,463,200 to the implementation of its IL/USP Action Plan. The amount of \$1,791,000, over 50% of the two year allocation, will be earmarked for staff development training as is appropriate, since the major focus of the plan is intensive, coherent and sustained staff development. To support training and implementation of new instructional techniques and strategies, \$909,951, about 26%, will fund instructional materials to be placed directly into the classrooms and the students' hands. Thus, 76% of the budget reaches the HPSHS students as they work toward improved academic achievement.

The matching funds will come from the following: Title I (\$245,800); SI (\$46,000); Digital High School (\$46,000); AIAA (\$46,000); Advanced Studies Demo (\$58,000); Human Resource Academy (\$36,000); EIA (\$28,000); Literacy Grant (\$50,000); and the General Fund (\$310,000).

B. Linked to overcoming barriers to achievement.

The thrust of these funds will be to provide sustained staff development focusing on literacy development, student-centered instruction, technology as an instructional tool and the creation of standards-based instruction and development of aligned assessments in the core content areas. These aligned assessments will become interim or benchmark evaluations of student achievement between the annual Stanford-9 administrations.

These funds will also contribute to the purchase of materials that will support increased student achievement. For example, the literacy grant funding has been used to purchase grade and age-level appropriate reading materials designed to accommodate students' diverse and developing reading levels and "Reading Counts", a computer-assisted program that diagnoses students' reading levels and prescribes appropriate materials to further their reading development.

Funding for additional staff, space, and storage shortage falls within the purview of the district and should be addressed accordingly. To that end, HPSHS has established the following goal:

By June, 2001, HPSHS administration will develop a proposal to address the defined shortages and present it to the appropriate district level staff for discussion. The proposal

and its subsequent feedback will serve to measure this goal.

C. Not in excess of available funds (IL/USP and other sources).

These funding allocations are well within the total budget allocations designated for HPSHS. Site-based committees composed of administrators, teachers, parents and community analyze and approve budgetary expenditures as an integral part of the "shared decision-making concept" practiced by HPSHS. Please see the detailed budget at the beginning of this plan.

4. PERSONNEL MANAGEMENT

A. The number and percentage of fully certificated teachers that are in place in each core academic area and at each grade level.

In a comprehensive high school, teaching staff is assigned according to academic content, and not grade level configurations. At HPSHS, the number and percentage of fully certified teachers in place in each core academic area are as follows:

English/Language Arts - There are five non-fully certificated teachers in a department comprised of 42 teachers. The percentage of non-fully certificated staff is 11%. Thirty percent (30%) of the mathematics teachers are not fully certificated - 7 of a staff of 23. The same percentage (30%) of non-fully certificated teachers exists in the science department - 6 of 20 staff members. There are five non-fully certificated teachers in the social science department which is composed of 23 members. Thus, the percentage of non-fully certificated social science department members is 17%.

B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.

The Action Team will commit to supporting all non-certificated teachers but especially those math and science teachers. It will use all available resources on-site such as mentor and National Board Certified teachers, and district resources, such as BTSA.

Teachers who do not possess California Clear Credentials are encouraged to participate in district-sponsored teaching intern programs in association with local colleges and universities. An additional incentive is a \$6,000 pay increase upon receipt of a clear credential. Those who meet the requirements for entry into the state and district-sponsored Beginning Teacher Support and Assessment (BTSA) Program will take part in this program.

On the HPSHS site, there are five mentor teachers and three National Board Certified teachers who are available to provide support and assistance to those who are new to the profession,

as well as to those experienced educators who seek to develop their skills further.

The progress of teachers enrolled in a local university intern program is monitored via the university staff who make on-site visits to their interns' schools. The progress of those in the BTSA program is monitored through a series of events that they must complete under the sponsorship, support, and advisement of fully certificated BTSA Support Providers. The BTSA program requires that participants experience both formative and summative assessment of their progress in learning to become professional educators. Teachers will model 'best practices' reflecting research-based instruction.

Goals for the completion of the credentialing process are also among those found in the Stull annual teacher evaluations completed by the administrative staff in collaboration with teachers and other cadres of certificated teachers. This evaluation serves as the means to measure progress toward attainment of the clear credential.

C. How professional development is provided to all teachers.

a) By August, 2001, a master plan and calendar of research-based staff development designed to implement best instructional practices will be created and implemented. This plan will be developed by a group of 5 to 10 parents, administrators and faculty. The staff development activities will emphasize effective teaching strategies for literacy and student-centered instruction, understanding and implementing the California State Academic Content standards, assessing student work to improve learning and instruction, and using technology as an instructional tool that functions beyond simple drill and practice activities.

Among literacy training activities scheduled is 'Great Books'. Twenty-five teachers will receive one day of training. Tech Ed, Inc., will be scheduled to provide three days of technology training to 60 teachers. Approximately two days of release time per teacher have been allocated to allow for rubric development, sharing and examining student work and other collaborative activities. California Academic Content Standards training, at least one day per teacher, will also be arranged. Teachers will participate in regular, mandated, bi-weekly, 90-minute meetings in addition to the 3 buy-back days. Teachers will select an array of activities such as conference attendance, school visits, focus study groups, classroom visits, shared inquiry and teachers as researchers to examine best practices to improve instruction. The measurements for accomplishment of this goals are: the staff development master calendar, training agendas, and staff development evaluation forms.

b) By August, 2001, a plan and schedule for sustained classroom follow-up and support for staff development activities and regularly scheduled opportunities for staff collaboration and communication between teachers and departments and across tracks will be developed and implemented as measured by the published plan, schedule, and records of the communication opportunities.

Staff development training will occur through a variety of methods. Among them are: small group reflection on student work, conference attendance and off-site visits, on-site classroom visits and focused walks, data collection, analysis and publication, survey and feedback, on-site coaches, and contracts with outside vendors. Reciprocal teaching, peer coaching, writing strategies and AVID training are scheduled to begin in the fall of 2001.

D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the school site.

In accord with the barriers identified by both staff and the External Evaluator Report, there is a lack of consistent application of the California Academic Content Standards within the instructional program. Thus, HPSHS has developed the following goal:

By June, 2002, 100% of HPSHS teachers of English language arts, mathematics, science, and social science teachers will receive two days of training that familiarizes them with the content standards for their core area, and will implement the standards into their instruction. The measurements for this goal are standards-based lessons and lesson plans, surveys of staff, students, and parents, observation by colleagues and administration.

Presentations by representatives of textbook publishers whose texts are in classroom use will be an integral part of the content standards training.

E. How professional development is directly related to areas where student academic performance needs improvement.

The staff clearly understands that in order to increase students' learning and performance, student academic performance data must be collected and analyzed so that the information provided by the data regarding student performance will drive both the day-to-day instructional program and the staff development training that supports it. To that end, HPSHS has established several professional development goals. They are as follows:

a) By June, 2002, the English language arts, mathematics, social science and science departments will develop or complete or revise scoring rubrics and consistently use them to

determine student academic progress in a sustained and regular manner. This goal will be measured by the rubrics developed and samples of student work which were evaluated by them.

b) By June, 2002, all core content teachers will learn to use the rubrics appropriately and consistently. This goal will be measured by samples of student work evaluated by rubric use.

c) By June, 2002, the HPSHS community will receive sustained and ongoing training in the examination and analysis of student work and standardized achievement test data, and how this data can be used to assess, modify or improve the instructional program and student performance. The measurements for this goal will be training agendas, staff development evaluation forms, staff, student, and parent surveys.

d) By June, 2002, all staff will become familiar with the California Academic Content Standards. All core content teachers will implement the standards into their instruction consistently, as measured by staff and student surveys and administrators' observation.

e) By June, 2002, the Reading Action Team will develop, along with teacher study groups, strategies to improve students' reading skills.

These goals will serve as the keystone for developing high student academic expectations, competence, and capabilities.

5. CURRICULUM MANAGEMENT

A. Each student has a complete set of instructional materials aligned to the state core content standards.

Textbooks are purchased in accordance with the state's textbook adoption cycle. As each core content area is highlighted in the textbook adoption cycle, the texts that are purchased must demonstrate their alignment to the California State Academic Content Standards as mandated by Los Angeles Unified School District's textbook adoption policy.

The number of texts purchased is determined by the number of students who will use them.

B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.

Integral to the textbook adoption policy of the Los Angeles Unified School District, all texts in grades K-8 must conform to the requirements established in accordance with the expenditure of the district's K-8 instructional materials fund (IMA).

C. The local governing board selects instructional materials aligned to the State Board of

Education-adopted content standards for grades nine through twelve.

In accord with the Los Angeles Unified School District's textbook adoption policy for grades 9-12, all new texts purchased must demonstrate their alignment to the California Academic Content Standards. English, mathematics, and social science texts recently purchased are aligned to the appropriate content standards. Science texts are scheduled for purchase in 2001-2002, and will adhere to the district mandate that all texts be examined for alignment to standards prior to adoption and purchase.

D. Any lack of instructional materials is addressed.

In order to ensure that there is no lack of instructional materials, since 1998-99, HPSHS spent approximately \$500,000 for textbook purchases. It recently purchased new mathematics texts at a cost of \$113,000. An additional \$310,000 will be encumbered for textbook purchase and other appropriate classroom materials.

Textbook inventories are updated annually, and texts are replaced to maintain the inventory as needed. In the event that HPSHS' budget cannot accommodate the purchases necessary, it is possible to appeal to the District J superintendent for additional funding to support necessary textbook purchases.

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.

The HPSHS community will analyze the content cluster information provided with the SAT-9 results. Each department will select two areas of deficit revealed in the content cluster information on which to focus its instruction.

More emphasis is now placed on the development and use of scoring rubrics. The English Department will implement a four-point scoring rubric to accompany the standards-based writing prompts used in grades 9-12. All departments will share opportunities to assess student work using locally-developed scoring guidelines. The locally-developed writing samples serve as interim means of assessing students' writing skills and provide information to teachers that can be used to modify instruction that will support student success on the district writing performance assessment.

The Science Department is developing a scoring rubric to measure student lab reports. It created ten common laboratory performance assessments. An anchor paper will be selected to support the scoring rubric. The Social Studies Department is developing a rubric for the Digital High

Senior Project.

F. How data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.

The established academic goals cannot be achieved without modifying instruction to focus on their accomplishment. Hence, HPSHS' recognition of the need to provide targeted, sustained, research-based and monitored staff development closely tied to student achievement goals has occurred and continues to evolve.

Responsibility for instructional goals and staff development cannot reside solely with teaching and administrative staff. That's why HPSHS has re-doubled its efforts to strengthen the level of involvement of parents and to transform their participation into an academically focused advocacy for their children's success in high school.

The re-examination and consistent use of the Parent Compact will go far in helping to establish long- and short-term goals. This, coupled with the parent training cycles, does provide them with a better understanding of the educational system and processes, and also the valuable impact their knowledge, support, and active development of school goals can have on their children's level of achievement.

Finally, HPSHS' student body profile is one of socio-economic disadvantage and its inherent barriers to academic success. However, students who have a clear perception of the value and relevance of academic success to their future can overcome these barriers. Goals designed to implement programs to support students' social needs (i.e. attendance, dropout and substance abuse intervention programs), accompanied by student-centered, standards-based, and relevant instructional goals will ultimately lead to increased academic power.

The II/USP Action Plan defines how HPSHS will establish academic, staff, parent, and student goals, and the means to evaluate them. Consistent focus on, monitoring, and evaluation of results these goals generate are the benchmarks by which the HPSHS community and the Academic Performance Index will judge its academic success.

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program - State Funds
Fiscal Year 2001-2002

Name of District: Los Angeles Unified School District CDS Code: 19 64733 0000000				
Name of School: Huntington Park Senior High School CDS Code: 19 64733 1934157				
School Contact Person: Marv Gunderson		Phone: 323.583.3333 Fax: 323.583.0463	E-mail: mgunders@lausd.k12.ca.us	
SACS Resource Code: 7255 School Enrollment: 4,329 (From 1999-00 CBEDS) SACS Revenue Code: 8590 Cost per student: \$200 (Up to \$200 per student) Non-SACS Income Account Code: 8590				
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & (Source Code)
	1000	<u>CERTIFICATED PERSONNEL SALARIES</u>		
		Achievement Council - 7 teachers - 8 days (\$26.10 x 8 hours = \$209 x 8 days = \$1,672 x 7 teachers	\$ 11,704.00	
		Subs - \$187 per day x 8 days = \$1,496 x 7 teachers	\$ 10,472.00	
		Great Books - 25 teachers - 1 day - \$209 x 25	\$ 5,225.00	
		Subs - \$187 x 25	\$ 4,675.00	
		Keys To Quality - UCLA School Management - 30 teachers - 5 days - \$209 x 5 = \$1,045 x 30	\$ 31,350.00	
		Subs - \$187 x 5 = \$935 x 30	\$ 28,050.00	
		History Alive - 28 teachers - 5 days - \$209 x 5 = \$1,045 x 28	\$ 29,260.00	
		Subs - \$187 x 5 = \$935 x 28	\$ 26,180.00	
		Tech Ed, Inc. - 30 teachers - 3 days = \$209 x 3 = \$627 x 30	\$ 18,810.00	
		Subs \$187 x 3 = \$561 x 30	\$ 16,830.00	
		Peer Coaching - 8 teachers - 9 days \$209 x 8 = \$1,672 x 9	\$ 15,048.00	
		Subs - \$187 x 8 = \$1,496 x 9	\$ 13,464.00	
		Reciprocal Teaching - UCLA School Management - 30 teachers - 4 days - \$209 x 4 = \$836 x 30	\$ 25,080.00	
		Subs - \$187 x 4 = \$748 x 30	\$ 22,440.00	
		Release Time @ \$46 per hour to permit sharing and evaluation of student work, developing rubrics and local assessments, monitor plan implementation, etc. - \$46 x 8 hours = \$368 x 7 days = \$2,576 x 92 teachers	\$236,992.00	
		1 FTE Coordinator	\$ 65,000.00	

FISCAL YEAR 2001-02

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & (Source Code)
	1000	<u>Certificated Personnel Salaries - Matching Funds</u> Focused Walks - 10 walks, 6 teachers each=\$187 x 6=\$1,122 x 10		\$11,220.00 (15)
		\$26.10 x 8 = \$209 x 6 = \$1,254 x 10		\$12,540.00 (15 & 17)
		Cal Content Standards Training - 171 teachers, 1 day - \$187 x 171		\$31,977.00 (17)
		\$209 x 171		\$35,739.00 (17 & 22)
		Content Standards Math, English, Science, Social Science - 108 teachers - 2 days \$187 x 2 = \$374 x 108		\$40,392.00 (26)
		\$209 x 2 = \$418 x 108		\$45,144.00 (26 & 1)
		Analyzing and Examining Student Work - \$46 per hour x 8 = \$368 x 5 days = \$1,840 x 108 teachers		\$198,720 (1)
		TOTALS - CERTIFICATED PERSONNEL SALARIES	\$560,580.00	\$461,268.00
	2000	<u>CLASSIFIED PERSONNEL SALARIES</u> 1 FTE - Parent Center Coordinator	\$ 30,000.00	
		2 - .50 FTEs - Parent Center Aides @ \$8,100 each	\$ 16,200.00	
		TOTAL - CLASSIFIED PERSONNEL SALARIES	\$ 46,200.00	---
	3000	<u>BENEFITS</u> @ 25% for certificated and classified FTE @ \$670 for half-time aides each	\$16,900.00 7,800.00 1,340.00	
		TOTAL - BENEFITS	\$ 26,040.00	---
	4000	<u>INSTRUCTIONAL MATERIALS</u> Grade level, age-appropriate reading materials) for 80 classrooms @ \$1,041.57	\$ 83,325.00	
		<u>Instructional Materials - Matching Funds</u> Training materials for 108 teachers (content standards, Frameworks, Keys to Quality, Great Books, etc. @ \$205.50		\$22,194.00 (1)
	4210	Books		\$310,000.00 (19)
	4590	Supplies		\$10,000.00 (1)
		TOTAL - INSTRUCTIONAL MATERIALS	\$ 83,325.00	\$342,194.00

FISCAL YEAR 2001-02

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & (Source Code)
	5000	<u>CONSULTANT SERVICES</u>		
		Achievement Council	\$ 21,250.00	
		Great Books	\$ 6,250.00	
		Keys To Quality - UCLA School Management	\$ 12,500.00	
		History Alive	\$ 14,000.00	
		Tech Ed.	\$ 25,000.00	
		Peer Coaching - UCLA School Management - Reciprocal teaching	\$ 12,500.00	
		ARSS - UCLA School Management	\$ 12,500.00	
		AVID	\$ 6,000.00	
		<u>Consultant Services - Matching Funds</u>		
		Telephone - 12 months @ \$100 per month		\$1,200.00 (17)
		Postage - monthly newsletter		\$1,300.00 (17)
		Consultants - Reading Action Team Literacy		\$40,000.00 (26 & 22)
		Copying, printing rubrics, assessments		\$7,338.00 (1)
		Parent Training Materials - \$25 each for 500 parents		\$12,500.00 (17 & 15)
		TOTALS - CONSULTANT SERVICES	\$110,000.00	\$ 62,338.00
		Total Direct Costs	\$826,145.00	\$865,800.00
	7000	Indirect Costs @ 4.8%	\$ 39,655.00	---
		GRAND TOTALS-II/USP FUNDS & MATCHING FUNDS	\$865,800.00	\$865,800.00

HUNTINGTON PARK SENIOR HIGH SCHOOL II/USP ACTION PLAN FUNDING - 2001-2002				
OBJECT CODE	DESCRIPTION	FUNDING AMOUNT II/USP	Matching	JUSTIFICATION
1000	Certificated Personnel Salaries - 1 FTE Project Coordinator	\$65,000.00		Project coordinator will oversee all areas of grant Action Plan (setting schedules, arranging training, monitoring budget, purchasing instructional materials, coordinating activities of Parent Center.
	- Release Time and substitute pay for teachers, staff development, common planning	\$495,580.00	\$461,268.00	Staff development training is the major component of the Action Plan. Sustained training with regular follow-up and common planning activities will be supported. II/USP funds will support the following staff development substitute costs as needed: - The Achievement Council - 25 teachers for 1 day for great Books - 30 teachers for 5 days for Keys To Quality - 28 teachers for 5 days for History Alive - 30 teachers for 3 days with Tech Ed, Inc. - 8 teachers for 9 days for peer coaching - 30 teachers for 4 days for reciprocal teaching - 92 teachers for 7 days to create benchmark assessments, rubrics, science labs, etc. Matching Funds will support the following staff development and substitute costs as needed: - Focused Walks - 60 teachers - 108 teachers for 2 days' training in the California Academic Content Standards (Math, English, Science, Social Science) - 2 days training in reading and writing in the content areas, and 5 days for analyzing and examining student work - 171 teachers for 1 day to become familiar with the California Academic Content Standards.
	TOTAL CERTIFICATED PERSONNEL SALARIES	\$560,580.00	\$461,268.00	
	<u>Certificated Personnel Salaries</u> - 1 FTE parent Center Coordinator	\$30,000.00		Parent Center coordinator oversees all parent center activities, is liaison to project coordinator, provides training - Parent Quality Institute for Education - coordinates CBET training with adult education program.
2000	- 2 1/2-time FTE Parent Center Aides	\$16,200.00		Parent Center aides will support parent outreach activities, making personal contact with parents and community to increase active parent participation in HPSHS committees and training.
	TOTAL CLASSIFIED PERSONNEL SALARIES	\$46,200.00		

OBJECT CODE	DESCRIPTION	FUNDING AMOUNT II/USP	Matching	JUSTIFICATION
3000	Employee Benefits - Certificated Personnel	\$16,900.00		Benefits @ 26% - LAUSD data show benefits as medical and other
	- Classified Personnel	\$7,800.00 \$1,340.00		Classified FTE @ 26% Half-time aides' benefits in LAUSD=\$670 per aide per LAUSD documents
	TOTAL EMPLOYEE BENEFITS	\$26,040.00		
4000	Books, Materials, Supplies	\$83,325.00	\$32,194.00	Funding for: materials to support 'Great Books,' training, reading materials for classrooms for literacy program schoolwide, preparation of teacher guides for Keys To Quality (English, Science, Social Science) biology common labs, California Content Standards and Frameworks, preparation of agendas, evaluations, surveys, development of school benchmark assessments, computer instructional software, student incentives.
4300	Instructional Materials		\$310,000.00	
	TOTAL BOOKS, MATERIALS, SUPPLIES	\$83,325.00	\$342,194.00	
5000	Services and Other Operating Expenses Consultant fees	\$110,000.00	\$40,000.00	Consultants to provide staff development and evaluation - -UCLA School Management - training and evaluation -Achievement Council - reciprocal teaching and peer coaching -AVID training -CUS Dominguez - writing workshops
			\$19,838.00	Staff development support materials used in instruction (i.e. rubrics, assessments, prompts, etc.)
			\$2,500.00	Telephone and postage
	TOTAL SERVICE AND OTHER OPERATING EXPENSES	\$110,000.00	\$62,338.00	
7000	Indirect Costs	\$39,655.00		Indirect Cost rate - LAUSD is 4.8%
	GRAND TOTAL	\$865,800.00	\$865,800.00	

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program - State Funds
Fiscal Year 2002-2003

Name of District: Los Angeles Unified School District CDS Code: 19 64733 0000000		
Name of School: Huntington Park Senior High School CDS Code: 19 64733 1934157		
School Contact Person: Marv Gunderson	Phone: 323.583.3333 Fax: 323.583.0463	E-mail: mgunders@lausd.k12.ca.us

SACS Resource Code: 7255
SACS Revenue Code: 8590
Non-SACS Income Account Code: 8590

School Enrollment: 4,329 (From 1999-00 CBEDS)
Cost per student: \$200 (Up to \$200 per student)

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & (Source Code)
	1000	<u>CERTIFICATED PERSONNEL SALARIES</u>		
		1 FTE Coordinator	\$ 66,300.00	
		ARSS - 30 teachers - 5 days - $\$26.62 \times 8 = \$213 \times 5 = \$1,065 \times 30$	\$ 31,944.00	
		Subs - $\$191 \times 5 = \955×30	\$ 28,650.00	
		Achievement Council - 7 teachers-5 days- $\$213 \times 5 = \$1,065 \times 7$	\$ 7,455.00	
		Subs - $\$191 \text{ per day} \times 5 \text{ days} = \955×7	\$ 6,685.00	
		Focused Walks - 28 teachers - 5 days - $\$213 \times 5 = \$1,065 \times 28$	\$ 29,820.00	
		Subs - $\$191 \times 5 = \955×28	\$ 26,740.00	
		Keys To Quality Literacy - Provide UCLA School Management - 30 teachers - 5 days - $\$213 \times 5 = \$1,065 \times 30$	\$ 31,950.00	
		Subs - $\$191 \times 5 = \955×30	\$ 28,650.00	
		Tech Ed, Inc. - 30 teachers - 3 days = $\$213 \times 3 = \639×30	\$ 19,170.00	
		Subs $\$191 \times 3 = \573×30	\$ 17,190.00	
		Peer Coaching - 8 teachers - 9 days $\$213 \times 9 = \$1,917 \times 8$	\$ 15,336.00	
		Subs - $\$191 \times 9 = \$1,719 \times 8$	\$ 13,752.00	
		Reciprocal Teaching - UCLA School Management - 55 teachers - 3 days - $\$213 \times 3 = \639×55	\$ 35,145.00	
		Subs - $\$191 \times 3 = \573×55	\$ 31,515.00	
		Release Time - (assessments, rubrics, planning, etc.) - 80 teachers - 6 days - $\$213 \times 6 = \$1,278 \times 80$	\$102,240.00	
	1000	<u>Certificated Personnel Salaries - Matching Funds</u>		
		Analyzing student work - 69 teachers - 10 counselors - 5 days - $\$47 \times 8 = \$376 \times 5 = \$1,880 \times 79$		\$148,520.00 (1)

FISCAL YEAR 2002-03

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & (Source Code)
		Reading writing content - 69 teachers - 10 counselors - 2 days $26.62 \times 8 = \$213 \times 2 = \426×79 Subs - $\$191 \times 2 = \382×69		\$33,648.00 (22) \$26,358.00 (26)
		Content Standards (Math, English Science, Social Science) - 69 teachers - 10 counselors - $26.62 \times 8 = \$213 \times 2 = \426×79 Subs - $\$191 \times 2 = \382×69		\$33,648.00 (26) \$26,358.00 (1, 22, 26)
		Strategies for teaching literacy - 171 teachers - 2 days - $213 \times 2 = \$426 \times 171$ Subs - $\$191 \times 2 = \382×171		\$72,846.00 (1, 15, 26) \$65,322.00 (17 & 22)
		TOTALS - CERTIFICATED PERSONNEL SALARIES	\$492,542.00	\$406,700.00
	2000	CLASSIFIED PERSONNEL SALARIES		
		1 FTE - Parent Center Coordinator	\$ 30,600.00	
		2 - .50 - Parent Center Aides	\$ 16,524.00	
		TOTAL - CLASSIFIED PERSONNEL SALARIES	\$ 47,124.00	---
	3000	BENEFITS		
		Certificated - FTE (1)	\$17,238.00	
		Classified - FTE (1)	7,956.00	
		2-.50 aides	1,367.00	
		TOTAL - BENEFITS	\$ 26,561.00	---
	4000	INSTRUCTIONAL MATERIALS		
		Grade level, age-appropriate reading materials for 80 classrooms - \$1,811.48	\$144,918.00	
		Instructional Materials - Matching Funds		
		Teacher Training Materials - student Work - analyzing 171 teachers @ \$25		\$4,275.00 (1)
		Replace and augment the books that leveled accompanied tech program 'Reading Counts'.		\$200,000.00 (19)
		Replace core curriculum tests		\$110,000.00 (19)
		Student Incentives - \$2.67 per student x 4,300 students		\$11,500.00 (1)
		Parent Training materials @ \$25 each 500 parents		\$12,500.00 (1)
		TOTAL - INSTRUCTIONAL MATERIALS	\$144,918.00	\$338,275.00

FISCAL YEAR 2002-03

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & (Source Code)
	5000	<u>CONSULTANT SERVICES</u>		
		Achievement Council	\$ 21,250.00	
		Focused Walks	\$ 14,000.00	
		Keys To Quality - UCLA School Management	\$ 12,500.00	
		Tech Ed.	\$ 25,000.00	
		ARSS - UCLA School Management	\$ 12,500.00	
		Reciprocal Teaching/Peer Coaching	\$ 29,750.00	
		<u>Consultant Services - Matching Funds</u>		\$1,200.00
		Telephone - 12 months @ \$100 per month		(26)
		Postage - monthly newsletter		\$1,300.00
				(26)
		Consultants - Analyzing Student Work, Reading/Writing, Literacy, Content Standards		\$73,017.00
				(1 & 26)
		Copying, printing revised prompts, science labs, rubrics, assessments, anchor papers		\$20,000.00
				(17)
		Travel Conference and Reimbursement - \$118 day x 171 days		\$20,178.00
				(26)
		Mileage - 17,100 miles @ \$0.30 per mile		\$5,130.00
				(26 & 15)
		TOTALS - CONSULTANT SERVICES	\$115,000.00	\$120,825.00
		Total Direct Costs	\$826,145.00	\$865,800.00
	7000	Indirect Costs @ 4.8%	\$ 39,655.00	---
		GRAND TOTALS-II/USP FUNDS & MATCHING FUNDS	\$865,800.00	\$865,800.00

HUNTINGTON PARK SENIOR HIGH SCHOOL II/USP ACTION PLAN FUNDING - 2002-2003				
OBJECT CODE	DESCRIPTION	II/USP	FUNDING AMOUNT Matching	JUSTIFICATION
1000	Certificated Personnel Salaries -1 FTE Project Coordinator	\$66,300.00		Project coordinator will oversee all areas of grant Action Plan (setting schedules, arranging training, monitoring budget, purchasing instructional materials, coordinating activities of Parent Center.
	-Release Time and substitute pay staff development activities, and common planning	\$426,242.00	\$406,700.00	Staff development training is the major component of the Action Plan. Sustained training with regular follow-up and common planning activities will be supported. II/USP funds will support the following staff development substitute costs as needed: -The Achievement Council -25 teachers for 1 day for great Books -30 teachers for 5 days for Keys To Quality -28 teachers for 5 days for History Alive -30 teachers for 3 days with Tech Ed, Inc. -8 teachers for 9 days for peer coaching -30 teachers for 4 days for reciprocal teaching 92 teachers for 7 days to create benchmark assessments, rubrics, science labs, etc. Matching Funds will support the following staff development and substitute costs as needed: -Focused Walks - 60 teachers -108 teachers for 2 days' training in the California Academic Content Standards (Math, English, Science, Social Science) - 2 days training in reading and writing in the content areas, and 5 days for analyzing and examining student work -171 teachers for 1 day to become familiar with the California Academic Content Standards.
	TOTAL CERTIFICATED PERSONNEL SALARIES	\$492,542.00	\$406,700.00	
2000	Classified Personnel Salaries - 1 FTE parent Center Coordinator	\$30,600.00		Parent Center coordinator oversees all parent center activities, is liaison to project coordinator, provides training - Parent Quality Institute for Education - coordinates CBET training with adult education program.
	- 2 1/2-time FTE Parent Center Aides	\$16,524.00		Parent Center aides will support parent outreach activities, making personal contact with parents and community to increase active parent participation in HPSHS committees and training.
	TOTAL CLASSIFIED PERSONNEL SALARIES	\$47,124.00		

OBJECT CODE	DESCRIPTION	FUNDING AMOUNT		JUSTIFICATION
		II/USP	Matching	
3000	Employee Benefits - Certificated Personnel	\$17,328.00		Benefits @ 26% - LAUSD data show benefits as medical and other
	- Classified Personnel	\$7,956.00 \$1,367.00		Classified FTE @ 26% Half-time aides' benefits in LAUSD=\$670 per aide per LAUSD documents with a 20% Cola in 2002-2003.
	TOTAL EMPLOYEE BENEFITS	\$26,561.00		
4000	Instructional Materials	\$144,918.00	\$338,275.00	Teacher training materials for student work analysis, replacement of core curriculum texts, student incentives, parent training materials. Purchase of grade level, age-level appropriate reading materials to support literacy program and books supporting computer assisted 'Literacy Counts' Reading Program.
	TOTAL BOOKS, MATERIALS, SUPPLIES	\$144,918.00	\$338,275.00	
5000	Services and Other Operating Expenses Consultant fees	\$115,000.00	\$120,825.00	Copying and printing revised prompts, science labs, rubrics, assessments, anchor papers, agendas, evaluations, telephone, postage and travel/conference and mileage. Hiring of consultants to support analysis of student work, reading/writing strategies, literacy and content standards training. Hiring of consultants for the following staff development training: ARSS, Achievement Council, Focused Walks, Keys To Quality, Tech Ed, Inc., and Reciprocal Teaching/Peer Coaching.
	TOTAL SERVICE AND OTHER OPERATING EXPENSES	\$115,000.00	\$120,825.00	
7000	Indirect Costs	\$39,655.00		Indirect Cost rate - LAUSD is 4.8%
	GRAND TOTAL	\$865,800.00	\$865,800.00	