



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: ROBERT FULTON COLLEGE PREPARATORY SCHOOL
PROPOSED BY: ROBERT FULTON COLLEGE PREPARATORY DESIGN TEAM
FOR: ROBERT FULTON COLLEGE PREPARATORY SCHOOL

Mission & Vision of the School

- Robert Fulton College Preparatory School students will graduate with skills they need to thrive in the 21st century. They will master California content standards in order to be effective communicators who are prepared for the challenges of college and their chosen careers.
- Students will be problem-solvers who can apply their knowledge to any situation. They will be skilled in the use of technology as a tool to complete challenging tasks. Students who graduate from Robert Fulton College Preparatory School will be responsible adults who are accepting and respectful of all cultures, able to establish and achieve goals, and prepared to meet the demands of the 21st century.

Designing Data Driven & Student Centered Instructional Programs

According to our school data, RFCP students need:

- The skills necessary to read, understand, and think critically about an assortment of materials
- The ability to problem-solve a variety of mathematical problems and situations
- Good first teaching in all classes (Tier 1 Instruction and Intervention)
- English Language Arts and Math intervention classes during the school day
- To understand that their learning in one subject affects their learning in other subjects
- To increase their overall attendance rate
- To decrease the occurrence of inappropriate behaviors

Services	Interventions	Evidence/Data of Need	Research
Develop Academies and Small Learning Communities with Pathways	<ul style="list-style-type: none"> • Develop transition programs from elementary school to middle school and from middle school to high school • Introduce career and technical classes • Personalized and targeted intervention opportunities through academy and SLC activities 	<ul style="list-style-type: none"> • 26 % of graduates passing A-G courses with “C” or better • 29% of students on track to complete A-G requirements with “C” or better • 69% four-year graduation cohort rate • 24% four-year drop out rate 	Research shows that those attending these small schools achieve at higher levels than do students in large schools, both on standardized achievement tests and other measures
Expand Response to Intervention and Instruction (RtI ²) Implementation	<ul style="list-style-type: none"> • Implement Marzano’s Instructional Strategies to improve good first teaching • ELA and Math Intervention classes • School wide Intervention & Enrichment Period (I&E) • 	<ul style="list-style-type: none"> • Gr. 6-8 ELA: 43% are FBB/BB • Gr. 6-8 Math: 55% are FBB/BB • Gr. 9-11 ELA: 30% are FBB/BB • Gr. 9-11 Math: 67% are FBB/BB • CAHSEE pass rate: 69% 	RTI prevents academic failure through early intervention, frequently monitoring student progress, and providing early intervention when needed.



Optional 7 th Period	<ul style="list-style-type: none"> • ALEKS Lab (web-based math intervention) • CAHSEE Preparation in English and Math • English Learner Support classes 	<ul style="list-style-type: none"> • Algebra 1 pass rate: 47% • 9th graders earning 55+ credits: 60% • 10th graders earning 110+ credits: 70% • CAHSEE pass rate: 69% 	The Optional 7 th period allows schools to offer timely intervention, credit recovery, and enrichment to keep students on track for graduation.
Positive Behavior Support Plan	<ul style="list-style-type: none"> • Peer Mentor Program • “Caught Doing Good” Program • Attendance Incentive Plan 	<ul style="list-style-type: none"> • # of Suspensions: 335 • Students with 96% or higher attendance: 60% 	A Positive Behavior Plan is a system of strategies that focus on teaching appropriate behaviors to create positive school environments.

Instructional Program

We will serve all student subgroups with appropriate strategies and approaches.

Students with disabilities –

- Marzano’s Instructional Strategies will improve student learning through first good teaching.
- Positive Behavior Support Plan will decrease discipline referrals and absences.
- Academies and Small Learning Communities (SLCs) will increase personalized learning and prepare students for college and careers in specific career sectors.
- Culturally relevant instruction in academic classes will increase student engagement.
- Learning Center will provide Tier 2 intervention for core instruction.

Socio-economically disadvantaged students –

- Marzano’s Instructional Strategies will improve student learning through good first teaching.
- Positive Behavior Support Plan will decrease discipline referrals and absences.
- Academies and SLCs will increase personalized learning and prepare students for college and careers in specific career sectors.
- Culturally relevant instruction in academic classes will increase student engagement.

Gifted students –

- Interdisciplinary instruction will promote rigorous thinking and problem-solving challenges.
- Project-based learning will enrich the core curriculum.
- The Intervention & Enrichment Period (I&E) and optional period 7 will provide enrichment opportunities for gifted students.
- SLC pathways will provide career and technical education courses that range from introductory to advanced.
- Students will have access to a larger number of Advanced Placement and Honors courses.
- Academies and SLCs will increase personalized learning and prepare students for college and careers in specific industries.
- Culturally relevant instruction in academic classes will increase student engagement.

English Language Learners –

- Marzano’s Instructional Strategies will improve student learning during first good teaching.
- Positive Behavior Support Plan will decrease discipline referrals and absences.
- Provide Tier 2 Intervention classes for students preparing to reclassify.
- Academies and SLCs will increase personalized learning and prepare students for careers in specific industries.
- Access to Core Coach provides academic support.



- Culturally relevant instruction in academic classes will increase student engagement.
- Lesson enhancement in content-alike (Professional Learning Communities) PLCs by implementing SDAIE strategies in instruction.

Standard English Learners –

- Interdisciplinary instruction will promote rigorous thinking and problem-solving skills.
- Project-based learning will enrich the core curriculum.
- Intervention & Enrichment Period (I&E) will provide intervention and/or enrichment as needed.
- Positive Behavior Support Plan will decrease discipline referrals and absences.
- Culturally relevant instruction in academic classes will increase student engagement.
- Academies and SLCs will increase personalized learning and prepare students for college and careers in specific career sectors.

School Culture

At Robert Fulton College Preparatory School, all students, parents, and staff members will be treated with dignity and respect. Students at RFCP will experience a well-rounded academic program enhanced with a variety of sports programs and extracurricular opportunities. Students who graduate from RFCP will be prepared to succeed in the 21st century.

A typical day in the life of a Jaguar student, Freddy Jag, would be as follows:

Freddy J enters campus by 7:40 a.m. and is greeted by an Administrator at the entrance to campus before heading to his period one class. Freddy J says hello to Rosalinda, a parent stationed at the front door to sign in and assist visitors. Freddy J is an eighth grade student in the 8th/9th Grade Choices Preparatory Academy that will support his transition to high school. In his period one English class, Freddy J reads culturally relevant literature, including an excerpt from a Sandra Cisneros novel, *Caramelo*. His assignment is to write a passage with a style similar to Cisneros's that is based on his own life experiences. After period one, he goes to his Intervention & Enrichment class where he gets tutoring in Algebra I because he needs help with linear equations. Freddy J then goes to period two Science class where his team works on a Robotics Project that they designed in the MESA Club. Following period two, Freddy J enjoys a delicious and healthy snack during Nutrition Break before hanging out with his friends. During period three, Freddy J enthusiastically participates in his Algebra class, taking notes and working with a partner on problems. In period four, Freddy has an opportunity to deepen his understanding of Algebra I in the computer-based ALEKS lab. After a healthy lunch of baked chicken, spinach salad, fresh fruit, milk and juice, Freddy J goes to American History. In that class, he is engaged in a lesson about the Revolutionary War using Cornell note-taking and summary writing. Sixth period is PE. Freddy J has chosen a Hip-Hop dance class, and the class is rehearsing for their performance at the upcoming football game. After period six, most students are dismissed. However, Freddy remains on campus to attend a Math Engineering Science Achievement (MESA) club meeting. MESA is a national organization that works with students, businesses and colleges to promote student success in math and science in preparation for jobs in the 21st century.

Extracurricular Activities:

- Football
- Soccer
- Basketball (Boys and Girls)
- Volleyball
- Track and Field
- Tennis
- Theater
- Play Production
- MESA
- Robotics Club
- Academic Decathlon
- Leadership



- Air Force JROTC
- Dance
- Band
- Mariachi Band
- Yearbook

Parent Engagement & Involvement

Strategies to Engage Parents

- Provide an orientation for parents who are new to the school
- Develop a newsletter to communicate program updates and initiatives
- Provide translation for parent meetings, events, written communications, and verbal communications
- Establish a communication system that allows parents and teachers to remain in constant, ongoing contact, including email, Blackboard connect, telephone calls, conferences, etc.
- Establish “Data Chat” opportunities to give parents current achievement data and make the parents a part of the goal-setting process
- Implement student-led parent conferences to increase parent-student academic involvement
- Host parent-community social events such as the Renaissance Fair, College Fair, art shows, and theatrical productions
- Monthly Coffee with the Principal meetings to discuss current school issues and to give parents an opportunity to ask questions and make recommendations
- Recruit parents to serve as volunteers at school events.

Robert Fulton College Preparatory School encourages parents to be active members of the school community. In order to create a welcoming atmosphere for parents, RFCP will expand the function of our Parent Center that will serve as “home base” for all visiting parents. Parent Center directors will provide ongoing training opportunities in literacy development and effective parenting skills, translation services, and support for campus parent-community events. Parents will have the opportunity to participate in academic classes such as English for English Learners, Math Skills, and Computer Skills. Parents will be encouraged to participate and take leadership roles in ELAC, CEAC, SSC, and the Instruction and Governance Council. At parent meetings and events, we will provide bilingual translation in order to make the activities accessible for all participants. It is our goal to make sure that all parents are aware of their importance in the child-parent-school partnership.

Staffing

When staffing Robert Fulton College Preparatory School, the Personnel Team will select teachers who have a desire to educate young people, collaborate with parents and families and act as positive role models. They must be creative, enthusiastic about teaching, and have the ability to work with students from diverse backgrounds and abilities. Teachers should have strong interpersonal and organizational skills. Teachers will be expected to participate in activities to promote school culture, including serving as club advisors, coaches, or school leadership roles. They must be highly qualified, skilled with analyzing and responding to data, and committed to improving student achievement.

Applicant Team Contact Information

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