

GARDENA SENIOR HIGH SCHOOL

Los Angeles Unified School District
2017-2019 School Innovation Funds Plan

Program Budget Code:
 10359 (School Innovation Funds)

Name of School	Local District	Principal
GARDENA SENIOR HIGH SCHOOL	SOUTH	ROSEMARIE MARTINEZ

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of School Innovation Funds Allocated to the School
1437	85%	179 (12%)	Foster 51 (4%) Homeless 41(3%)	Total \$ 1,630,878

Directions: Briefly describe, if applicable, the services being provided that are aligned to the District's LCAP goals and indicate the amount of School Innovation Funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEs, and/or foster youth. **NOTE:** A minimum allocation of School Innovation Funds must be used for professional development activities in English language arts and mathematics, and at a minimum School Innovation funds must be used for improving school climate utilizing a required staffing level. *Please see the SIF Planning and Guidance document to import appropriate staffing levels into the plan.*

To create additional rows, click outside a row on the right side then press enter.

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Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEFPs, and foster youth:</i>	School Year	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<p>DATA ANALYSIS</p> <p>Graduation Rate 2014-15: 85% 2015-16: 82% 2016-17:</p> <p>Graduation Progress Analysis of Students on track for A-G with C or Better:</p> <ul style="list-style-type: none"> > Students on track: 627 (44%) > Students not on track: 826 (56%) <p>Of students not on track:</p> <ul style="list-style-type: none"> > Missing 1-2 semesters: 265 (18%) > Missing 3-4 semesters: 229 (16%) > Missing 5 or more semesters: 319 (22%) <p>Of students not on track for A-G:</p> <ul style="list-style-type: none"> > 127 are LEP > 26 Foster Youth > 19 Homeless Youth > 155 students with IEP <p>IGP Plan Meeting Progress: (as of 10/3/17) Class of 2017: 10 students--100% Class of 2018: 337 students--100% Class of 2019: 370 students--5% Class of 2020: 379 students--0%</p>				<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%

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Class of 2021: 324 students--0%

School Experience Survey Data:

My Counselor knows me by name: 31%

Counselor--Secondary

74,391.00

We currently have 3 counselors and a half time Magnet Coordinator to serve 1437 students, by funding an additional counselor this will allow the students in the Magnet program to be serviced by a certificated counselor with a PPS credential.

CREDIT RECOVERY PROGRAM

Currently, 56% of students at Gardena High School are not on track to meet A-G graduation requirements. In efforts to ensure that students have a variety of opportunities to recover missing credits, we offer Edgenuity (online courses supported by a credentialed teacher in the subject matter) and opportunities for students to demonstrate mastery of learning outcomes beyond the regular semester.

EDGENUITY (Online Courses)

Edgenuity courses will take place after school and on Saturdays. Students work online, at their own pace. The role of the teacher is to provide subject-specific support when students struggle to complete tasks on the online platform. Teachers also administer and grade formative assessments assigned by the online curriculum.

- Teacher X-time

3 teachers x 20 weeks x 4 hours = 240 hours (Fall Semester)

3 teachers X 63 hours =189 hours (Spring)

MASTERY-BASED CREDIT COURSES

Students who fail a course at the end of the semester will have extended time to demonstrate mastery of the Expected Learning Outcomes for the failed course. Teachers will administer an assessment to determine which learning objectives a student did not master, provide targeted instruction, and re-assess mastery. Once a student can demonstrate that they have mastered the learning outcomes for the course, the teacher will submit a

	2017-18 2018-19	74,391 116,303	Low-income, EL, RFEF, and/or Foster Youth	
	2017-18		Low-income, EL, RFEF, and/or Foster Youth	

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<p>grade change form to ensure the student's grade reflects the student's ability to meet the learning outcomes of the course. Mastery-based credit recovery courses to take place during winter break and summer break.</p> <ul style="list-style-type: none"> • Teacher X-time (instruction-fall semester) <p>2 teachers x 63 hours = 120 hours</p> <ul style="list-style-type: none"> • Teacher X-time (instruction-Spring semester) <p>1 teachers x 63 hours = 63 hours</p> <ul style="list-style-type: none"> • Teacher PD X-time (Mastery-Based Grading PD) <p>2 teachers X 15 hours = 75 hours \$5,737</p> <ul style="list-style-type: none"> • Instructional Coach x-time (Develop & facilitate Mastery-based grading PD) <p>25 hours = \$1912</p> <p>TOTAL Credit Recovery Teacher X-time: hours \$46,818</p>		<p>\$5,737</p> <p>\$1912</p> <p>\$46,818</p>		
<p>CREDIT RECOVERY PROGRAM SETUP AND SUPPORT</p> <p>A designated counselor will coordinate registration and enrollment for all Credit Recovery courses (Edgenuity and teacher-led courses). The counselor will also prepare data reports to monitor students progress on on-line courses, meet with administrator, teachers, and students to share progress data, identify students who may be struggling with credit recovery courses, and provide counseling or academic support. The counselor to oversee the Credit Recovery Program will meet with parents to communicate the expectations of the program (attendance, work habits, etc.), and share students progress towards completion of the course.</p> <ul style="list-style-type: none"> • Counselor x-time <p>Enrollment/Progress monitoring: 5 hours x 3 Saturdays = 15 hours \$1147</p>		<p>\$1147</p>		
<p>Counseling Support for At-risk Students</p> <p>Counselors will meet with parents of students who are currently not on track to meet A-G Graduation requirements, check transcripts to ensure students are enrolled in the correct courses, facilitate parent workshops for parents of students in Tier II and III, make phone calls during Saturday Credit</p>				

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<p>Recovery sessions to ensure students who should be working on making up courses are on campus. 35 Saturdays x 5 hours = 200 hours \$15,300</p>		<p>\$15,300</p>		
<p>The administrator to oversee the Credit Recovery program will analyze student progress, meet with the counselor, and meet with teachers to develop/set schedule for credit recovery courses.</p> <ul style="list-style-type: none"> • admin x-time to oversee all aspects of credit recovery over the course of the school year: 370 hours = \$25,149 <p>42 weeks x 8 hours=336 Data analysis i hours per week = 34 hours</p>		<p>\$25,149</p>		
<ul style="list-style-type: none"> • Non-Cap Equipment (Desktop Computer & Monitor) \$3000 <p>Additional custodial support will be needed on Saturdays of Credit Recovery to maintain facilities while students are on campus.</p> <ul style="list-style-type: none"> • custodial Overtime <p>42 weeks x 5 hours = 210 hours \$12,553</p>		<p>\$3,000</p>		
<p>COUNSELING SUPPORT -OFFICE TECHNICIAN An office technician is needed to support the Counseling Office. The Counseling Office Technician duties will include:</p> <ul style="list-style-type: none"> • Parent Communication: Communicate with parents via phone calls, email, or mail for all students who are part of the Credit Recovery Program. • Responds to school staff/parent inquiries by telephone and in person to provide or request information regarding graduation and/or counseling services • Track progress of subgroups to ensure IGPs and intervention are up to date. • Parent outreach specific to targeted student subgroups • Office Technician <p>\$44,254</p> <ul style="list-style-type: none"> • Counseling Office-General Supplies <p>\$3000</p>	<p>2017-18 2018-19</p>	<p>\$44,254 \$66,380</p>	<p>Low-income, EL, RFEF, and/or Foster Youth</p>	
<p>IGP MEETINGS</p>	<p>2017-18</p>	<p>\$3000</p>		

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<p>The counseling team has made a commitment to service all students during the school day, to meet with every student in regards to their graduation progress. Counselors will need additional time to update transcripts, service learning, and pathways in order to ensure student records reflect graduation status.</p> <ul style="list-style-type: none"> • Counselor X-time (afterschool) 16 hours X 4 counselor = 64 hours \$4896 				
<p>PANTHER W.O.W. (WEEK OF WELCOME)</p> <p>After reviewing our School Experience Survey, we have found that only 44% of our student "feel like I am part of the school" and 49% of students "participate in extracurricular activities". For the upcoming school year one of our goals is to encourage all students to get involved with at least one extracurricular activity, become aware of all the resources on campus, and help parents understand the importance of student engagement in activities beyond academics. During our outreach efforts, all students/families will be invited. The target subgroups for this event will be incoming 9th grade students, all EL students, students with a history of chronic absences, and students who are not on track towards meeting A-G Requirements. Students in Tier II and III will have a specific appointment with their counselor and the parent/legal guardian.</p> <p>During Panther WOW all students and parents will:</p> <ul style="list-style-type: none"> • visit info booths of all our clubs, sports, organizations, academies, band and select at least one activity to be part of • meet with a counselor to discuss academic progress and academic schedule for the upcoming school year • receive all textbooks and laptop for the school year • participate in grade-level orientation • complete all registration paperwork • learn about ways for parents to get involved at school 	<p>2017-18 2018-19</p>	<p>\$4896</p>		

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<p>Planning & Preparation Week</p> <ul style="list-style-type: none"> • Counselor x time 20 hours x 4 counselors = 80hrs • Non-Class Assign (Coordinators) x-time= 65 hrs <p>WOW Week</p> <ul style="list-style-type: none"> • Counselor x time 30 hours x 4 counselors = 120hrs • Non-Class Assign (Coordinators) X-time 30 hrs X 5 coordinators= 150hrs • teacher leader x-time 10 hrs X 10 teachers = 100hrs <p>Panther WOW Totals</p> <p>Counselor x-time: 200 hrs \$15,300.00</p> <p>Non-Class Assign (Coordinators) x-time: 215 hrs \$11,475</p> <p>Teacher x-time: 100 hrs \$7,650</p> <p>General Supplies \$5000</p>		<p>\$15,300</p> <p>\$11,475</p> <p>\$7,650</p> <p>\$5000</p>		
<p>SCHOOL-WIDE AVID IMPLEMENTATION</p> <p>Teachers have identified key skills that are essential for academic and socioemotional success in high school, they have also identified the lack of these essential skills in a large portion of our student population. With AVID School-wide implementation, we plan to institutionalize organizational skills, study habits, student leadership, and tools to help students be successful in high school.</p> <p>While we have increased the number of students in our AP Program, the number of students taking the AP Exams and receiving qualifying scores has not been proportional to the growth in enrollment. School-wide AVID, in addition the UCLA AP Readiness program and NMSI Partnership will provide a multi-tiered support system for students in need of remedial intervention to those in the AP Program.</p> <p>Implementation Year 1</p>				

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<p>During year 1 of School-Wide AVID Implementation a team of 8 teachers, 1 counselor, and 1 administrator will attend the AVID Summer Institute to develop a strong foundation and understanding of the AVID Program and strategies. The AVID team will also participate in the LACOE trainings, and have an opportunity to visit AVID Demonstration schools to learn how others schools use AVID strategies to create a culture of academic success.</p>	<p>2017-18</p>			
<p>AVID Summer Institute</p> <ul style="list-style-type: none"> • Staff Conference Attendance (10) \$2000 X 10 = \$20,000 • PD Teacher X-time 8 hours X 3 days X 8 teachers =192 hours \$14,688 • Counselor X-time 8 hours X 3 days X 1 counselor =24hours \$1836 • Admin x-time 8 hours X 3 days X 1 admin =24hours \$1631 		<p>\$20,000</p>		
<p>AVID LACOE Trainings</p> <ul style="list-style-type: none"> • 1 per semester (2) X 10 X \$400= \$8000 • Day-Day Substitutes (16) = \$5824 		<p>\$8000 \$5824</p>		
<p>AVID Demonstration Schools-Site Visits</p> <p>AVID Teacher Leaders, with the support of the LAUSD AVID Coordinator, will visits schools who have been successful in implementing school-wide AVID. All six teachers will be able to visit sites once per semester.</p> <ul style="list-style-type: none"> • Day-Day Substitutes (12) = \$4368 		<p>\$4368</p>		
<p>AVID Foundational Training (All-Staff)</p> <p>All teachers and counselors will participate in AVID Professional Development to learn the basics of the AVID program, and understand how AVID supports academic success of all students. Teachers will be able to</p>				

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<p>understand how to use AVID strategies in their own classroom to increase student achievement in their specific content.</p> <ul style="list-style-type: none"> • PD teacher X-time 80 teachers X 5 hours X 2 days = 800 Hours \$61,200 • Counselor X-time 4 counselor's X 5 hours X 2 days = 40 hours \$3060 • Admin X-time 4 admin X 6 hours X 2 days = 48 hours \$3262 <p>AVID PD Facilitator</p> <ul style="list-style-type: none"> • Admin X-time 2 days X 7 hours =14hrs \$952 <p>AVID Program Implementation</p> <p>Instructional Aides are needed to provide tutorial support during the school day and after school.</p> <ul style="list-style-type: none"> • Educational Aides III-AVID (2) \$42,460 <p>To provide the AVID Elective course, we need to provide an Auxiliary period to one teacher.</p> <ul style="list-style-type: none"> • AVID Auxiliary Period \$17,000 		<p>\$61,200</p> <p>\$3060</p> <p>\$3262</p> <p>\$952</p>		
<p>2017--18</p> <p>2018-19</p>	<p>\$42,460</p> <p>\$88,394</p>			

<p>Description of Services that address: Proficiency for All</p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEFs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics - EL reclassification rate 				

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<p>- Rate of ELs making annual progress on CELDT - Decrease in long-term English learners (LTELS)</p>				<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46% Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 36% EL reclassification rate: 22% Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17% 														
<p>DATA ANALYSIS STUDENT ACHIEVEMENT IN MATHEMATICS</p> <ul style="list-style-type: none"> SBAC MATH <p>13% of 11th grade students met/exceeded standards on the 2016-17 SBAC Math.</p> <ul style="list-style-type: none"> Algebra Diagnostic Data <p>25% of 9th grade Algebra I students scored 80% or higher on the GHS Algebra Prerequisite Skills Diagnostic.</p> <ul style="list-style-type: none"> Distribution of final Marks-Spring 2017 <p>(% of students passing course with a C or better)</p> <table border="0"> <tr> <td>CC ALGEBRA 1</td> <td>49%</td> </tr> <tr> <td>CC ALGEBRA 2B</td> <td>47%</td> </tr> <tr> <td>CC GEOMETRY B</td> <td>57%</td> </tr> <tr> <td>AP STATISTICS B</td> <td>75%</td> </tr> <tr> <td>AP CALCULUS B</td> <td>61%</td> </tr> <tr> <td>PRECALC B</td> <td>72%</td> </tr> <tr> <td>CC ALG 1 TUT LAB</td> <td>66%</td> </tr> </table>	CC ALGEBRA 1	49%	CC ALGEBRA 2B	47%	CC GEOMETRY B	57%	AP STATISTICS B	75%	AP CALCULUS B	61%	PRECALC B	72%	CC ALG 1 TUT LAB	66%				
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<p>STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS</p> <ul style="list-style-type: none"> SBAC ELA <p>37% of 11th grade students met/exceeded standards on the 2016-17 SBAC ELA</p> <ul style="list-style-type: none"> Distribution of final Marks-Spring 2017 <p>(% of students passing course with a C or better)</p> <table border="0"> <tr> <td>English 9</td> <td>63%</td> </tr> <tr> <td>English 10</td> <td>74%</td> </tr> </table>	English 9	63%	English 10	74%														
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<p>American Lit 69%</p> <p>Strat. Lit 48%</p> <p>Expos. Comp. 38%</p> <p>ERVC 79%</p> <p>Modern Lit. 89%</p> <p>ENGLISH LEARNERS- STUDENT ACHIEVEMENT</p> <ul style="list-style-type: none"> • EL Reclassification Rate: 23% (2016-17) • Long Term English Learners Progress <p>112 LTEL Students</p> <p>Distribution of final Marks-Spring 2017</p> <p>(% of students passing course with a C or better)</p> <p>L & L Course 53%</p> <p>Advanced ELD 33%</p>				
<p>ASSISTANT PRINCIPAL</p> <p>The current administrative team consists of one principal, and two assistant principals. One AP oversees Operations & Discipline and the second oversees counseling and Special Education Services. A third Assistant principal will be hired to oversee the instructional program. Specifically, the third Assistant Principal will:</p> <ul style="list-style-type: none"> • Facilitate the work of the Professional Development Committee to create a Professional Development Program to support the growth of all adult learners. • Monitor academic progress of all students and communicate with all stakeholders. • Support the implementation of School-Wide AVID strategies 				

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<ul style="list-style-type: none"> • Collaborate with the Math and ELA Coaches to support academic achievement for all students. • Manage special programs (BTT, LASIN, NMSI) • Oversee support for Advanced Placement Program • Oversee academic intervention program • Oversee and monitor students and staff attendance • <p>\$90,791</p> <ul style="list-style-type: none"> • Non-Cap Equipment-Color Printer \$500 • General Supplies (P.D.) \$3000 	<p>2017-18 2018-19</p>	<p>\$90,791 \$144,546</p> <p>\$500 \$3000</p>		
<p>MATHEMATICS INSTRUCTIONAL PROGRAM</p> <p>Developing Common Pacing Plans and Assessment</p> <p>As we enter our third year of SpringBoard implementation, the math team has been able to develop clear learning outcomes for each math course in the Common Core sequence. Teachers however, need time to collaborate to develop and revise common pacing plans, unpack embedded assessments, and plan lessons that address students' needs. The department will identify struggling students and develop an intervention program that is directly aligned with the course learning outcomes.</p> <ul style="list-style-type: none"> • PD Teacher X-time 10 teachers X 5 hours X 4 days (2 per semester) = 200 hours \$15,300 • Day-day substitute 15 substitutes \$5460 • Math Instructional Coach to develop & facilitate PD for the Math Department: Instructional Coach x-time 80 hours = \$6,120 • General Supplies = \$1000 <p>Algebra BreakThrough Team</p>	<p>2017-18</p>	<p>\$15,300</p> <p>\$5460</p> <p>\$6,120 \$1000</p>		

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<p>Additional Professional Development will be provide for the Math Team during the school year by participating the Algebra 1 BreakThrough Initiative. The BT group will receive support from an external coach on a weekly basis to set a SMART Goal, monitor student achievement, and identify effective instructional practices to support struggling students. Instructional Contracts \$35,000</p>		<p>\$35,000</p>		
<p>ELA INSTRUCTIONAL PROGRAM Developing Common Pacing Plans and Assessment-ELA As we enter our first year of SpringBoard implementation, the ELA team has been able to develop draft common learning outcomes for each ELA Course. Teachers, need time to collaborate to develop and revise common pacing plans, un-pack embedded assessments, and plan lessons that address students' needs. The department will identify struggling students and develop an intervention program that is directly aligned with the course learning outcomes.</p> <ul style="list-style-type: none"> • PD Teacher X-time 10 teachers X 5 hours X 4 days (2 per semester) = 200 hours \$15,300 • Day-day substitute 10 substitutes \$3,640 • ELA instructional Coach to develop & facilitate PD for the ELA Department. • Non-Class Assign (Coordinator) x-time 80 hours = \$6,120 • General Supplies = \$1,000 • Annual Subscriptions-Turn It In= \$1,000 <p>Class Size Reduction Teacher- ELA (1) and Social Science (1) A class size reduction teacher will be purchased to alleviate 9th and 11th grade English classes. We plan to decrease average class size from 44 to 35 for sections with a significant number of EL/TEL students for more individualized academic support.</p>	<p>2017-18</p>	<p>\$15,300</p> <p>\$3,640</p> <p>\$6,120</p> <p>\$1,000</p> <p>\$1,000</p>		

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<ul style="list-style-type: none"> • CSR Teacher ELA \$55,938 • CSR Teacher \$55,938 • Day-day subs for 2 CSR Teachers (10) = \$3640 • Day-day subs for 2 CSR Teachers (20) = \$7280 	2017-18 2018-19 2017-18 2018-19	\$111,876 \$223,752 \$3640 \$7280		
<p>EL Reclassification Support</p> <ul style="list-style-type: none"> • EL Reclassification Rate: 23% (2016-17) • 112 LTEL Students <p>EL Instructional Support</p> <p>Our EL students need in-classroom support to help with the language barrier. We plan to fund two additional EL Educational Aides to provide academic support to classes with a high concentration of EL students. We will train the EL Ed. Aid on instructional strategies such as: helping students develop academic language, small group instruction, and differentiation.</p> <ul style="list-style-type: none"> • Teacher Assistant (2) = \$21,356 + \$5100 = \$26456 	2017-18 2018-19	\$26456 \$45270		
<p>LTEL Bootcamps</p> <p>We currently have 112 LTEL students who need additional support to reclassify. While they are all enrolled in the L & L course (53% pass rate with a C or better), not all students are successful in the course. We are currently funding an EL Coordinator and an EL coach to support EL teachers. Our goal is to increase the number of students who will reclassify in the upcoming year by working with an effective teacher to teach LTEL Bootcamps in preparation for the upcoming ELPAC.</p> <ul style="list-style-type: none"> • Instructional Coach X-time <p>40 hours = \$3,060</p> <ul style="list-style-type: none"> • Coordinator X-time (TSP) <p>40 hours = \$3,060</p>	2017-18	\$3,060 \$3,060		
<p>Newcomer Support Program</p> <p>During the school year we welcome students who come from various countries to receive an education at GHS. We understand that students are not only new to our school, but also new to this country. The Newcomer Program would allow students to receive support during</p>				

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<p>Panther Plus and go on curricular trips to practice their English Language skills while becoming exposed to museums, cultural centers, and other centers for education.</p> <ul style="list-style-type: none"> • Curricular Trips <p>Buses X 2 = \$740</p> <ul style="list-style-type: none"> • Day-Day Subs <p>Subs X 2 = \$728</p>		<p>\$740</p> <p>\$728</p>		
<p>PANTHER TUTORING LAB</p> <p>Teachers will analyze grading period distribution of marks and select target students who may be struggling and need additional, personalized support. Students who may be struggling with specific courses will be able to have additional time with teachers to complete assignments, receive additional tutoring, and re-take assessments. We plan to provide a bilingual Teacher Aide to be available during Panther Tutoring Lab to provide additional support for our EL students. A coordinator will create school-wide Panther Tutoring Schedule, make phone calls for target students, and conference with students.</p> <ul style="list-style-type: none"> • Teacher Tutor X-time <p>30 weeks X 12 teachers X 1 hours = 360 hours = \$27,540</p> <ul style="list-style-type: none"> • Instructional Coach x-time <p>55 hours = \$4590</p>	<p>2017-18</p>	<p>\$27,540</p> <p>\$4,590</p>		
<p>Advanced Placement Program</p> <p>In the past few years we have made intentional efforts to increase the number of students enrolled in Advanced Placement course. Currently, we have over 300 students enrolled in AP courses. Although the number of students in our AP Program has increased over the past few years, we have not seen a proportional growth in the number of students taking AP exams and earning qualifying scores. We believe in providing all students the opportunity to take AP courses, and we also understand that many of our students need additional supports to meet the demands of the AP curriculum. Our goal is now to support AP teachers and scholars to be successful and thrive with the demands of the AP program And the expectations of the AP Exams.</p>	<p>2017-18</p>			

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<p>AP Teacher-Professional Development AP Teachers will attend AP Summer Institute and other conferences to help them develop their AP curriculum and instructional practices. (Non-NMSI Teachers)</p> <ul style="list-style-type: none"> • Staff conference Attendance <p>\$3000</p>	<p>2017-18</p>	<p>\$3,000</p>		
<p>AP Study Sessions (preparation for AP Test) Teachers will have an opportunity to plan for AP study sessions in preparation for AP exams on Saturdays or after school. Students will practice taking various pieces of the exam, see sample questions, and review academic language.</p> <ul style="list-style-type: none"> • Teacher Tutor X-time (AP study sessions) <p>13 AP Courses X 8 hours= 104 hours = \$7,956</p>		<p>\$7,956</p>		
<p>UCLA AP Readiness As part of the UCLA Collaborative, our AP students will participate in the AP Readiness Program to supplement the humanities AP courses. Teachers will chaperone students to UCLA and participate in professional development while on the university.</p> <ul style="list-style-type: none"> • Teacher x-time (AP Readiness-Chaperone) <p>16 sessions X 2 teachers X 8 hours= 256 hours \$19,584</p>	<p>2017-18</p>	<p>\$19,584</p>		
<ul style="list-style-type: none"> • AP Exams Fees 2018 <p>IMA- \$8,000</p>		<p>\$8,000</p>		
<p>College Center As we continue to increase our student enrollment in AP Course, we plan to increase college & career awareness by making the College & Career Center a hub of many resources for students who may be interested in attending a college/university after high school.</p> <ul style="list-style-type: none"> • Non-cap Equipment- Color Printer \$500 		<p>\$500</p>		

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<ul style="list-style-type: none"> • Non-cap Equipment-TV Display & Mount: \$500 • General Supplies (Calculators for testing): \$5,000 • General Supplies (Pencils, sharpener, ink): \$1,000 <p>AP Teacher Planning & Collaboration Time As we expand our AP Course offerings, we have teachers who are new to the AP curriculum and are currently struggling to plan rigorous lessons. Teachers will have an opportunity to collaborate with other AP Teachers to develop pacing plans, lessons, and develop systems/tools to better support learning in the AP classroom.</p> <ul style="list-style-type: none"> • Teacher x-time (planning time) 13 teachers x 2 days x 5 hours = 130 hours <p>\$9,945</p> <p>National Math & Science Initiative-AP Professional Development AP Math, Science, and ELA Teachers are part of the NMSI. Teachers will receive professional development by expert AP teachers once every semester, we will need to fund substitute coverage to allow teachers the time to attend NMSI PD sessions.</p> <ul style="list-style-type: none"> • Day - Day Subs (NMSI) 10 Subs = \$3,642 • Non-Class Assign (Coordinator) X-time 60 hours = \$4,590 <p>Transition to Small Learning Academies School Experience Survey Data (Student responses) :</p> <ul style="list-style-type: none"> • I feel like I am part of my school: 44% • Teachers care if I am absent from school: 42% <p>In order to create a more individualized learning experience for all students, we are in the process of transitioning to a small learning academies aligned to career pathways. Our goal is to create a 4-year high school experience that allows students to explore a career they are interested in and also gain skills, tools, and certifications to prepare them for a career in their field of interest. While we do have approved plans to move forward with academies, our teachers need time to plan</p>	<p>2017-18</p>	<p>\$500 \$5,000 \$1,000</p> <p>\$9,945</p>		
<p>2017-18</p>		<p>\$3,642 \$4,590</p>		

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interdisciplinary lessons that allow students to see how learning in all subjects help them understand and solve problems in real life.

- Teacher X-time 80 teachers X 5 hours X 2 days = 800 Hours
\$61,200
- Admin X-time 4 admin X 6 hours X 2 days = 48 hours \$3,262
- Non-Class Assign (Coordinator) X-time 5 coord X 7 hours X 3 days=75 hours= \$5,355
- General Supplies \$4,500

INSTRUCTIONAL TECHNOLOGY PROFESSIONAL DEVELOPMENT

PowerMyLearning

GHS is s 1:1 laptop school, all students have received a device for learning purposes. The next step is to build teacher's capacity to utilize instructional technology to enhance learning in the classroom. We contracted a non-profit organization to provide P.D., coaching, and parent trainings. PML will facilitate a total of four PD sessions, 20 coaching days throughout the school year, and two parent workshops.

Instructional Contracts: \$45,000

<p>interdisciplinary lessons that allow students to see how learning in all subjects help them understand and solve problems in real life.</p> <ul style="list-style-type: none"> • Teacher X-time 80 teachers X 5 hours X 2 days = 800 Hours \$61,200 • Admin X-time 4 admin X 6 hours X 2 days = 48 hours \$3,262 • Non-Class Assign (Coordinator) X-time 5 coord X 7 hours X 3 days=75 hours= \$5,355 • General Supplies \$4,500 		<p>\$61,200 \$3,262 \$5,355 \$4,500</p>		
<p>INSTRUCTIONAL TECHNOLOGY PROFESSIONAL DEVELOPMENT</p> <p>PowerMyLearning</p> <p>GHS is s 1:1 laptop school, all students have received a device for learning purposes. The next step is to build teacher's capacity to utilize instructional technology to enhance learning in the classroom. We contracted a non-profit organization to provide P.D., coaching, and parent trainings. PML will facilitate a total of four PD sessions, 20 coaching days throughout the school year, and two parent workshops.</p> <p>Instructional Contracts: \$45,000</p>	<p>2017-18</p>	<p>\$45,000</p>		
<p>Description of Services that address:</p> <p>100% Attendance</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students with a 98% (172-180 days) attendance rate - Percentage of students missing 16 days or more in a school year - Percentage of all staff attending 98% or above 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p>DATA ANALYSIS</p> <ul style="list-style-type: none"> • Percentage of students with a 96% or higher attendance rate: 67% • Percentage of students with Chronic Absenteeism: 16% <ul style="list-style-type: none"> o 21/194 Homeless students o 24/194 EL students • Percentage of students missing 16 days or more in a school year: 9% 				

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<ul style="list-style-type: none"> • Percentage of certificated staff attending 96% or above: 88% • Percentage of classified staff attending 96% or above: 72% <p>Systems to Increase Student and Staff Attendance</p> <p>Currently, 67% of our students have 96% attendance or higher and 16% of our students have chronic absenteeism. We plan to fund two Pupil Services and Attendance counselors to:</p>				<ul style="list-style-type: none"> • Percentage of students with a 96% or higher attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9% • Percentage of all staff attending 96% or above: 78%
<ul style="list-style-type: none"> > Create systems to ensure accurate attendance is being recorded daily on misis > meet and support teachers who struggle to submit attendance on a daily basis > develop a school-wide attendance incentive program to encourage all students and staff to be here everyday on time. > share attendance data with teachers and admin team on a weekly basis > monitor and support students with high chronic absenteeism > meet with parents/legal guardians of students with low attendance > participate in SSPT Meeting to provide attendance data • PSA Counselor \$89,800 • Office Technician \$44,254 • General supplies \$3,000 • Non-cap Equipment-Color Printer \$500 	2017-18 2018-19 2017-18 2018-19 2017-18 2017-18	\$89,800 \$121,026 \$44,254 \$66,380 \$3,000 \$500		
<p>Description of Services that address:</p> <p>Parent, Community and Student Engagement</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs, and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually) <ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 32% 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>

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<p>A large percentage of our students are Latino/Hispanic whose parents are spanish-speaking only. In order to increase opportunities for parents to become engaged in the work that we are doing, we plan to find a second Parent Community Representative to plan parent workshops and parent events throughout the school year. The parent workshops will be in alignments with the academic initiatives such as:</p> <ul style="list-style-type: none"> > Understanding the A-G Graduation Requirements > Understanding how AVID supports my child succeed > How can I support my child with the AP classes? > How can I support my child plan for College & Career? > How can I monitor learning with Technology at home? > How can I monitor my child's progress with LAUSD Passport? <ul style="list-style-type: none"> • SEL-Parent Community Rep. (bilingual) <p>\$18,000.00</p> <p>\$1,000</p>				<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
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<p>Description of Services that address: School Safety</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs, and foster youth:</i></p> <ul style="list-style-type: none"> - Single student suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy - Percentage of students who feel safe at school <ul style="list-style-type: none"> • Suspension rate: .002% (4) • Expulsion rate: .001% • Extent to which the school is implementing the Discipline Foundation Policy: 88% • Percentage of students who feel safe at school: 76% • Overall student connectedness to the school: 51% <p>School Safety and Student-School Connectedness</p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p> <ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88% • Percentage of students who feel safe at school: 80%
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<p>The school experience survey sheds lights on a major issue that affects our school culture: only 51% of students feel overall connected to Gardena High School. Although our expulsion and suspension rate is not alarming, we have a great issue that we need to address to make our students feel like they are part of a community when they walk on our campus. One of the strategies to address overall student connectedness to our school is to transition to smaller academies for a more personalized learning experience</p>				
<p>Restorative Justice Teacher . We plan to fund a Restorative Justice Teacher to model how teachers can implement RJ strategies in their classroom to create a sense of community and safe learning environment, conduct professional development using the resiliency curriculum, and implement RJ practices school wide. \$115,897</p>	<p>2017-18 2018-19</p>	<p>\$72,795 \$115,897</p>		
<p>Restorative Justice Staff Professional Development -PD Teacher x-time 80 teachers X 5 hours= 400 hours \$30,600 -Admin X-time 4 admin X 6 hours = 24 hours \$1,631</p>	<p>2017-18 2017-18</p>	<p>\$30,600 \$1,631</p>		
<p>Resiliency Curriculum (SocioEmotional Learning) Teachers Leaders The RJ Teachers advisor, along with one teacher leader per academy will develop resources and materials for teachers to use during Panther Plus courses to help students develop Socio-Emotional skills, growth mindset, and self-efficacy skills. ● Teacher x-time 9 teachers X 35 weeks X 2 hours = 626 hours \$47,889</p>	<p>2017-18 2018-19</p>	<p>\$47,889</p>		



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<ul style="list-style-type: none"> • General Supplies to promote Positive School Culture \$5,000 • Psychiatric Social Worker <p>The PSW will be part of the SSPT to develop a system to identify students who may need support with socio-emotional issues that impact student achievement and provide them with the support/resources needed. The PSW will also work to raise awareness of issues our students may face such as: drug abuse, grief, depression, suicidal prevention, and family services.</p>	2017-18	\$5,000		
	2017-18 2018-19	\$89,800 \$121,022		

I certify that this School Innovation Funds Plan incorporates the minimum requirement of funding to be used for professional development in English language arts and mathematics and at a minimum, fulfills the requirements for school climate personnel per the School Innovation Funds guidance, and that the plan is based on an assessment of school needs.

Ms. Rosemarie Martinez
 Typed name of School Principal _____ Signature of School Principal  Date 10/30/17

The Local District Superintendent or Designee has reviewed the School Innovation Funds Plan with the principal and agreed to support and provide feedback for implementation.

 Director
 Typed name of Local District Superintendent / Designee _____ Signature of Local District Superintendent / Designee  Date 11-14-17

 Superintendent
 Typed name of Local District Superintendent / Designee _____ Signature of Local District Superintendent / Designee  Date 11-14-17