Helen Bernstein High School

Program Budget Code:
10359 (School Innovation Funds)

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

Name of School		Local District				Principal	
Helen Bernstein High		West				Andre Spicer	

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	% of Homeless Students	% of Students with Disabilities	Total Amount of School Innovation Funds Allocated to the School
608	85	43	1	1	14	Total $ 812,670

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, RFEPs, 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.*

Look Fors:

School Year	Capacity	Expectations/Accountability	Sustainability
Year 1: 2017-2018	• Conduct Needs Assessment to identify priorities and ensure that resources are targeted to meet measurable outcomes • Align Professional Development priorities to meet instructional goals with emphasis on developing systems rooted in student achievement • Engage stakeholders in school plan • **Establish the Achievement Through Support Team**	• Discuss data & data analysis protocol • Identify focus groups for instructional rounds • Establish student leadership groups • **Establish the Achievement Through Support Team** • Collaboratively develop action steps with stakeholders • Develop data driven systems to ensure the improvement of math achievement and attendance goals	• Provide professional development on initiatives • Identify and review critical support for varied entry points of students, faculty, staff, and community • Begin documentation of the narrative around collaborative systems of planning and ongoing assessment • **Establish the Achievement Through Support Team** • Administrative monitoring of systems and personnel
Year 2: 2018-2019	• PLCs and/or BTT protocols are effectively used in ELA/Math and attendance • School wide ELA & math initiatives • Frequent peer to peer observations • Quality parent workshops • Process for monitoring school plan	• Frequent data analysis • 1:1 counseling by all out of classroom personnel • Student mentorship opportunities • Publicly display school data and progress • Implement instructional rounds	• Review and publish documentation of the narrative around collaborative systems • Establish parent cadres • Protocols for school systems that are known by all stakeholders • **Utilize ATS Team for resource mapping**

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Year 3: 2019-2020	• implemented by teachers • **Utilize ATS Team for resource mapping and data review**	• Student-led conferences, student data chats, and student monitoring • Collaboration of all stakeholders to review and refine instructional plans based upon ongoing data analysis and review • **Utilize ATS Team for resource mapping and data review**	and data review
	• Highly qualified personnel to support instructional goals • Full implementation of school improvement plans • Teacher ownership of work at school site • School focused on continuous improvements • Use results of ATS data review to guide data driven approaches	• Mutual accountability shared amongst stakeholders • Environment that supports regular observations and feedback • Student ownership of own learning through an awareness of academic goals and achievements • **Utilize ATS Team for resource mapping and data review**	• Documentation of the journey • Maintain the collaborative systems of planning that are assessed • Proactive parent advisory group • **Utilize ATS Team for resource mapping and data review**

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Description of Services that address: **100% Graduation**	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets

Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:
- *Graduation rate*
- *Percentage of high school students on-track for A-G with a "C"*
- *Percentage of students with an Individual Graduation Plan meeting*

A needs assessment was conducted analyzing data (SBA, IAB, WASC Report, Mark Analysis Reports, Single Plan for Student Achievement, and resources from the District Management Group). Staff was surveyed during professional development and parent/community members were surveyed using the following platforms: coffee with the principal and dinner with the principal meeting/workshops. The needs assessment was needed to maximize our efforts and to align the plan to the foci area (mathematics attendance goals). The needs assessment aided the school in determining data driven approaches to building capacity, establishing expectations & accountability systems, and in creating systems that will deem sustainable over time. School site leaders across the 12 schools will meet four times throughout the year as a professional learning community to measure the impact of implementation on teaching and learning. To ensure our school makes substantial progress towards meeting the graduation goal of 100% the following has been identified as an area of need:

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ELA	Math
• 3.81% Standard Exceeded • 20% Standard Met • 22.86% Standard Nearly Met • 53.33% Standard Not Met	• 1.89% Standard Exceeded • 3.77% Standard Met • 19.81% Standard Nearly Met • 74.53% Standard Not Met

10 Week Mark Analysis Results ELA:

Course Name	Course Number	A-G Course	A	B	C	D	F
AM LIT COMP	230111	B	20	24	20	13	25
AP ENG LANG A	230125	B	3	9	7	3	1
AP ENG LIT A	230117	B	4		2	2	3
ENGLISH 10A	230109	B	2	11	19	16	63
ENGLISH 9A	230107	B	25	21	21	27	48
ENGLISH 9B	230108	B	1				
EXPOS COMP	230205	B	54	24	10	5	6

10 Week Mark Analysis Results Math:

Course Name	Course Number	A-G Course	A	B	C	D	F
AP CALCULUS A	310701	C	5	5	3		
CC ALG 1 TUT LAB A	312613		7	8	11	16	26
CC ALG 2 TUT LAB A	312617		2	6	8		1
CC ALGEBRA 1	310341	C	14	20	37	40	55
CC ALGEBRA 2A	310343	C	14	19	21	21	38
CC GEOMETRY A	310423	C	12	21	23	25	67

Supplemental Online Reading/Instructional Programs:

Description	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
AP or Pre-AP College Board Support: Staff Conference Attendance; $1,000 per teacher 6 teachers to participate in College Board Conference. Workshop fees for AP training. Teachers who attend AP conferences will implement instructional practices align with Common Core State Standards in all their classes to improve instruction. Teachers will also share their knowledge and skills they master from the training with other teachers to build teacher capacity and improve student learning.	[X] 2017-18 [X] 2018-19	$6,000 $6,201	Low-income, EL, RFEP, and Foster Youth	Increase the percentage of students taking and passing AP courses and exams.
Description of Services that address: **Proficiency for All**			Low-income, EL, RFEP, and Foster Youth	

Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:

- *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*
- *Rate of ELs making annual progress on CELDT*
- *Decrease in long-term English learners (LTELs)*

Upon close analysis of SBA data, reclassification rate, and grade distribution reports more opportunities for professional growth for administration and teachers and strategic intervention for students must be systemized in an effort to maximize and align resources. Protocols learned from the District Management Group will be replicated to include all content areas – Year 1: Mathematics; Year 2: English; Year 3: Science & Social Science. This will include the development of SMART Goals for all content

areas, targeting a specific group of students. Break Through Teams (BTT) will be developed for each area of focus. Content BTT members will serve as the ambassadors for change in their perspective content areas.

SBA Data reveals the following results:

Proficiency for All	16-17 School Actual
Percentage of Students Who Met or Exceeded Standards in 3rd-8th, 11th Grade ELA	23%
Percentage of Students Who Met or Exceeded Standards in 3rd-8th, 11th Grade Math	6%
Percentage of English Learners Who Reclassify as Fluent English Proficient	7.2%
Percentage of English Learners Who Have Not Reclassified in 5 Years	25%
Percentage of English Learners Making Annual Progress on CELDT	60%
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	43%

Based on the SBA results and 10 week mark analysis report targeted intervention is needed during the school day in a smaller setting. In addition, the CSR Teachers will allow for reduced class sizes. Monitoring of student progress will be ongoing using the following metrics: student grades, benchmark assessments, BTT Math assessments, and IAB results.

The impact of the effectiveness of the Tutor Teacher X-Time will be measured by mark analysis reports at the 5 week, 10 week, 15 week, and 20 week report card as well as on the SBA.

Teacher X-Time is needed to develop teachers understanding of best practices for diverse learners. The professional development will transfer in the classroom in the form of increased student engagement which will have a positive impact on student achievement.

Assistant Principal: Job Purpose Assists the principal in performing secondary school management duties required by law, by the rules of the Board of Education, and by District policies and procedures. Assists the principal in maintaining a comprehensive, instructionally effective and

| [X] 2017-18 | $144,546 | | |
| [X] 2018-19 | $144,546 | Low-income, EL, RFEP, and/or Foster Youth | • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade |

compliant program that accelerates the academic achievement for all student subgroups and targeted populations, including English learners, low income students, foster youth, standard English learners, gifted and talented, and students with disabilities. May act as administrative head of the school in the absence of the principal. Responsible to Principal, Secondary School Subordinates Certificated and classified personnel as assigned Functions Essential Functions 1. Assists in the implementation of and supervises and monitors core and supplemental instructional programs leading continuous student learning improvement. 2. Supports school leadership teams in developing long and short-range plans for academic achievement. 3. Develops, supports, guides, and evaluates teachers and other personnel to ensure the academic achievement of all student subgroups and targeted student populations. 4. Provides instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English learners, foster youth, low income students, standard English learners, gifted and talented, and students with disabilities. 5. Leads teachers and assists the principal to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement and the District's Master Plan for English Language Learners. 6. Serves as an instructional team resource to schools, parents, and students. 7. Assists in formulating, interpreting, and implementing the school's administrative policies. 8. Coordinates and assists the principal with the school budgets and the monitoring of expenditures of school funds. 9. Collaboratively implements a plan for School-wide Positive Behavior Support that encourages students to set goals and monitor their own behavior. 10. Organizes, assists, and implements the School's Safety Plan and complies with mandated child abuse reporting. 11. Counsels students and recommends and implements student intervention or disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code. 12. Assists the school principal to meet state and federal mandates and to ensure instructional monitoring and compliance needs. 13. Assists with the overall campus management, student services, extracurricular activities, and community affairs.

Instructional Coach: Class of 2018-We are currently at 50% students with grades of C or better in A-G. Coach will be purchased in order to support teachers to improve their practice, support student success, and coordinate intervention in Math and ELA, an Instructional Coach is needed. The instructional coach should be knowledgeable of

X 2017-18	$77,266	Low-income, EL, RFEP, and/or Foster Youth	• ELA: 24% • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 6% • EL reclassification rate: 11% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
X 2018-19	$154,532		• Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 6%

Action / Service	Year	Cost	Students Served	Expected Outcomes / Metrics
new Common Core Standards, math practices, experience in PD development, cognitive coaching, and data coordinating. The coach will work to to create data-based instructional decisions under the supervision of administration in charge of ELA and Math departments. The Instructional Coach will work with the departments to create common assessments, prepare students for the Interim Assessments, and SBAC. These individuals will have knowledge in ELD and support English Learners and SEL students in the acceleration of their ELD levels	☐ 2017-18	$111,873	Low-income, EL, RFEP, and/or Foster Youth	• Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 24% • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 6% • EL reclassification rate: 22% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
CSR Teacher Math: In order to provide a rigorous, standards based curriculum one Highly qualified, register-carrying teacher will be purchased to reduce class size in Science courses for the 9th and 10th grades. The priority of these teachers is to reduce class size to an average of 27:1 for at-risk students and to provide a more personalized learning environment through small group instruction.	☒ 2018-19	$73,127	Low-income, EL, RFEP, and/or Foster Youth	
Information Technology, Support Technician Receive school based technical support to ensure seamless classroom technology use	☒ 2017-18	$48,754	Low-income, EL, RFEP, and/or Foster Youth	• Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 24% • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 6% • EL reclassification rate: 22% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
Professional Development: Harvard District Management Group will provide strategies through professional development and coaching to improve attendance rates and math achievement.	☒ 2018-19	$60,000	Low-income, EL, RFEP, and/or Foster Youth	
ELA Teachers and Integrated and designated ELD teachers will be given the opportunity to meet by grade level/department in and outside of the regular school day to analyze EL assessment data such as SRI, CELDT, and IAB results, review student work, identify student needs, and plan differentiated ELD and Access to Core instruction for their EL students.	☒ 2017-18	$7,000	Low-income, EL, RFEP, and/or Foster Youth	• Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 6% • EL reclassification rate: 22% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
EL teachers will also attend Language Appraisal Team meetings to identify additional supports for ELs. **(Teacher PD X- Time)**	☒ 2018-19	$10,000	Low-income, EL, RFEP, and/or Foster Youth	
• Teachers will plan and develop intervention programs targeting at-risk students in various subjects: Teachers will plan and develop intervention programs to help students who are performing below grade level standards and not meeting A-G requirements. Intervention programs will be based on Common Core State Standards and student deficiencies in those areas.	☒ 2017-18	$10,000		
	☒ 2018-19	$10,000		

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- Teachers will provide after school tutoring in the core subject areas through locally designed intervention during and beyond the school day.

Edgenuity on-line courses in ELA, Math, and Social Studies			

Description of Services that address: **100% Attendance**	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth: - *Percentage of students with a 96% (172-180 days) attendance rate* - *Percentage of students missing 16 days or more in a school year* - *Percentage of all staff attending 96% or above*				

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Attendance has been identified as the foundation for student achievement. Learning cannot take place when students are not in seat. The increased focus on attendance through meaningful intervention and effective incentive programs will assist the school in maintaining a 96% or higher attendance rate. Students who are deemed chronically absent will be tiered and provided with supports tailored to meet their needs.

Attendance Data extracted from MyData indicates the following:

Name of School	Cumulative Attendance Rate			
	AUGUST	SEPTEMBER		OCTOBER
Bernstein HS	96.9%	96.0		95.3

Attendance Data extracted from the LCAP Scorecard indicates the following:

100% Attendance	16-17 School Actual
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	59%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	27%
Percentage of All Staff Attending 96% or Above	73%

Counselor, PSA will work with identified students, parents, and the school to increase school attendance.

The PSA Counselor will:

- create and implement differentiated prevention, intervention and recovery efforts using evidence- based strategies and a tiered approach to improve individual and school-wide outcomes
- participate in and/or facilitate multidisciplinary teams such as Student Support and Progress Team (SSPT), Student Attendance Review Team (SART)
- develop and monitor individual student attendance plans
- recommend practices to improve school culture, increase attendance, improve the accuracy of enrollment and attendance records, and reduce suspensions
- implement strategies and activities to reduce chronic absenteeism and truancy among students and increase student and attendance rates
- assist with early identification and intervention systems to support at-risk students

X 2017- 18		$121,026	Low-income, EL, RFEP, and foster Youth	• Percentage of students with a 96% or higher attendance rate: 69 • Percentage of students missing 16 days or more in a school year: 26%
X 2018- 19		$121,026		• Percentage of all staff attending 96% or above: 78%

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• serve as a liaison between school, home and community, providing direct services to identified at-risk students and families, including assessment, referral, and case management • provide individual and/or group counseling, including crisis intervention • conduct home visits and/or in-home intervention when indicated • analyze data trends to inform interventions				

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Description of Services that address:	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s):	Related District-wide SY17-18 LCAP Targets
Parent, Community and Student Engagement *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* - *Percentage of parent/caregiver participation on School Experience Survey* - *Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)* Partnerships forged with our parents and community members will open the doors of communication and close the communication gap between home and school. Parents and community members will become aware of and familiar with academic initiatives through workshops and community forums. **Community Representative** will be trained by the TSP Advisor, Title III Coach and counseling staff at the beginning of the school year on topics of: • ELD Standards • Reclassification Requirements • Common Core State Standards • Graduation Requirements Counseling Staff will provide Trainings to parents on the topics of • A-G Requirements • Individualized Graduation Plan (IGP) • College Applications • Financial Aide The impact of the aforementioned budgeted items will surface in the form of increased parent involvement at school events. By the close of the 2017-2018 school year, there will be a 5% increase in parent attendance at school events as evidenced by sign in sheets and parent participation on surveys.	2017-18 X 2018-19 X 2017-18 X 2018-19	$10,000 $2,000 $2,000	Low-income, EL, RFEP, and foster Youth	• Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
School Safety *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* - *Single student suspension rate* - *Expulsion rate* - *Extent to which the school is implementing the Discipline Foundation*	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets

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Policy			
Percentage of students who feel safe at school			
The current discipline data extracted from Misis Adhoc reveals 4 Discipline Referrals to date. With the added supervision, discipline referrals will decrease. Monitoring will be ongoing and the impact of the increased supervision aides will be measured by tracking discipline referrals weekly and the number of students who participate in restorative justice practices.			
Restorative justice practice will be infused within the climate and culture of the school as capacity is built with teachers and staff over a three year implementation period. Year 1: Understanding Restorative Justice as a tool to address undesired behaviors or mediate conflict using 1 strategy; Year 2: Adopt 3 strategies to use schoolwide; Year 3: Revisit adopted strategies and refine:			
Restorative Justice Teacher Advisor will coordinate the administration, implementation and evaluation of the LAUSD Restorative Justice Implementation Plan to create a positive school climate.	[X] 2017-18 [X] 2018-19	$122,000 $122,000	Low-income, EL, RFEP and Foster Youth
• Conducts demonstration lessons on classroom management techniques, Restorative Justice practices, interpersonal skills and conflict resolution for at least 50% of the time. ☐			
• Assists school staff with the implementation of the Discipline Foundation Policy at designated site/sites. ☐			
• Reviews school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline ☐Foundation Policy at designated schools. ☐			
• Supports classroom teachers with the implementation of Restorative Justice practices. ☐			
• Supports school administrators and other key staff in developing the infrastructure needed to provide Tier 2 and Tier 3 ☐inteventions and support. ☐			
• Provides professional development, trainings, and/or presentations to assist school site personnel in the implementation of ☐Restorative Justice practices. ☐			• 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%
• Assists schools in developing strategies that emphasize prevention and whole school implementation of Restorative Justice ☐practices. ☐			
• Assists teachers with classroom management approaches that			

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support Restorative Justice practices.

The impact of the Restorative Justice Teacher will be measured by:
* The number of students who participate in restorative justice circles that yield positive results (i.e. fewer infractions).
* The effectiveness of the Tier 2 and Tier 3 interventions and supports.

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 schPool climate personnel per the School Innovation Funds guidance, and that the plan is based on an assessment of school needs.

Andre Spicer

_____   _____
Typed name of School Principal   Signature of School Principal   11/27/17
                                                                             Date

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.

Cheryl Hildreth

_____   _____
Typed name of Local District Superintendent / Designee   Signature of Local District Superintendent / Designee   11/28/17
                                                                                                                    Date

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