

Horace Mann UCLA Community 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
Mann UCLA Community School	West	Orlando M. Johnson

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
402	86% (n=369)	23% (n=95)	5% (n=18)	1.9% (n=8)	29% (n=118)	Total \$ 403,760

**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, RFPs, 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.**

# Horace Mann UCLA Community School

Yearly Look fors:

School Year	Capacity	Expectations/Accountability	Sustainability
<b>Year 1: 2017-2018</b>	<ul style="list-style-type: none"> <li>Conduct Needs Assessment to identify priorities and ensure that resources are targeted to meet measurable outcomes</li> <li>Align Professional Development priorities to meet instructional goals with emphasis on developing systems rooted in student achievement</li> <li>Engage stakeholders in school plan</li> <li><b>Establish the Achievement Through Support Team</b></li> </ul>	<ul style="list-style-type: none"> <li>Discuss data &amp; data analysis protocol</li> <li>Identify focus groups for instructional rounds</li> <li>Establish student leadership groups</li> <li><b>Establish the Achievement Through Support Team</b></li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development on initiatives</li> <li>Identify and review critical support for varied entry points of students, faculty, staff, and community</li> <li>Begin documentation of the narrative around collaborative systems of planning and ongoing assessment</li> <li><b>Establish the Achievement Through Support Team</b></li> </ul>
<b>Year 2: 2018-2019</b>	<ul style="list-style-type: none"> <li>PLCs and/or BTT protocol are effectively used in ELA &amp; math</li> <li>Schoolwide ELA &amp; math initiatives</li> <li>Frequent peer to peer observations</li> <li>Quality parent workshops</li> <li>Process for monitoring school plan implemented by teachers</li> <li>Utilize ATS Team for resource mapping and data review</li> </ul>	<ul style="list-style-type: none"> <li>Publicly display school data and progress</li> <li>Implement instructional rounds</li> <li>Student-led conferences, student data chats, and student monitoring</li> <li>Collaboration of all stakeholders to review and refine instructional plans based upon ongoing data analysis and review</li> <li>Utilize ATS Team for resource mapping and data review</li> </ul>	<ul style="list-style-type: none"> <li>Review and publish documentation of the narrative around collaborative systems</li> <li>Establish parent cadres</li> <li>Protocols for school systems that are known by all stakeholders</li> <li>Utilize ATS Team for resource mapping and data review</li> </ul>
<b>Year 3: 2019-2020</b>	<ul style="list-style-type: none"> <li>Highly qualified personnel to support instructional goals</li> <li>Full implementation of school improvement plans</li> <li>Teacher ownership of work at school site</li> <li>School focused on continuous improvements</li> <li>Use results of ATS data review to guide data driven approaches</li> </ul>	<ul style="list-style-type: none"> <li>Mutual accountability shared amongst stakeholders</li> <li>Environment that supports regular observations and feedback</li> <li>Student ownership of own learning through an awareness of academic goals and achievements</li> <li>Utilize ATS Team for resource mapping and data review</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of the journey</li> <li>Maintain the collaborative systems of planning that are assessed</li> <li>Proactive parent advisory group</li> <li>Utilize ATS Team for resource mapping and data review</li> </ul>

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Description of Services that address: <b>100% Graduation</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPS, and foster youth.</i> - Graduation rate - Percentage of high school students on-track for A-G with a "C" - Percentage of students with an Individual Graduation Plan meeting	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets				
<p>A needs assessment was conducted analyzing data (SBA, IAB, 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 Saturday breakfast with the principal meeting/workshops. The needs assessment was needed to maximize our efforts and to align the plan to the foci area (mathematics). The needs assessment aided the school in determining data driven approaches to building capacity, establishing expectations &amp; 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:</p> <p>Office Technician will be used to organize and update student IGPs and student records, enter data, which will assist the counselor with ensuring A-G requirements are met. In 2017 we expanded to include 9<sup>th</sup> grade which will require more clerical manpower to address the aforementioned tasks with an additional grade. Currently, as indicated in our SPSA, 37% of our students are receiving a D or F. In order to meet our goals, as outlined in our SPSA plan, of less than 10% D's and F's we will need additional clerical support to maintain records.</p> <p><b>Monitoring: We will monitor progress through grade distribution of 10 week and 20 week report cards. We will assess the number of students with IGP's and 9<sup>th</sup> graders that have completed A-G requirements to transition to 10<sup>th</sup> grade.</b></p>	<table border="1"> <tr> <td>x</td> <td>2017-18</td> </tr> <tr> <td></td> <td>2018-19</td> </tr> </table>	x	2017-18		2018-19	<p>53,000 (Ofc Tech)</p>	<p>Low-Income EL RFEF Foster Youth</p>	<ul style="list-style-type: none"> <li>* Graduation Rate: 81%</li> <li>* Percentage of high school students on-track for A-G with a "C": 50%</li> <li>* Percentage of students with an Individual Graduation Plan meeting: 100%</li> </ul>
x	2017-18							
	2018-19							

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SBA Data reveals the following results:

ELA	Math
<ul style="list-style-type: none"> <li>* 1.38% Standard Exceeded</li> <li>* 6.9% Standard Met</li> <li>* 22.07% Standard Nearly Met</li> <li>* 69.66% Standard Not Met</li> </ul>	<ul style="list-style-type: none"> <li>* 0% Standard Exceeded</li> <li>* .65 % Standard Met</li> <li>* 8.79% Standard Nearly Met</li> <li>* 90.55% Standard Not Met</li> </ul>

Description of Services that address: <b>Proficiency for All</b>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets				
<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"> <li>- Percentage of students who met or exceeded standards in 3<sup>rd</sup>, 8<sup>th</sup>, 11<sup>th</sup> grade English language arts</li> <li>- Percentage of students who met or exceeded standards in 3<sup>rd</sup>, 8<sup>th</sup>, 11<sup>th</sup> grade mathematics</li> <li>- EL reclassification rate</li> <li>- Rate of ELs making annual progress on CELDT</li> <li>- Decrease in long-term English learners (LTELs)</li> </ul> <p>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 &amp; 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.</p> <p><u>Revolution K-12:</u> Computerized intervention program that targets students who have yet to meet or exceed SBAC standards. The program automatically adjusts to the needs of the students to create a customized intervention environment. Our current data shows that 1% have met/exceed the Math standard and 8% have met/exceed the English standard. We will use Revolution K-12 to meet our goal of a 5% point increase in both Math and English.</p> <p><b>Monitoring: Analyzing both our SBAC scores and IAB performance will assist</b></p>	<table border="1" style="margin: auto;"> <tr> <td style="padding: 2px;">x</td> <td style="padding: 2px;">2017-18</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">2018-19</td> </tr> </table>	x	2017-18		2018-19	35,000 (Revolution-K12; Software Program)	Low-Income EL RFEF Foster Youth	<ul style="list-style-type: none"> <li>* Percentage of students who met or exceeded standards in 3<sup>rd</sup>, 8<sup>th</sup>, 11<sup>th</sup> grade ELA: 46%</li> <li>* Percentage of students who met or exceeded standards in 3<sup>rd</sup>, 8<sup>th</sup>, 11<sup>th</sup> grade math: 36%</li> <li>* EL reclassification rate: 22%</li> <li>* Rate of ELs making annual</li> </ul>
x	2017-18							
	2018-19							

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*us with ensuring that our goal of 5% point increase for Math and English are being met. In addition, Revolution K12 will allow us to monitor student progress through informal assessments embedded in the software program.*

*Teacher X-time will be allocated for teachers to meet weekly in order to collaborate, determine and implement SMART goals and English/Math assessments as required by District Management Group. Since our goal is a 5% point increase for Math and English, it is imperative that we allocate funding for students to plan, analyze data and trends that will help our students meet our SBAC improvement goal of 6% meets or exceeds in Math and 13% meets or exceeds in English.*

*Monitoring: Teachers will use weekly assessments to monitor student progress. We will use sign-ins and agendas to monitor meeting times, dates and topics for each teacher-planning meeting. In addition, the teacher lead will email the notes of the meetings and the next steps to address student needs revealed in data analysis.*

*Technology, such as LCD projectors, laptops, and document readers to assist teachers with classroom instruction that encompasses online assessments and intervention software that includes but is not limited to Revolution K12, Reading Plus SBAC test, IABs and other testing preparation software. Technology will play a huge part in achieving our goal of 10% or less D's and F's and raising our meets/exceeds in Math and English on the SBAC to 6% and 13% respectively.*

*Monitoring: Analyzing our grade distributions, SBAC scores and Revolution K12 assessments will ensure that we are headed towards our goal of 5% increase of meets/exceeds in both math and English.*

SBA Data reveals the following results:

ELA	Math
* 1.38% Standard Exceeded	* 0% Standard Exceeded
* 6.9% Standard Met	* .65 % Standard Met
* 22.07% Standard Nearly Met	* 8.79% Standard Nearly Met
* 69.66% Standard Not Met	* 90.55% Standard Not Met

Data extracted from the LCAP Scorecard: Proficiency for All:

Proficiency for All	16-17 School Actual
Percentage of Students Who Met or Exceeded Standards in 3 <sup>rd</sup> , 8 <sup>th</sup> , 11 <sup>th</sup> Grade ELA	8%
Percentage of Students Who Met or Exceeded Standards in 3 <sup>rd</sup> , 8 <sup>th</sup> , 11 <sup>th</sup> Grade Math	1%

progress on CELDT: 57%  
Decrease in long-term English learners: 17%

10,000 (X-Time)

60,684 (Technology)

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<b>Exceeded Standards in 3<sup>rd</sup>-8<sup>th</sup> 11<sup>th</sup></b>			
<b>Grade Math</b>			
<b>Percentage of English Learners Who Reclassify as Fluent English Proficient</b>	7.4%		
<b>Percentage of English Learners Who Have Not Reclassified in 5 Years</b>	56%		
<b>Percentage of English Learners Making Annual Progress on CELDT</b>	37%		
<b>Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day</b>	30%		

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				
<p><b>Description of Services that address:</b></p> <p style="text-align: center;"><b>100% Attendance</b></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"> <li>- <i>Percentage of students with a 96% (172-180 days) attendance rate</i></li> <li>- <i>Percentage of students missing 16 days or more in a school year</i></li> <li>- <i>Percentage of all staff attending 96% or above</i></li> </ul> <p>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.</p> <p>Senior Office Technician will be used to assist SAA in front office duties such as SFE, Welligent, MIS/S, and other software that are required for school operations. In addition, this position will assist administration and the PSA in maintaining accurate attendance reports that will help us meet our district goals. The PSA will be used to increase attendance through home visits, parent meetings and incentive programs as referenced in their job descriptions. Currently our data shows that 26% of our students are chronically absent and 53% of our students have 96% or better attendance.</p> <p><b>Monitoring: We will monitor goal progress by analyzing attendance data daily, to ensure that attendance is submitted with accuracy; monthly to review student attendance; and each semester to evaluate if our goals were met.</b></p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td></td> <td style="text-align: center;">2018-19</td> </tr> </table>	x	2017-18		2018-19	<p>69,000 (Sr. Ofc Tech)</p> <p>48,000 (PSA; 2-Days)</p>	<p>Low-Income EL RFE Foster Youth</p>	<ul style="list-style-type: none"> <li>* Percentage of students with a 96% or higher attendance rate: 75%</li> <li>* Percentage of students missing 16 days or more in a school year: 9%</li> <li>* Percentage of all staff attending 96% or above: 78%</li> </ul>
x	2017-18							
	2018-19							

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Attendance Data extracted from MyData indicates the following:

Cumulative Attendance Rate			
Name of School	AUGUST	SEPTEMBER	OCTOBER
HORACE MANN UCLA COMMUNITY SCHOOL			

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)	53%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	26%
Percentage of All Staff Attending 96% or Above	58%

Description of Services that address: <b>Parent, Community and Student Engagement</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	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
<ul style="list-style-type: none"> <li>Percentage of parent/caregiver participation on School Experience Survey</li> <li>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</li> </ul> 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	X   2017-18		Low-income EL RFEP	* Percentage of parent/caregiver participation on School

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<p>and familiar with academic initiatives through workshops and community forums.</p> <p><b>Teacher X-time</b> will be used to facilitate at least 4 Parent Workshops that will help parents support their children, academically and socially, throughout the school year. Historically, we have had School Experience Survey participation at a 9% and 16% in 2015 and 2016 respectively. Additionally, we have yet to meet the LAUSD standard of 24 parents participating in parent workshops/meetings or school outreach gatherings. We want to increase parents participating in School Experience Surveys from 16% to 21% and meet the LAUSD goal of 24 parents in attendance.</p> <p><b>Monitoring: We will provide feedback and evaluation opportunities for all attendees to ensure that all objectives are met. Also, we will monitor the number of parents who have participated in the survey and use sign-ins to document the number of attendees and look for increased attendance.</b></p>	2018-19	5,000 (X-Time)	<p>Foster Youth</p> <p>• Experience Survey: 62% Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%</p>
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Description of Services that address <b>School Safety</b> <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>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<p>Single student suspension rate</p> <p>Expulsion rate</p> <p>Extent to which the school is implementing the Discipline Foundation Policy</p> <p>Percentage of students who feel safe at school</p> <p>The current discipline data extracted from Misis Adhoc reveals 109 Discipline Referrals and 11 Suspensions 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.</p> <p>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.</p> <p>Our current discipline data reflects 89 suspension events in the 2016-17 school year. In order to reduce suspensions and overall discipline issues, we will hire a Teacher on Special Assignment (TOSA) trained in Restorative Justice. Further, the TOSA will ensure that our discipline policy</p>	<input checked="" type="checkbox"/> 2017-18  <input type="checkbox"/> 2018-19	74,583 (TOSA)  48,000	<p>Low-income EL RFE Foster Youth</p>	<p>* Suspension rate: .35%</p> <p>* Expulsion rate: .01%</p> <p>* Extent to which the school is implementing the Discipline Foundation Policy: 88%</p> <p>* Percentage of students who feel safe at school: 80%</p>

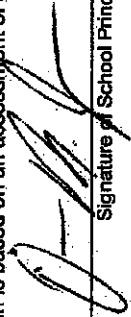



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<p>is implemented with fidelity. We will also use this funding for a PSW to provide social/emotional support for our students who are frequently involved in discipline issues. Through additional support and counseling, our goal is to reduce suspension events by 27% for the 2017-18 school year. <i>Monitoring: Review MISIS for discipline referrals, suspension events and counseling communications to ensure students are getting additional support. Further, review data to ensure suspension rates are reduced by 27%.</i></p>		(PSW; 2-Days)	
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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.

Orlando M. Johnson, Principal \_\_\_\_\_ 10/13/2017  
 Typed name of School Principal \_\_\_\_\_ Date

  
 Signature of School Principal

<p>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.</p>			
<p>Cheryl P. Hildreth, Superintendent          Typed name of Local District Superintendent / Designee</p>	<p>          Signature of Local District Superintendent / Designee</p>	<p>11/29/2017          Date</p>	