

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

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
Los Angeles River at Sonia Sotomayor Learning Academy	Central	Kristine Puich

Total Student Enrollment (Duplication Count)	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Annual Amount of School Innovation Funds Allocated to the School
254	93.88%	20.00%	.0%	Total \$ 316,210

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.

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, 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				
<ul style="list-style-type: none"> - Graduation rate - Percentage of high school students on-track for A-G with a "C" - Percentage of students with an Individual Graduation Plan meeting 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">X</td> <td style="width: 40px; text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">2018-19</td> </tr> </table>	X	2017-18	X	2018-19	25,000		<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%
X	2017-18							
X	2018-19							
<p>Contract Professional Development: As an Innovation School, we will engage in Local District Central-coordinated Equity Studies that will serve as Needs Assessments to ensure that targeted resources are strategically aligned to the correct areas in order maximize tangible and measurable results for students. The studies will help leaders understand current Conditions of Learning, Achievement and Engagement, in order to craft an Action Plan designed to maximize outcomes.</p> <ul style="list-style-type: none"> • Completion of a site-specific Equity Study, a baseline study to explain the systems and conditions that are producing current student outcomes, particularly for most vulnerable students, with recommendations for an Action Plan. • Completion of an Innovation Schools Cluster Equity Study that accurately represent themes across the schools as a group, identifying the Local District and Large District systems and conditions that play a key role, positively or otherwise, in promoting success for most vulnerable students at the Innovation Schools, as a group. <p>In order to ensure that the initiative fully aligns to district goals and direction, and to ensure full district support for the Innovation Schools, Check-ins will provide an opportunity to formalize a communication</p>								

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<p>system between the district and PE partners.</p> <ul style="list-style-type: none"> Sites will equitably share the cost of monthly standing Check-in sessions between the district office and PE. <p>To provide schools and the district with the training, support and conditions necessary for the school to fully implement the Guidance Alignment, a process whereby guidance staff and teacher leaders from each department come together five times per year to reflect on student progress on key On Track metrics for College and Career Readiness, by subgroup and student, including:</p> <ul style="list-style-type: none"> ○ Attendance ○ Conduct ▣ Grades ○ Common Assessment results ▣ Course placement ▣ Social and emotional support networks ○ etc <p>To advance the capacity of administrators and other leaders to inspire powerful teaching and learning, and impactful guidance and counseling</p> <ul style="list-style-type: none"> Ongoing PD on using data as a flashlight, not a club. <p>Leadership PD to help leaders refine their ability to provide feedback to staff, focused on outcomes and encouraging staff self-reflection and professional development</p>				
				25,000
				15,000
				20,000
				10,000
				20,000

Description of Services that address: Proficiency for All <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, RFEF, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets														
<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 - Rate of ELs making annual progress on CELDT - Decrease in long-term English learners (LTELs) <table border="1" data-bbox="574 814 812 1948"> <tr> <td>Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts</td> <td>37%</td> </tr> <tr> <td>Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics</td> <td>5%</td> </tr> <tr> <td>EL reclassification rate</td> <td>6%</td> </tr> <tr> <td>Rate of ELs making annual progress on CELDT-25-16</td> <td>45%</td> </tr> <tr> <td>Decrease in long-term English learners (LTELs)</td> <td>-4%</td> </tr> </table>	Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade English language arts	37%	Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade mathematics	5%	EL reclassification rate	6%	Rate of ELs making annual progress on CELDT-25-16	45%	Decrease in long-term English learners (LTELs)	-4%	<table border="1" data-bbox="613 638 672 781"> <tr> <td>X</td> <td>2017-18</td> </tr> </table> <table border="1" data-bbox="704 638 763 781"> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19			<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%
Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade English language arts	37%																	
Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade mathematics	5%																	
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X	2017-18																	
X	2018-19																	
<ul style="list-style-type: none"> • Site admin. need ample time to develop their understanding of key school transformation concepts prior to presenting ideas to staff or implementing. • Participation in a research-based, data-driven Administrative Power Clinic series on: <ul style="list-style-type: none"> • Guarding against the Wallpaper Effect by tracking data • Setting up an On Track monitoring system of key indicators • Analyzing and responding to On Track monitoring cycles using Response to Intervention for Systems as a way to maximize results • Developing crystal clarity about what constitutes "desired course-level" expectations for students • Developing crystal clarity about what constitutes powerful teaching/learning classroom practices expected in all rooms • Developing an Instructional Supervision system of classroom visits/feedback that inspires teachers toward continuous improvement • Designing effective site PD, collaboration and staff meeting sessions • Designing a school program/master schedule that promotes maximum growth for all students, with a focus on ELs, SWDs, students in foster and transitional living situations, and any other struggling subgroups 																		

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<ul style="list-style-type: none"> Curriculum Alignment and the Common Formative Assessment/Data Reflection/Response cycle as an achievement accelerating strategy On-site follow up after each Power Clinic to help admin reflect on the content of the sessions, apply them to the site, and provide support and feedback as we begin to implement. <p>Beginning Yr. 2 when the Action Plans steps begin to fully roll out, there should be a system of monitoring key indicators several times throughout the year so that that the district, schools and PE partners can assess the impact of those actions and make mid-course adjustments as the data direct. In preparation, the establishment and training of the CDT during Yr. 1 will allow time for all aspects of the system to be ready to activate by Yr. 2.</p> <ul style="list-style-type: none"> The schools will equitably share the cost of facilitation and training of a Central Data Team (district as well as site representatives from Innovation Schools) on developing an On Track monitoring system of key indicators for the entire cluster of Innovation Schools. <p>To define and kick off the instructional focus for the upcoming year, in a highly engaging, memorable way. Teachers will gain clarity of what the site admin will look for/support as grade or course-level expectations, aligned to SBAC, for the next year.</p> <ul style="list-style-type: none"> A one-week intensive Summer Institute for teachers. All ELA and math teachers (only Algebra and Algebra Support Yr 1) are encouraged to attend. Other teachers will be provided other PD opportunities during the summer that align with the Innovation initiative. <p>To provide the school with the training, support and conditions necessary for classroom instruction to be aligned to the rigor of standards, engaging for students using brain-compatible instructional delivery methods, relevant to students, grounded in real world contexts, teachers will be given the opportunity to attend annual summer institutes that will set the focus for the upcoming school year.</p> <ul style="list-style-type: none"> To provide teachers with high-impact, low prep strategies to effectively support differentiated instruction <p>General Supplies to support the instructional program</p> <p>Supplemental Instructional Materials – Supplement the instructional program (ELA, Math, history/social sciences, science) and are not required by the core curriculum. SIM are specific to the classroom delivery of instruction and intervention.</p>			
	11,000		
	20,000		

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the</i></p>	<p>School Year [mark applicable]</p>	<p>Amount of School Innovation</p>	<p>Targeted Student Group(s):</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
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	Funds	Low-income, EL, RFEP, and/or Foster Youth	year(s)]	<p>following disaggregated data of low-income, English learners, RFEFPs and foster youth:</p> <ul style="list-style-type: none"> - 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 				
<ul style="list-style-type: none"> Percentage of students with a 96% or higher Percentage of students missing 16 days or more in a school year: 9% Percentage of all staff attending 96% or above: 78% 			<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>48.31%</p> <p>24.72%</p> <p>90%</p>
X	2017-18							
X	2018-19							
<p>While the focus of Yr. 1 is system-building rather than instruction (which begins Yr. 2), it is important to attend to building enthusiasm and momentum from key staff right from the beginning. Keeping staff fully informed and involved in decisions should go along way toward earning their support for the initiative and improving staff engagement.</p> <ul style="list-style-type: none"> • In collaboration with site admin: <ul style="list-style-type: none"> ◦ deliver the Equity Study summary to staff ◦ develop and train a site Leadership/Data Team, an abbreviation of the Admin Power Clinics to be done after Admin Clinics ◦ pre-game coaching to prep for Summer Institute and for tech requirements of Yr. 2 alignment system <p>In addition, student attendance will be targeted primarily through a focus on relevant and engaging instruction as well as through a strategy of offering high-interest experiences beginning with a fuller complement of electives, and to improve and diversify extra-curricular offerings that align with the greatest student interest.</p>								

- 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%

Description of Services that address:	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP,	Related District-wide SY17-18 LCAP Targets
<p>Parent, Community and Student Engagement</p> <p>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEFPs, and foster youth:</p> <ul style="list-style-type: none"> - Percentage of parent/caregiver participation on School Experience 				

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Survey Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)			and/or Foster Youth	
Percentage of parent/caregiver participation on School Experience Survey	70%	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	41,695	<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%
<p>Office Tech – prepares a variety of letters, memos, forms, reports, arithmetical summaries, and other materials, typically using computer software. Compiles, interprets and codes data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel, and prepares related reports. Checks records for completeness and accuracy. Maintains files, records and other information. Responds to employee /public inquiries by telephone and in person to provide or request information. Orders, receives, and distributes office supplies. Receives, sorts, and distributes incoming and outgoing correspondence. Operates a variety of office equipment, e.g. computers, printers, copiers, calculators, typewriters, microfilm machines, facsimiles machines, etc. Reports software and hardware problems to ITD Helpdesk. May prepare, modify and update simple spreadsheets. May assist in preparing employer time reports and maintaining routine bookkeeping and payroll records. May orient and train new employees and/or student workers in office procedures. Perform related duties as assigned.</p> <p>Clerical Overtime – To support parent and community engagement outside the hours of the regular school day.</p> <p>Custodial Overtime – To support parent and community engagement outside the hours of the regular school day.</p> <p>Custodial Supplies - To support parent and community engagement activities.</p>	7,000 7,000 10,000			

Description of Services that address: School Safety <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>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster	Related District-wide SY17-18 LCAP Targets
<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		2017-18	2018-19	Youth	Suspension rate: Expulsion rate: Extent to which the school is implementing the Discipline Foundation Policy: Percentage of students who feel safe at school:
Suspension Rate	All	1.75%	X	X		.35%
	EL	1.18%				.01%
	SED	0.39%				Extent to which the school is implementing the Discipline Foundation Policy: 88%
Expulsion Rate	All					Percentage of students who feel safe at school: 80%
	EL					
	SED					
% students who feel safe at school		67%			72,795	
Pending Distribution	Restorative Justice Advisor – Offer school wide support aligned with Positive Behavioral Intervention and Support (PBIS) principles, mental health promotion, awareness, and education, including classroom, grade level and school wide intervention. Delivery social-emotional learning intervention, including violence prevention, problem solving, and empathy skill build curricula. Offer professional development opportunities for students, parent and school staff				31,720	

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.

Kristine Puick



10/31/17

Typed name of School Principal

Signature of School Principal

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.



10/31/17

Typed name of Local District Superintendent / Designee

Signature of Local District Superintendent / Designee

Date