

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

**Program Budget Code:**  
 10359 (School Innovation Funds)

Name of School	Local District	Principal
Public Service Community School, Diego Rivera Learning Complex	South	Dennis Fulgoni

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
553	95%	16%	1%	Total \$ 614,910

**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.**

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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, RFEFPs, and foster youth:</i>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<ul style="list-style-type: none"> <li>- Graduation rate</li> <li>- Percentage of high school students on-track for A-G with a "C"</li> <li>- Percentage of students with an Individual Graduation Plan meeting</li> </ul> <p><b>Intervention Support Coordinator</b>, in collaboration with the ILT, will use data to identify areas of strength and need from the differentiated instructional program implemented to support low-income, ELs, RFEFPs, and foster youth whom are at-risk of not being on-track for graduation or meeting A-C with a C or higher. The Intervention Support Coordinator will assist with the implementation of multi-tiered instruction by providing instructional support, co-teaching, demo lessons, and support teacher development. The coordinator will develop and monitor the intervention plan utilizing an integrated data and assessment system. The intervention plan will incorporate pull outs, parent and student contracts, and monitoring student progress on a regular basis. In addition, the coordinator will participate on the Student Support and Progress Team (SSPT) and collaborate on identifying interventions that support with the social emotional needs of low-income, ELs, RFEFPs, and foster youth students.</p>	<input checked="" type="checkbox"/> 2017-18  <input checked="" type="checkbox"/> 2018-19	\$77,266  \$115,897	Low-Income, ELs, RFEFPs, and Foster Youth	<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>
<p>To purchase <b>Non-Cap Equipment for the Classroom</b> and <b>General Supplies Technology</b> that supports a differentiated instructional program for low-income, ELs, RFEFPs, and foster youth students. The technology purchased will include computers, laptops and carts that are used during the school day, during intervention, professional development and parent workshops. The technology will be used to support interventions programs such as CELDT/ELPAC Prep, Reading Inventory prep, credit recovery/Edgenuity, tutoring, and writing center. It will support parent workshops related to graduation requirements, college awareness, common core state standards, computer/digital skills, PASSport, English learner accountabilities and support, and testing (SBAC, CAHSEE, CELDT/ELPAC, Reading Inventory).</p>	<input checked="" type="checkbox"/> 2017-18  <input checked="" type="checkbox"/> 2018-19	\$26,000 – Non-Cap. Equip \$90,000 – Gen Sup Tech \$4,000 – Non-Cap. Equip \$14,000 – Gen Sup Tech	Low-Income, ELs, RFEFPs, and Foster Youth	



<p>others</p> <ul style="list-style-type: none"> <li>• Reading, writing and speaking grounded in evidence from texts, both literary and informative</li> <li>• Engaging students in academic discussions from evidence</li> <li>• Oral-language development</li> <li>• Accountable Talk</li> <li>• Cooperative Learning</li> <li>• Standard-Based Student Projects</li> <li>• SDAIE Strategies</li> <li>• CCSS Scope, Sequence, and Pacing</li> <li>• The use of iPads as an instructional tool</li> <li>• IXL and Achieve 3000</li> <li>• Mastery Grading</li> <li>• Calibration in grading of IAB performance tasks</li> <li>• Building knowledge through content-rich non fiction</li> <li>• ELD standards</li> </ul>	<p><input checked="" type="checkbox"/> 2017-18</p>	<p>\$38,302</p>	<p>Low-Income, ELs, RFEPPs, and Foster Youth</p>	
<p><b>Teacher X-Time Direct</b> to provide teachers with additional time for collaborative planning and grading by department or grade level. During this time, teachers will analyze multiple data sources and review student work to identify student needs and plan differentiated instruction. Teachers will discuss best practices, plan, organize, and coordinate interventions for low-income, EL, RFEPP, and/or foster-youth students. In addition, teachers will schedule meetings with parents to identify additional student needs and inform parents of student progress and academic achievement.</p> <p><b>Instructional materials (IMA)</b>, intervention (RtI2) materials including visuals aids, manipulative, leveled readers, computer software and realia will be purchased to increase the learning of low-income, EL, RFEPP, and/or foster-youth students. Materials will include: intervention instructional supplies for EL Students, and language acquisition supplies and manipulatives for EL Students.</p>	<p><input checked="" type="checkbox"/> 2017-18</p>	<p>\$40,000</p>	<p>Low-Income, ELs, RFEPPs, and Foster Youth</p>	
<p><b>General supplies</b> that are expendable in nature and that are consumed or worn out deteriorate in use, or are easily broken, damaged or lost. Supplies purchased will be used to support: 1. the academic achievement of ELs; 2. Professional development for teachers of ELs. Supplies to be purchased include: paper pens, pencils, post-its, markers, office supplies, glue, scissors, construction paper, calculators, highlighters, erasers, pencil sharpeners, label markers.</p>	<p><input checked="" type="checkbox"/> 2017-18</p>	<p>\$60,000</p>	<p>Low-Income, ELs, RFEPPs, and Foster Youth</p>	

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Description of Services that address: <b>100% Attendance</b> <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 [mark applicable year(s)]	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><b>Pupil Services and Attendance (PSA)</b> counselor will support school-wide attendance to increase school's attendance rate and increase attendance for low-income, ELs, RFEFPs, and foster youth. PSA will conduct school-wide monthly and bi-annual student attendance awards, phone calls by advisory and by core content, conduct home visit for students who are in need of additional support to meet attendance expectations, and speak to students who have more than 4 absences.</p>	<p>X 2018-19</p>	<p>\$121,026</p>	<p>Low-income, ELs, RFEFPs, and 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>
<p><b>Advisory Expenses &amp; General Supplies</b> – To fund activities and awards promoted through an attendance incentive program that promotes 96% and higher attendance for low-income, ELs, RFEFPs, and foster youth students.</p>	<p>X 2017-18 X 2018-19</p>	<p>\$3,000 Adv. Exp \$4,000 Gen. Sup \$3,000 Adv. Exp \$5,677 Gen. Sup</p>	<p>Low-income, ELs, RFEFPs, and Foster Youth</p>	
<p><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, RFEFPs, and foster youth:</i></p> <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>	<p>School Year [mark applicable year(s)]</p> <p>X 2017-18 X 2018-19</p>	<p>Amount of School Innovation Funds</p> <p>\$2,000 \$2,000</p>	<p>Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p> <ul style="list-style-type: none"> <li>Percentage of parent/caregiver participation on School Experience Survey: 62%</li> <li>Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%</li> </ul>
<p><b>IMA</b> - To purchase instructional materials for the parent trainings and workshops related to literacy and increase our parent participation and opportunities to feel involved at the school site. Training and workshop materials will also include learning about A-G and graduation requirements, SBAC, ELD standards, and building technology literacy so that parents of low-income, EL, RFEFP, and/or foster-youth students have multiple ways of accessing student grades and communicating with teachers and</p>				



**Public Service Community School, Diego Rivera Learning Complex**

staff:

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, 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>- Single student suspension rate</li> <li>- Expulsion rate</li> <li>- Extent to which the school is implementing the Discipline Foundation Policy</li> <li>- Percentage of students who feel safe at school</li> </ul> <p><b>Admin X-Time</b> to provide additional time for student programming and management of the counseling, interventions, and professional development programs as provided by the district. Interventions related to credit recovery, SBAC and EL mandated assessments. Professional development related to differentiated strategies/practices to support the instructional program directed towards increasing the achievement of low-income, EL, RFEP, and/or foster-youth students.</p>	<p>X 2017-18</p> <p>X 2018-19</p>	<p>\$15,000</p> <p>\$15,000</p>	<p>Low-income, ELs, RFEPs, and Foster Youth</p> <p>Low-income, ELs, RFEPs, and Foster Youth</p>	<ul style="list-style-type: none"> <li>• Suspension rate: .35%</li> <li>• Expulsion rate: .01%</li> <li>• Extent to which the school is implementing the Discipline Foundation Policy: 88%</li> <li>• Percentage of students who feel safe at school: 80%</li> </ul>
<p><b>Professional Service Contracts</b> - To fund contracts with the Howard Group who will provide five sessions of professional development related to trauma awareness in the classroom, race and culture, unconscious bias, college and career readiness, and culturally responsive teaching.</p> <p>To fund contracts with the Achievement and Commitment to Excellence (ACE) program to support in the implementation of Restorative Justice (RJ) practices and resilience classroom curriculum. Some of these practices include RJ circles, modules that promote comprehensive student success, leadership and character-building. The emphasis of the ACE curriculum will be to improve student achievement by replacing students' barriers with learning. The learning is focused on self-awareness, self-management, social awareness, relationship building/skills, and responsible decision making. The ACE program will support in creating a healthy and positive school culture that promotes student achievement and prepares them to succeed in college, career</p>	<p>X 2017-18</p> <p>X 2018-19</p>	<p>\$50,000</p> <p>\$50,000</p>	<p>Low-income, ELs, RFEPs, and Foster Youth</p>	

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and life. The ACE program provides students, parents and educators with the support, programming and resources to create school and home environments that are defined by caring, connectivity and collaboration.

A **Restorative Justice Teacher Advisor** will support school community building efforts, including augmenting staff capacity to identify and use restorative strategies to address student misconduct, enhancing interpersonal relationships and connections among students, staff, parents/caregivers, and families. The RJ Teacher Advisor will collaborate with the Support Staff Team (PSA, PSW, Counselors, TSP Advisor, and AP) to implement a Resilience Classroom Curriculum in which the focus will be on essential resiliency screening, teacher trauma-informed professional development, and family resiliency education after school. The curriculum implemented will address the individualized needs of students through the screening, resilience-building, and staff/teacher training.

	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$77,266 \$120,000	Low-Income, ELs, RFEPs, and Foster Youth	
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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.

Dennis Fulgoni

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.

*Linda Kay*

Typed name of Local District Superintendent / Designee

*Linda Kay*

Signature of Local District Superintendent/Designee

10-31-17

Date

*Christopher Dunning*  
 Superintendent

*Christopher Dunning*

10-31-17