

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

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

Name of School	Local District	Principal
Santee Educational Complex	Central	Susana Gutierrez

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
<b>1877</b>	<b>91.18%</b>	<b>26%</b>	<b>.37%</b>	<b>2,330,972yr1</b> <b>2,330,972yr2</b> <b>Total \$ 4,661,944</b>

**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: <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>	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>- 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> <table border="1" data-bbox="505 1291 799 1955"> <tr><td>Graduation rate (15-16)</td></tr> <tr><td>EL</td></tr> <tr><td>SED</td></tr> <tr><td>Foster</td></tr> <tr><td>Percentage of high school students on-track for A-G with a "C"</td></tr> <tr><td>EL</td></tr> <tr><td>SED</td></tr> </table>	Graduation rate (15-16)	EL	SED	Foster	Percentage of high school students on-track for A-G with a "C"	EL	SED				<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>
Graduation rate (15-16)											
EL											
SED											
Foster											
Percentage of high school students on-track for A-G with a "C"											
EL											
SED											
<p>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"> <li>• 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.</li> <li>• 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</li> </ul>	2017-2018	\$35,000	Low-income, EL, RFEP, and/or Foster Youth								

<p>role, positively or otherwise, in promoting success for most vulnerable students at the Innovation Schools, as a group.</p> <p>(2) Counselor, Secondary: To support the decrease of student to counselor ratio. To increase the amount of one on one individual graduation plan meetings, personalization of academic counseling and college and career readiness.</p> <p>AVID College Access Trip: Conference attendance- 6,278 Transportation- 5,566.00 Teach Sub Day- 3,160</p> <p>APEX \$22,000:</p> <p>A digital license platform approved through LAUSD to support credit recovery or A-G courses. Students are able to recover a maximum of 4 courses per year to make up any D's or F's. That supports graduation rates.</p> <p>Non-Cap Equipment: In order to engage students in the learning through STEM we need specific equipment to provide students with applicable skills with the utilization of technology. I.e. In biology you can dissect a plant or animal digitally with and interactive board. I.e. With a 3-D printer you can use coding to develop a prototype for robotics.</p> <p>(5) 3-D Printers- \$2,500 x 5= \$12,500</p> <p>(5) interactive white boards- \$2,500 x 5= \$12,500</p>	<p>2018-2019</p> <p>2017-2018</p> <p>2018-2019</p> <p>2017-2018</p>	<p>\$231,794</p> <p>\$15,005</p> <p>\$22,000</p> <p>\$24,000</p>		
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<p>Summer bridge:</p> <p>Incoming 9<sup>th</sup> grade students are provided with summer school on our campus to help integrate them into high school and provide them with elective and PE credit so that they can pursue other academic courses through out their 4 years.</p> <p>8 teachers x 5 weeks at 4 hours a day + 4 additional hours for planning= 64,064</p> <p>1 admin x 5 weeks at 6 hours + 5 additional planning hours= 10,850</p>	<p>2017-2018/2018-2019</p>	<p>\$74,914</p>		
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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, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<p>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</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>				<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</li> </ul>
<p>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</p>				
<p>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade mathematics</p>				
<p>EL reclassification rate</p>				
<p>Rate of ELs making annual progress on CELDT-15-16</p>				
<p>Decrease in long-term English learners (LTELs)</p>				

<p>Teacher Release Days: Day to day subs for professional development and staff attendance at conferences/trainings and peer observation related to teacher instruction, planning, curriculum development, classroom management and techniques for addressing social-emotional needs of students, and planning.</p> <p>90 teachers x once a month Pull-out (18) x 364.17=</p> <p>Teacher Release Days: Day to day subs in order to provide core teachers time to conduct DDI cycles in alignment to their PD cycles. This will support student academic improvement by providing targeted instruction based on common formative assessments. Teacher will be provided time to collect and analyze qualitative and quantitative data and then develop next steps and adjust curriculum as a content team to address common misconceptions and to share best practices.</p> <p>49 teachers x Once a month pull-out (18) x 364.17=</p> <p>Teacher Tutor X-time for additional teacher and staff interventions during the school year. Provide after school intervention, after school support in coordination with City Year, after school credit recovery and after school tutoring in Math and ELA. Students will receive additional support in subject by using SBAC and Interim Assessment Data.</p> <p>100 students (10 teachers) x 3 hours a week x \$77 hourly x 30 weeks = \$69,300</p> <p>Software License Maintenance: Newsela Pro \$10,000:</p> <p>Newsela is a platform that offers current and high interest differentiated lexile informational articles as a supplemental reading program for all content areas. Teachers are able to create classes and assign tasks that can be graded online. As students read, the platform collects lexile improvement data on each student and the class.</p> <p>Scholastic Reading Inventory \$4,900:</p>	<p>2017-2018/2018-2019</p> <p>2017-2018/2018-2019</p> <p>2018-2019</p> <p>2018-2019</p>	<p>\$589,955.40</p> <p>\$321,197.94</p> <p>\$69,300</p> <p>\$23,695</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<p>students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade math: 36%</p> <ul style="list-style-type: none"> <li>EL reclassification rate: 22%</li> <li>Rate of ELs making annual progress on CELDT: 57%</li> <li>Decrease in long-term English learners: 17%</li> </ul>
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<p>SRI is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. This assessment is used as a diagnostic tool at the beginning of the school year, middle of the school year, and as a summative assessment at the end of the school year to track lexile growth and progress at the individual level and school wide level.</p> <p>Turn It In \$8,795:</p> <p>Turn It In is a student license is a grammar check, plagiarism, and peer editing and revision platform that helps students become better writers in a digital platform. It provides instant feedback from teachers and peers. The platform collects data to identify trends in writing.</p>			
<p>Professional Development Teacher X-Time- Professional development will be focused on building literacy across the content areas, differentiation for English Language Learners across all content areas, Math professional development to build strategies and a curriculum that is focused on conceptual understanding. As well as professional development on integrating discussion techniques to develop opportunities for students to deeper understand the content and have opportunities for discourse to build their knowledge and skills in all content areas.</p> <p>90 teachers x enrichment PD 1 hour after school twice a monthly 36 x \$77= 249,480</p> <p>90 teachers x 1 Saturday monthly at 6 hours (108hours) x \$77= 748,440</p> <p>90 teachers x 6 buy back days at 6 hours (36 hours) x \$77= 249,480</p>	<p>2017-2018/2018-2019</p> <p>\$1,247,400.00</p>		
<p>Assistant Principal X-Time: for Assistant Principals on Days outside of the E Basis Calendar; will allow principal and assistant principals to work during the summer months of July and August which will increase capacity to analyze data, assess school needs, and develop plans for subsequent school year. It will also</p>	<p>2017-2018/2018-2019</p> <p>\$53,767.68</p>		

<p>allow for administrators to lead professional development and planning on weekends.                  4 Administrators x 1 Saturday(19) Monthly at 8 hours (152 hours)= 42,566.08                  4 Administrators x 5 Summer work Days at 8 hours (40 hours)= 11,201.60                  Rate: \$70.01</p> <p>Principal X-Time:                  For Assistant Principals on Days outside of the E Basis Calendar; will allow principal and assistant principals to work during the summer months of July and August which will increase capacity to analyze data, assess school needs, and develop plans for subsequent school year. It will also allow for administrators to lead professional development and planning on weekends.</p> <p>1 Administrator x 1 Saturday (19) Monthly at 8 hours (152 hours)= 12,494.40                  Rate: \$82.20</p>	<p>2017-2018/2018-2019</p> <p>\$12,494.40</p>		
<p>Instructional Coach:                  The role of the Instructional Coach is to build teacher capacity and provide support to both teachers and administrators. Under the direction of the school-site principal, the Instructional Coach will work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CA Content Standards, using a multi-tiered approach to instruction and Universal Design for Learning (UDL), including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for all students including English learners, standard English learners, socioeconomically disadvantaged students. The content area focus of work for the Instructional Coach will be based on student data and the academic goals of the school.</p> <p>(2) The role of the English Learner (EL)/ Standard English Learner (SEL) Instructional Coach:                  is to build teacher capacity and provide support to both teachers and administrators. Under the direction of the school-site principal, the EL/SEL</p>	<p>2018-2019</p> <p>\$115,897</p>		
	<p>2018-2019</p> <p>\$231,794</p>		

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<p>Instructional Coach will work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CA Content Standards, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for all students including English learners, standard English learners, socioeconomically disadvantaged students, students with disabilities, and GATE students. The content area focus of work for the EL/SEL Instructional Coach will be based on student data and the academic goals of the school.</p>			
<p>Non-Cap Equipment Instructional: Teacher Computers, Projectors, Smart boards, Elimos, Printers. In order to really teach 21<sup>st</sup> century skills and provide technology embedded instruction for all students to support their proficiency in every content area, we need the appropriate tools. Every one of these tools will be used in classrooms for instruction.</p> <ul style="list-style-type: none"> <li>25 projectors- 12,575</li> <li>30 Document Cameras- 17,970</li> <li>50 Printers- 15,658.50</li> <li>75 Mac Book Air- 94, 352,85</li> <li>42 PC- 47,250</li> <li>5 Apple Ipad Pro(256GB)- \$4,145</li> </ul>	<p>2017-2018</p> <p>\$125,000</p>		
<p>IMA: Instructional Materials to supplement the core curriculum such as NGSS science materials, Math manipulative and supplemental books, social science materials and reading materials such as level readers to build classroom libraries, grade level class sets. First time social science site license for the new social science standards. Teacher professional books for professional development.</p>	<p>2017-2018/2018-2019</p> <p>\$128,730</p>		



<p>Teachers Assistants 5 days 6 hours: 4 x 17,535.00=</p> <p>Will assist teacher in all core content classes to provide small group instruction and targeted instruction to address student misconceptions and areas of need.</p> <p>Conference Attendance: NCMT</p> <p>Teachers will network and exchange ideas, engage with innovation in mathematics and discover new learning practices that will drive student success. The conference will include student access, equity and empowerment and will focus on teaching learning and curriculum.</p> <p>7 Teachers x \$2,000 year 1= 14,000 7 Teachers x \$2,000 year 2= 14,000</p>	<p>2018-2019</p> <p>2017-2018/2018-2019</p>	<p>\$87,675</p> <p>\$28,000</p>	
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Description of Services that address: <b>100% Attendance</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>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEFs and foster youth:</p> <ul style="list-style-type: none"> <li>- Percentage of students with a 96% (172-180 days) attendance rate</li> <li>- Percentage of students missing 16 days or more in a school year</li> <li>- Percentage of all staff attending 96% or above</li> </ul>				<ul style="list-style-type: none"> <li>- Percentage of students with a</li> </ul>
<p><b>SCHOOL</b></p> <p><b>% of students with a &gt;= 96% attendance</b></p> <p><b>ALL SED</b></p>				

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<p>Santee Santee</p>	<p>EL 60.56% 58.19% 53.73% 16.64% 18.47% 22.75%</p>	<p>2018-2019</p>	<p>242,044.22</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<p>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%</p>
<p><b>FTE 2.0 Pupil Services and Attendance (PSA) Counselor</b> will develop activities that encourage attendance: red carpet attendance celebration 3 times a semester, school-wide Attendance Campaign, post perfect attendance charts for students and staff, and announce monthly attendance rates through the weekly bulletin. PSA will make individual parent phone contact daily and perform home visits when necessary. In addition to coordinating Student Attendance Review Board meetings, the PSA counselor will also develop a list of focus students who she/he will meet with weekly to support with their daily attendance and academic goals.</p>					
<p>FTE 1.0 Nurse to address the medical needs of students at Markham. The nurse will provide treatment and support for our students health issues and ongoing medical conditions which will help decrease our absenteeism.</p>					
<p>A Senior Office Technician: Performs a variety of moderately to highly complex clerical duties that require strong independence of judgment and action. The duties typically require extensive contacts with others and responsibility for specific functions of an office and may include manipulating spreadsheets and providing work direction to a small group of personnel. This position will specifically work in our attendance office to support the work of the PSA and administrator over attendance.</p>					
<p>Curricular Trips: To provide students with experiences outside of the classroom that help them to understand the content at a</p>					

deeper level and to build background knowledge. Curricular trips also encourage and motivate students to seek careers in those fields and to pursue a higher education.	2017-2018/2018-2019	\$20,000		
<p><b>Description of Services that address:</b></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, RFEs, 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><b>Percentage of parent/caregiver participation on School Experience Survey</b></p> <p><b>SCHOOL</b> Response Rate 32%</p> <p><b>Santee</b></p> <p><b>Community Representative (2 FTE)--The Community Representative (CR) will support the development, facilitation and advertisement of all FAT activities and parent workshops. CR will coordinate parent workshops on literacy, blended learning programs, and academic expectations in English and Spanish. CR will oversee the activities in the Parent Center and serve as the neighborhood resource adviser to the principal, teachers, parents, and community partners as well as lead the Family Action Team with support from Partnership personnel.</b></p> <p>17.14 x 12,400 x 2= 24,800</p> <p><b>Advisory Comm Exp:</b> For advisory committee expenses such as refreshments and supplies.</p>	<p><b>School Year</b> [mark applicable year(s)]</p> <p>2018-2019</p>	<p><b>Amount of School Innovation Funds</b></p> <p>\$24,800</p>	<p><b>Targeted Student Group(s):</b> Low-income, EL, RFEF, and/or Foster Youth</p> <p>Low-income, EL, RFEF, and/or Foster Youth</p>	<p><b>Related District-wide SY17-18 LCAP Targets</b></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>

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<p>General Supplies (classroom): Materials to support student engagement in the core curriculum as well as to enhance our electives program such as track sliders for film making class, cables, memory cards, keyboards, IPAD and computer cases, incentives for students such as certificates, medals, plaques. Materials needed for daily instruction such as paper, poster paper, markers, crayons, graph paper, etc. \$103,730</p> <p>Furniture to create reading nooks in the library, classrooms and other common student areas to develop comfortable positive reading and collaborative areas for students to read and discuss their learning. \$5,000</p>	<p>2017-2018/2018-2019</p>	<p>\$108,730</p>	
<p>General Supplies (other)- Furniture to furnish the parent center to create a welcoming environment for our parents and community members. Furniture to furnish waiting areas in the school to develop a positive and welcoming environment for all parents and school visitors. \$10,000</p> <p>Non-Cap Equipment (classroom): Science tables and chairs to equip a science class with the appropriate equipment to be able to conduct lab activities and provide students with hands on experiences and project based learning. \$25,000</p>	<p>2017-2018  2017-2018</p>	<p>\$10,000  \$25,000</p>	

Santee Educational Complex

<p>Non cap Equipment (other): Outdoor patio tables and benches to seat more students during lunchtime and any student break time. \$10,000</p>	<p>2017-2018</p>	<p>\$10,000</p>	
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<p><b>Description of Services that address: 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></p> <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>School Year</b> [mark applicable year(s)]</p>	<p><b>Amount of School Innovation Funds</b></p>	<p><b>Targeted Student Group(s):</b> Low-income, EL, RFEP, and/or Foster Youth</p>	<p><b>Related District-wide SY17-18 LCAP Targets</b></p>
<p>FTE 2.0 Psychiatric Social Worker to work with and proactively target students who are at risk of school failure due to social, behavioral and emotional problems.</p> <p>School Psychologist: School psychologists provide services to schools by working with students, staff, and parents and guardians to offer the following services: Observe students in the classroom and other school settings to determine their academic and social-emotional functioning. • Provide formal and informal assessments of students' abilities, including psychological and social-emotional skills, academic achievement, and communication development. • Assist students in developing positive behavior intervention strategies (PBIS). • Assist students in developing appropriate problem-solving skills through individual and small-group counseling. • Collaborate with community</p>	<p>2018-2019  2018-2019</p>	<p>242,044.22  120,712.20</p>	<p>Low-income, EL, RFEP, and/or 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>agencies to provide services that support students and families, as needed.</p> <p><b>Restorative Justice Teacher Advisor:</b>                  The Restorative Justice Teacher Adviser will coordinate the implementation and evaluation of the LAUSD Restorative Justice activities and strategies to create a positive school climate at their designated school site. The Restorative Justice Teacher Adviser will work collaboratively with all stakeholders to plan, and support the implementation of Discipline Foundation Policy to create a school culture shift that utilizes a restorative framework. ∅ Assists school staff with the implementation of the Discipline Foundation Policy at designated school site. ∅ Reviews school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated school site. ∅ 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 interventions and support. ∅ Provides professional development, trainings, and/or presentations to assist school staff in the implementation of Restorative Justice practices. ∅ Assists school staff in developing strategies that emphasize prevention and whole school implementation of Restorative Justice practices. ∅ Assists teachers with classroom management approaches that support Restorative Justice practices. Collaborates with community agencies and provides a range of services that address psycho-social/educational needs of at-risk students.</p>	<p>2018-2019</p>	<p>\$115, 897.00</p>		
<p><b>(2)School Supervision Aide:</b></p>	<p>2018-2019</p>	<p>\$18,511</p>		

Santee Educational Complex

<p>To supervise our campus and provide supervision of students during tutoring hours after school. 2 x 3 hours a day for 180 instructional days= 540 x 17.14=</p> <p>Bldg &amp; Grd Wrkr: Maintains assigned areas of buildings and grounds in a clean, sanitary, and safe condition. Having a clean space makes for a positive environment where students feel comfortable and safe. Custodial Overtime: Maintains assigned areas of buildings and grounds in a clean, sanitary, and safe condition. Having a clean space makes for a positive environment where students feel comfortable and safe. During after hours and weekends to support the tutoring and professional development hours.</p>	<p>2018-2019</p> <p>\$66,692.00</p> <p>2018-2019</p> <p>\$25,000</p>		
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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.

Susana Ansly Gutierrez

Typed name of School Principal

Signature of School Principal

10-31-17

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.

Roberto A. Martinez

Typed name of Local District Superintendent / Designee

Signature of Local District Superintendent / Designee

10-31-17

Date

Santee Educational Complex

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Susana Gutierrez

Typed name of School Principal



Signature of School Principal

10-30-2017

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.

SEE NEXT PAGE



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Susana Ansly Gutierrez  
 Typed name of School Principal  
 SEE OTHER PAGE  
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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.

Roberto A. Martinez  
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 10-31-17  
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