

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

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
RFK Ambassador-Global Leadership	Central	Kate Sohn

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
630	91.44%	28.11%	.2%	Total \$ 776,322

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.**

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, 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																		
<table border="1"> <tr> <td><i>Graduation rate (15-16)</i></td> <td>75%</td> </tr> <tr> <td><i>EL</i></td> <td>61%</td> </tr> <tr> <td><i>SED</i></td> <td>76%</td> </tr> <tr> <td><i>Foster</i></td> <td>n/a%</td> </tr> <tr> <td><i>Percentage of high school students on-track for A-G with a "C"</i></td> <td>65%</td> </tr> <tr> <td><i>EL</i></td> <td>60%</td> </tr> <tr> <td><i>SED</i></td> <td>71%</td> </tr> </table>	<i>Graduation rate (15-16)</i>	75%	<i>EL</i>	61%	<i>SED</i>	76%	<i>Foster</i>	n/a%	<i>Percentage of high school students on-track for A-G with a "C"</i>	65%	<i>EL</i>	60%	<i>SED</i>	71%		<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	25,000	Low-income, EL, RFEP, and/or Foster Youth	<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%
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<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"> 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</p>																							

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<p>communication 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> <p>PD Teacher to pay a regular status teacher who attends training outside of the basic assignment (e.g., after-school, Saturdays).</p> <p>Day-to-Day Substitute Teachers -substitutes may be provided for release of teachers to plan activities and analyze data.</p> <p>Teacher X time assignment is for regular status employees performing additional duties related to the program outside their basic assignment basis or for employees not performing regular ongoing duties.</p> <p>Admin X Time assignment is for regular status employees performing additional duties related to the program outside their basic assignment basis or for employees not performing regular ongoing duties.</p> <p>Non Capital Equipment-technology to support instructional program and intervention.</p>		<p>35,000</p> <p>25,000</p> <p>30,000</p> <p>15,000</p> <p>20,000</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	
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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, 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"> - 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) 					
Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade English language arts	21%				<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 mathematics	10%				
EL reclassification rate	20%				
Rate of ELs making annual progress on CELDT-25-16	47%				
Decrease in long-term English learners (LTELs)	0%				
<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 					

<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>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 compliant program that accelerates the academic achievement for all student subgroups and targeted populations, including English Learners, Low-income, RFEP, and Foster Youth, and students with disabilities. May act as administrative head of the school in the absence of the principal. Responsible to Principal, Secondary School. Subordinates are Certificated and classified personnel as assigned. Essential functions: 1. Assists in the implementation of and supervises and</p>		<p>90,791</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	
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<p>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 assist the principal to ensure that the professional development plan and intervention services are aligned with the SPSA, District’s Master Plan for English Learners. 6. Serves as an instructional team resource to school, parents, and students. 7. Assists in formulating, interpreting and implementing the schools’ administrative policies. 8. Coordinates and assists the principal with 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.</p> <p>General Supplies to support the instructional program.</p> <p>Supplemental Instructional Material- Supplement the instructional program (ELA, mathematics, history/social science, science) and are not required by the core curriculum. SIM are specific to the classroom, delivery of instruction, and intervention. Software license.</p> <p>TSP Program Advisor X time to perform duties outside the regular school day.</p> <p>Tutor Teacher X Time to pay a regular status teacher to tutor or provide intervention to students outside of the basic assignment. Teachers will provide after school/Saturday tutoring in the core subject areas through locally designed intervention beyond the school day.</p>		<p>11,352</p> <p>50,000</p> <p>7,000</p> <p>40,000</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	
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<p style="text-align: center;">Description of Services that address: 100% Attendance</p> <p><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"> - 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 	<p style="text-align: center;">School Year [mark applicable year(s)]</p>	<p style="text-align: center;">Amount of School Innovation Funds</p>	<p style="text-align: center;">Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p style="text-align: center;">Related District-wide SY17-18 LCAP Targets</p>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Percentage of students with a 96% or higher</td> <td style="width: 30%;">65.37%</td> </tr> <tr> <td>Percentage of students missing 16 days or more in a school year: 9%</td> <td>16.57%</td> </tr> <tr> <td>Percentage of all staff attending 96% or above: 78%</td> <td>86%</td> </tr> </table> <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	65.37%	Percentage of students missing 16 days or more in a school year: 9%	16.57%	Percentage of all staff attending 96% or above: 78%	86%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">X</td> <td style="width: 80%;">2017-18</td> </tr> <tr> <td style="text-align: center;">X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19			<ul style="list-style-type: none"> • 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%
Percentage of students with a 96% or higher	65.37%													
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<p>Counselor, PSA 5 days, will work with identified students, parents, and the school to increase school attendance and reduce percentage of chronically absence students. 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. PSA Counselor will participate in and/or facilitate multidisciplinary teams such as SSPT and SART. PSA Counselor will recommend practices to improve school culture, increase attendance, improved the accuracy of enrollment and attendance records, and reduce suspensions. PSA Counselor will implement strategies and activities to reduce chronic absenteeism and truancy among students and increase student attendance rates. They will assist with early identification and intervention systems to support at risk students. They will sere as a liaison between home and school, providing direct services to identified at rish students and families, including assessment, referral and case management. PSA Counselor will provide individual and/or group counseling, including crisis intervention. They will conduct home visits and/or in home intervention when indicated. They will analyze data trends to inform interventions.</p>		<p>121,022</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	
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Description of Services that address: Parent, Community and Student Engagement <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> - Percentage of parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)		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
Percentage of parent/caregiver participation on School Experience Survey	77%	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	41,695	Low-income, EL, RFEP, and/or Foster Youth	<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 material, 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 forms and 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, facsimile machines, etc. Reports software and hardware problems to the ITD Helpdesk. May prepare, modify, and update simple spreadsheets. May assist in preparing employee time reports and maintaining routine bookkeeping and payroll records. May orient and train new employees and/or student workers in office procedures. Performs 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>			5,000	Low-income, EL, RFEP, and/or Foster Youth	
			5,000		
			5,000		


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, 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"> - 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 																													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Suspension Rate</td> </tr> <tr> <td style="padding: 2px;">All</td> <td style="text-align: center; padding: 2px;">48%</td> </tr> <tr> <td style="padding: 2px;">EL</td> <td style="text-align: center; padding: 2px;">0%</td> </tr> <tr> <td style="padding: 2px;">SED</td> <td style="text-align: center; padding: 2px;">0%</td> </tr> <tr> <td colspan="2">Expulsion Rate</td> </tr> <tr> <td style="padding: 2px;">All</td> <td></td> </tr> <tr> <td style="padding: 2px;">EL</td> <td></td> </tr> <tr> <td style="padding: 2px;">SED</td> <td></td> </tr> <tr> <td style="padding: 2px;">% students who feel safe at school</td> <td style="text-align: center; padding: 2px;">69%</td> </tr> <tr> <td colspan="2" style="height: 15px;"></td> </tr> </table>		Suspension Rate		All	48%	EL	0%	SED	0%	Expulsion Rate		All		EL		SED		% students who feel safe at school	69%			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px; text-align: center;">X</td> <td style="padding: 2px;">2017-18</td> </tr> <tr> <td style="padding: 2px; text-align: center;">X</td> <td style="padding: 2px;">2018-19</td> </tr> </table>	X	2017-18	X	2018-19	92, 207	Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> 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%
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X	2018-19																												
<p>Psychiatric Social Worker 5 days- Offer school-wide support aligned with Positive Behavioral Interventions & Supports (PBIS) principles, mental health promotion, awareness, and education, including classroom, grade-level and school-wide intervention • Deliver socio-emotional learning interventions, including violence prevention, problem solving, and empathy skill building curricula • Maximizing support through graduate-level social work intern program • Offer professional development opportunities for students, parents, and school staff: o Mental Health Awareness o Psychological First Aid o Stress and Coping o Crisis Prevention, Intervention, and Postvention o Suicide Prevention, Intervention, and Postvention o Education and Awareness regarding self-injury o Threat assessment and management o Personal safety and child abuse prevention</p> <p>Provide linkage and case management to school and community supports</p> <ul style="list-style-type: none"> Collaborate with school-site multi-disciplinary teams, including SSPT, Safe School Plan Team, School-Site Crisis Team, Threat Assessment Team Support school initiatives, including Restorative Justice, conflict mediation, bully prevention. Assess and Triage student mental health needs Deliver evidence-based mental health practices to students and parents Provide individual, group, and family counseling Provide crisis response, intervention and management, including developing safety 																													

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<p>plans, behavior contracts, and managing threat/suicide risk behavior • Offer parent education and training.</p> <p>RJ Teacher Advisor/PBS Teacher Advisor- The Restorative Justice Teacher Adviser/PBS Teacher Advisor 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/PBS Teacher Advisor 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>Pending Distribution</p>		<p>72,795</p> <p>105,358</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</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.

Kate Sohn		<u>10/31/2017</u>
_____ 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.		
Roberto A. Martinez		<u>10/31/17</u>
_____ Typed name of Local District Superintendent / Designee	_____ Signature of Local District Superintendent / Designee	_____ Date