

Charles Maclay Middle 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
Charles Maclay Middle School	Northeast	Carlos A. Tobar

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
620	94%	28%	3%	Total \$ 859,020

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: 100% Graduation <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: Graduation rate Percentage of high school students on-track for A-G with a "C" Percentage of students with an Individual Graduation Plan meeting</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>1) Teacher X-Time for Reclassification Intervention:</p> <ul style="list-style-type: none"> Teachers will provide targeted reading and writing intervention before school, after school or on Saturdays <p>2) Teacher X-Time Math Foundational Skills Intervention:</p> <p>3) Part-time Middle School College & Career Coach (0.5)</p> <p>Position has been funded under 7T124)</p> <ul style="list-style-type: none"> Will work collaboratively with local district and school staff to plan for and implement literacy/English language arts instruction, access strategies and multi-tiered systems of support for all at-risk students Will work in identifying achievement gaps and creating intervention plans for at-risk students Will provide training to school staff on data to inform and address achievement gaps and effective use of technology to enhance learning and engage at-risk students 	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<p>1) \$15,786</p> <p>2) \$15,786</p> <p>3) \$58,708</p>	<p>Low-Income EL RFEFP Foster Youth</p>	<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%

Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the</i>	School Year [mark	Amount of School Innovation	Targeted Student Group(s):	Related District-wide SY17-18 LCAP Targets
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following disaggregated data of low-income, English learners, RFEPs and Foster Youth Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade English Language arts Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade mathematics EL reclassification rate Rate of ELs making annual progress on CELDT Decrease in long-term English learners (LELs)	applicable year(s)	Funds	Low-income, EL, RFEF, and/or Foster Youth	Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade ELA: 46% Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade math: 36% EL reclassification rate: 22% Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17%
<p>1) Assistant Principal:</p> <ul style="list-style-type: none"> Lead, organize and supervise implementation of instructional and socio-emotional personnel and programs. <p>2) Book Study of Common Core Teacher X-Time:</p> <ul style="list-style-type: none"> Teachers will participate in professional development sessions that will directly address the High Impact Practices of Using Complex Text, Fortifying Complex Output, and Fostering Academic Interactions Support English Language Learners in the content areas <p>3) Mastery Learning Professional development:</p> <ul style="list-style-type: none"> Provide professional development for teachers to rethink grading practices, assessment, instruction and lesson planning Provide Growth Mindset professional development <p>4) STEM Discovery Education Program:</p> <ul style="list-style-type: none"> Provide job embedded coaching and administrative leadership to support rigorous learning for all students Provide Interdisciplinary collaborative Planning to support the implementation of STEM <p>5) ELA Intensive Literacy Intervention (Special Education)</p> <ul style="list-style-type: none"> Provide evidence-based foundational literacy interventions for struggling learners 	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>1) \$149,404</p> <p>2) \$38,000</p> <p>3) \$46,300</p> <p>4) \$48,000</p> <p>5) \$5,000</p>	<p>Low-income EL RFEF Foster Youth</p>	Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade ELA: 46% Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade math: 36% EL reclassification rate: 22% Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17%

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<p>6) DataWorks Professional Development:</p> <ul style="list-style-type: none"> DataWorks will train leaders and teachers to use strategic set of instructional practices for designing and delivering well-crafted lessons that explicitly teach grade-level content to all students. Teachers will have access to Educen.com online lessons. The lessons will be used during training and demonstration lessons. DataWorks consultant will train/design Explicit Instruction lessons that align to standards and include effective lesson delivery. DataWorks consultant will provide in-situational coaching while teachers deliver Explicit Direct Instruction lessons. DataWorks specialists will align the school adopted textbooks and create a standards-based Alignment guide to ensure that all essential standards are taught. 		6) \$86,500		
<p>7) Lesson Design and Delivery, Demonstration Lessons</p> <ul style="list-style-type: none"> Math Performance Task PD Substitute Days 		7) \$10,000		
<p>8) Administrator X-Time</p> <ul style="list-style-type: none"> Funding will be used to organize and supervise Saturday School Tutoring/Intervention 		8) \$7,000		
<p>9) General Supplies</p> <ul style="list-style-type: none"> Funding will be used to buy supplies for academic intervention programs 		9) \$3,000		
<p>10) Instructional Materials</p> <ul style="list-style-type: none"> Funding will be used to buy instructional materials for English and Math Intervention classes 		10) \$8,000		

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11) Pending Distribution		\$48,436		
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<p>Description of Services that address: 100% Attendance <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> 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>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p>1) Pupil Services and Attendance Counselor:</p> <ul style="list-style-type: none"> • Provide attendance counseling to at-risk students who exhibit chronic absenteeism • Plan and deliver activities to motivate students to keep an attendance rate of at least 96% • Link families and students to outside agencies/resources 	<p>X 2017-18 X 2018-19</p>	<p>1) \$48,580</p>	<p>Low-income EL Foster Youth RFEFP</p>	<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%

<p>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, RFEFPs, 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)</p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
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<p>1) Parent and Community Representative:</p> <ul style="list-style-type: none"> • Serve as a school, community and parent liaison to support the school's vision and mission • Work with community agencies, Local and Central District offices to plan an organize parent workshops/classes. • Organize parent focus groups to conduct classroom visits and provide feedback to school administrators. 	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<p>1) \$10,434</p>	<p>Low-income, EL, RFEF and Foster Youth</p>	<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%
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<p>Description of Services that address: School Safety</p> <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> <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>School Year [mark applicable year(s)]</p> <input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s):</p> <p>Low-income, EL, RFEF, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p> <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%
<p>1) Psychiatric Social Worker:</p> <ul style="list-style-type: none"> • Identify students with behavioral, social and/or emotional problems and provides opportunities for intervention and connects students to counseling services <p>2) Restorative Justice Adviser</p> <ul style="list-style-type: none"> • Will facilitate and coordinate the implementation of Restorative Justice practices • Will collaborate with school personnel in the implementation of the Discipline Foundation Policy • Plan and facilitate Community Circles in 	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<p>1) \$123,043</p> <p>2) \$123,043</p>	<p>Low-income EL RFEF Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p> <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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<ul style="list-style-type: none"> • classrooms • Work collaborative with school administration, counselors, and teachers in developing and facilitating re-entry plans for students <p>3) School Supervision Aide:</p> <ul style="list-style-type: none"> • Will assist in maintaining student and staff safety • Will work collaboratively with counselor, dean, psychiatric social worker, school administration, pupil services and attendance counselor, and restorative justice adviser to alleviate behavioral problems that occur during passing or transition periods. 		<p>3) \$14,000</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.

Carlos A. Tobar

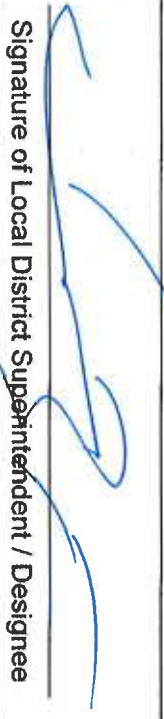
Typed name of School Principal

Signature of School Principal

10/20/17
Date

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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.

Typed name of Local District Superintendent / Designee	Signature of Local District Superintendent / Designee	Date
Dr. Bennett		12/20/13