

Panorama High School

**Los Angeles Unified School District
2017-2019 School Innovation Funds Plan – Updated 11/9/17**

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal		
Panorama High School	Northeast	Rafael Gaeta		
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
1181	90%	28%	.7%	Total \$ 1,649,030

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, RFEPPs, 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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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> <i>Graduation rate</i> <i>Percentage of high school students on-track for A-G with a "C"</i> <i>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, RFE, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets																																				
<table border="1"> <thead> <tr> <th>Groups</th> <th>Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>76.3%</td> </tr> <tr> <td>EL</td> <td>51.4%</td> </tr> <tr> <td>Low-Income</td> <td>78.4%</td> </tr> <tr> <td>SWD</td> <td>60.3%</td> </tr> </tbody> </table>	Groups	Graduation Rate	Schoolwide	76.3%	EL	51.4%	Low-Income	78.4%	SWD	60.3%	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19		EL Low-income RFE 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>% Students on-track for A-G with a "C"</p> <table border="1"> <thead> <tr> <th>Grad Year</th> <th>Tier 3: Missing 5+</th> <th>Tier 2: Missing 3-4</th> <th>Tier 1: Missing 1-2</th> <th>On-Track</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>18%</td> <td>14%</td> <td>22%</td> <td>46%</td> <td>100%</td> </tr> <tr> <td>2019</td> <td>31%</td> <td>14%</td> <td>21%</td> <td>34%</td> <td>100%</td> </tr> <tr> <td>2020</td> <td>9%</td> <td>22%</td> <td>19%</td> <td>49%</td> <td>100%</td> </tr> <tr> <td>2021</td> <td></td> <td>0%</td> <td>7%</td> <td>92%</td> <td>100%</td> </tr> <tr> <td>Grand Total</td> <td>15%</td> <td>14%</td> <td>18%</td> <td>53%</td> <td>100%</td> </tr> </tbody> </table>	Grad Year	Tier 3: Missing 5+	Tier 2: Missing 3-4	Tier 1: Missing 1-2	On-Track	% of Students	2018	18%	14%	22%	46%	100%	2019	31%	14%	21%	34%	100%	2020	9%	22%	19%	49%	100%	2021		0%	7%	92%	100%	Grand Total	15%	14%	18%	53%	100%		\$0 TCHR, ROC/ ROP (Position currently in place) \$2,550 Teacher X-Time (10 day summer program) \$ 118,873 CSR Teacher ELA		
Grad Year	Tier 3: Missing 5+	Tier 2: Missing 3-4	Tier 1: Missing 1-2	On-Track	% of Students																																			
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<p>IGP Progress 2016-17 100%</p> <p>Linked Learning – provide a school-based modified career-theme pathway to engage students in integrated, authentic, real-world projects centered around a career that builds students' skills, knowledge and dispositions. Through the school's currently funded ROP Culinary Arts Teacher, students will participate in the CTE pathway that includes the introductory, Concentrator and Capstone courses.</p> <p>Linked Learning Summer Bridge Coach for 9th Graders to introduce the school/pathway and work collaboratively with other students and professionals on a project.</p>																																								

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The CSR ELA teacher plans and delivers differentiated instruction that incorporates core curriculum and ELD standards to address the targeted needs of ELD and LTEL students in A-G courses.

Advancement Via Individual Determination (AVID)
 Panorama's Advancement Via Individual Determination (AVID) supports A-G completion and achievement by building a culture and infrastructure that prepares students for college and career success. The AVID teachers, counselors and coordinators meet bi-monthly after the regular school day to analyze data, review and collect evidence on the Coaching and Certification Instrument (CCI) and participate in professional development on instructional practices and social/emotional supports. The AVID Ed Aide III Tutors provide additional support in AVID elective courses with college applications, financial aide and TRFs. Panorama continues to expand the opportunities for staff and teachers to participate in the AVID Summer Institute.

AP Scores

Test Name	School Year Description	Enrolled	Tested	Qualifying
ENGLISH LANGUAGE ARTS	2016-2017	82	86	6
	2015-2016	66	65	7
	2014-2015	84	77	11
	2013-2014	78	75	16

Test Name	School Year Description	Enrolled	Tested	Qualifying
MATHEMATICS	2016-2017	24	21	1
	2015-2016	25	26	7
	2014-2015	36	40	5
	2013-2014	19	19	9

Test Name	School Year Description	Enrolled	% Tested	% Qualifying
SCIENCE	2016-2017	91	93%	12%

\$3,650 DDay Sub
CSR Tch

\$18,000 Staff
Conference
Attendance (AVID
Summer
Institute/LACOE)

\$7,500 Staff
Conference
Attendance
(College Board
sponsored
conferences/CUE)

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2015-2016	65	88%	5%
2014-2015	75	89%	7%
2013-2014	64	91%	31%

Test Name	School Year Description	Enrolled	% Tested	% Qualifying
SOCIAL SCIENCE	2016-2017	41	98%	11%
	2015-2016	61	95%	10%
	2014-2015	79	91%	10%
	2013-2014	49	98%	18%

Gifted and Talented Programs-Advanced Learning Options
 College Board Advanced Placement Training for core and elective teachers to increase the offerings and number of sections of AP courses; increase the level of AP readiness for student enrolled in AVID, Honors and other A-G classes.

- College Board AP by the Sea five-day Intensive training
- UCLA/ College Board on-line training
- Local College Board training

Description of Services that address Proficiency for All	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"> • 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 				

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Decrease in long-term English learners (LTELs)

SBA – ELA		2017-18		2018-19	
Grade	% Not/Nearly Met Standard	% Standard Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard
Eleventh Grade	67%	36%	31%	27%	7%
					33%

SBA – Math		2017-18		2018-19	
Grade	% Not/Nearly Met Standard	% Standard Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard
11 th Grade	90%	66%	24%	9%	1%
					10%

School Year	# EL	# Reclassified	% Reclassified
2014-2015	356	28	7.9%
2015-2016	347	35	10.1%
2016-2017	315	40	12.7%

Rate of ELs making annual progress on CELDT

Prior Yr CELDT Level	Number in Proficiency Level Prior Year	Percent in Proficiency Level	Number Meeting Growth Target	Percent Meeting Growth Target
BEGINNING	113	39.6%	44	38.9%
EARLY INTERMEDIATE	50	17.5%	34	68.0%
INTERMEDIATE	80	28.1%	37	46.3%
EARLY ADV/ADVANCED: NOT ENGLISH PROFICIENT	3	1.1%	1	33.3%
EARLY ADV/ADVANCED: ENGLISH PROFICIENT	39	13.7%	27	69.2%
Grand Total	285	100.0%	143	50.2%

X	2017-18
	2018-19

EL
Low-income
RFEF
Foster Youth

- 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%

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<p>ELA and math intensive SBAC support classes to be provided after school, on Saturdays and during the regular school day for all 11th grade students. Students will utilize a variety of preparation materials including computer software programs Revolution Prep, Smarter Balance practice tests and supplemental textbook materials.</p>	<p>Instructional supports and interventions for students in English Language Arts, English Language Development, mathematics, and other A-G required courses, through the use of technology to access digital content from Schoology, on-line textbooks, College Board resources, AVID digital content, and ELA and math SBAC preparation. Teachers will work collaboratively in PLCs and Departments to plan and deliver standards-based lessons that support the student use of technology and demonstration of proficiency.</p>	<p>Professional Development- English Language Arts and Mathematics to be held during the regular school day, after the regular school day and/or on Saturdays.</p>	<p>Content-specific</p> <ul style="list-style-type: none"> • Common lesson planning with an emphasis on critical thinking, student engagement and use of technology • Analysis of student work • Data review • SBA ELA/Math scoring alignment • Peer Observations Protocols <p>Small Learning Communities PDs</p> <ul style="list-style-type: none"> • Common grade-level expectations • Promotion of positive behavior • College-going culture • Student recognition <p>Whole Group PDs</p> <ul style="list-style-type: none"> • Targeted population data analysis • Findings/evidence that support progress towards goals • Writing of the progress reports • Identifying and addressing critical areas of need • Exploring advanced student use of technology to increase 	<p>\$57,800 Tutor Teacher X-time (17 sections of ELA prep classes & 17 sections of math prep classes)</p> <p>\$9,236 IMA</p> <p>\$5,600 Software License Maintenance 1 set Math Dept Revolution Licenses (2) Final Cut Pro Licenses</p> <p>\$20,000 General Supplies</p> <p>Non-capitalized Equipment CLSRM – \$81,780 (60) Surface Pro 5 with Pen \$44,169 (35) HP EliteDesk 800 G3 Tower \$55,259 (35) iMac's</p> <p>\$386,196 (38 carts) HP Chromebook</p>		
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<p style="text-align: center;">proficiency in math and ELA and progress on A-G requirements.</p> <p>Assistant Principal- to assist the principal in maintaining a comprehensive, instructionally effective and compliant program that accelerates the academic achievement for all student subgroups and targeted populations; with a math focus to support an increase in math A-G pass rates, SBAC math proficiency and college readiness scores.</p> <p>Curricular trips- to provide real life, hands-on learning and enrichment experiences for students to connect college and career readiness standards to prior knowledge and reinforce academic vocabulary to improve reading and writing skills. Pre and Post lesson plans will provide students with meaningful lessons in the classroom setting. California State University, Northridge (2) California State University, Los Angeles (2), University of Southern California (2), University of California Los Angeles (2), University of California Santa Barbara (2), University of California Irvine (2), and California State University, Channel Islands (2), Pantages Theater, Walt Disney Concert Hall, Ronald Reagan Library, Pasadena Playhouse, Glendale Theater, Getty Museum, Norton Simon Museum, LACMA, La Brea Tar Pits, American Indian Museum, Japanese Museum, and Valley Performing Arts Center.</p>		<p>11 4GB \$11,375 (35) ASUS Chromebox2 4GB Ram/16GB \$64,158 PD, Teacher X-time (3 days per teacher) \$39,158 PD Teacher Reg (6 days per teacher) \$144,546 Asst Principal \$11,100 Curricular Trips</p>						
<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, RFEFPs 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, RFEFP, and/or Foster Youth</p>	<p style="text-align: center;">Related District-wide SY17-18 LCAP Targets</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% 				
<p style="text-align: center;">Attendance Rates</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20px;"><input checked="" type="checkbox"/></td> <td style="width: 100px;">2017-18</td> </tr> <tr> <td><input type="checkbox"/></td> <td>2018-19</td> </tr> </table>	<input checked="" type="checkbox"/>	2017-18	<input type="checkbox"/>	2018-19		<p style="text-align: center;">Low-income EL RFEFP Foster Youth</p>	
<input checked="" type="checkbox"/>	2017-18							
<input type="checkbox"/>	2018-19							

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2016-17	65.3%	9.1%	69%	
<p>96% or higher students</p> <p>% of students missing 16 days or more</p> <p>% of all staff attending 96% or above</p>	<p>Itinerant Nurse-Panorama High School's nurse is a member of a multidisciplinary team established to meet the health and educational needs of all our students. The program component includes health assessment, communicable disease control, state mandated screenings, such as vision and scoliosis, first aid and disaster preparedness, immunization follow-up, child abuse reporting, suicide risk assessment, utilization of approved community resources, and health education of students and staff. The school nurse focuses on student's health; promotes student attendance, and achievement.</p>	<p>ITIN School Psychologist -A full-time school psychologist who conducts psychological educational initial, triennial, and re-evaluations and creates comprehensive psychological educational reports supports Panorama High School. The role of the school psychologist is mainly focused on students receiving special education services; however, she does provide school-wide support. The school psychologist provides individual and group support. Designated Instruction and Services (DIS) counseling to students with disabilities in compliance with their IEP as well as individual and group non-DIS counseling to students with parent consent. She also participates in SSPT reviews and consultations, actively refers students and parents to community agencies based on their needs, and provides students and staff with crisis intervention including risk assessments. Additionally, the school psychologist presents cases to the Educationally Related Mental Health Services Committee (ERMHS) for approval for more intense counseling services or a major change of program such as that of Non-Public School (NPS).</p>	<p>\$69,570 ITIN Nurse (3 days)</p> <p>\$48,287 ITIN Psych School (2 days)</p> <p>\$121,023 ITIN COUNS PSA</p>	<p>Percentage of all staff attending 96% or above: 78%</p>
<p>ITIN Counselor PSA - Pupil Services and Attendance (PSA) Counselor serves as child welfare and attendance experts by working directly with students and parents to overcome barriers to regular attendance. The PSA Counselor collaborates with school administration, support staff, counselors, SLCs and communities to</p>				

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<p>increase student attendance and engagement toward better academic outcomes for all students. PSA support includes:</p> <ul style="list-style-type: none"> • conduct home visits and/or in-home intervention • conduct parent education groups and workshops • provide referrals to in-school and community-based services • implement strategies and activities to reduce chronic absenteeism and truancy among students and increase student and attendance rates • participate in and/or facilitate multidisciplinary teams such as Student Support and Progress Team (SSPT), Student Attendance Review Team (SART) • develop and monitor individual student attendance plans 				
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<p>Description of Services that address Parent, Community and Student Engagement</p> <p><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> <p><i>Percentage of parent/caregiver participation on School Experience Survey</i></p> <p><i>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Parent, Community, Student Engagement</td> <td style="padding: 2px; text-align: center;">36%</td> </tr> <tr> <td style="padding: 2px;">Parent Participation</td> <td style="padding: 2px; text-align: center;">Yes</td> </tr> <tr> <td style="padding: 2px;">Four workshops on academic initiatives</td> <td style="padding: 2px; text-align: center;">Yes</td> </tr> </table> <p>Panorama defines parent engagement as a collaborative effort with the school in which the parent in their own capacity supports their child's learning and achievement. Parent engagement is more than attending parent conferences or participating in workshops but rather engaging their child in conversations about their academic goals; progress and social emotional well being.</p>	Parent, Community, Student Engagement	36%	Parent Participation	Yes	Four workshops on academic initiatives	Yes	<p>School Year [mark applicable year(s)]</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px; text-align: center;">x</td> <td style="padding: 2px;">2017-18</td> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;">2018-19</td> </tr> </table>	x	2017-18		2018-19	<p>Amount of School Innovation Funds</p> <p>\$26,000 Parent Community Representative</p> <p>\$20,000 Instructional</p>	<p>Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth</p> <p>EL Low-income RFE Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</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%
Parent, Community, Student Engagement	36%													
Parent Participation	Yes													
Four workshops on academic initiatives	Yes													
x	2017-18													
	2018-19													

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<p>Panorama High School provides parents with the support, resources and training to fully engage students by understanding and assisting the child's academic career. Panorama High School's Parent Engagement Plan outlines the grade-level appropriate expectations and activities for parents, students and staff. The plan also includes computer/internet classes that enable parents to access the District's PASSPORT information system. It also includes regular and informal meetings with the principal, an active parent network, teacher-sponsored parent workshops, ESL classes, parenting classes, and parent workshops.</p>		<p>Contract Services for The Parent Agency LLC (5 days-week classes/workshops)</p>		
<p>Panorama High School hosts an extensive list of opportunities for parents to learn about the school, their child's education and social emotional needs:</p> <ul style="list-style-type: none"> • Enrollment appointments -In the summer, before the 9th - 12th grade year, parents and students meet with support staff from the Grade-level Academy to discuss expectations, identify individual needs and review academic and extracurricular programs. • Specialty Program Parent Workshops/Meetings- to provide students and parents with the opportunity to develop their understanding of the program, academic expectations, and enrichment opportunities. (AVID, AP, Gifted, CTE) • Each SLC holds additional events for parents and students such as recognition assemblies, PSAT score workshops, family movie nights, and college/career workshops. • Parent Community Representative serves as a support for parents and the community in order to improve communication, relations, and personalization to parents, community and students. Performs as a resource through the parent center, assists in identifying parent involvement activities. • The Parent Ed Agency LLC is contracted to provide parent and community classes, workshops and presentations on a wide-variety of topics including: drug and alcohol, transitioning to high school and beyond, anger management, coping with a teenager, ESL, computers, stress management, human sexuality, healthy living, A-G requirements and career and college pathways. 				

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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 Youth	Related District-wide SY17-18 LCAP Targets												
<table border="1"> <tr> <td>Suspension Rate</td> <td>.1%</td> </tr> <tr> <td>Expulsion Rate</td> <td>0%</td> </tr> <tr> <td>Discipline Foundation Policy</td> <td>Partial</td> </tr> <tr> <td>% of students who feel safe at school</td> <td>61%</td> </tr> </table> <p>Restorative Justice Teacher Advisor- to provide support in implementing the Discipline Foundation Policy and the school's Positive Behavior Tiered System, The RJ Teacher</p> <ul style="list-style-type: none"> Conducts demonstration lessons on classroom management techniques, Restorative Justice practices, interpersonal skills and conflict resolution for at least 50% of the time Reviews school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated schools. 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 site personnel in the implementation of Restorative Justice practices. Assists teachers with classroom management approaches that support Restorative Justice practices. <p>School-based Psychiatric Social Worker (PSW), Panorama High School funds a full-time PSW who provides services to identified 9th and 10th grade students and families, including, macro, mezzo, and micro level interventions. The following are descriptions of the services provided by the PSW:</p>	Suspension Rate	.1%	Expulsion Rate	0%	Discipline Foundation Policy	Partial	% of students who feel safe at school	61%	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td></td> <td>2018-19</td> </tr> </table>	X	2017-18		2018-19	\$ 115,897 Restorative Justice Teacher	EL Low-income RFEF 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%
Suspension Rate	.1%															
Expulsion Rate	0%															
Discipline Foundation Policy	Partial															
% of students who feel safe at school	61%															
X	2017-18															
	2018-19															

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<p>support individual, group and/or family counseling using evidenced based approaches to promote problem solving, motivation, goal setting and behaviors conducive to learning, work directly with students and their families who have attendance, adjustment and social/emotional needs by providing school-based counseling and/or in-home services and ongoing case management, serve as the liaison between the school and the home, on behalf of students whose home or community life presents barriers which impede educational success, provide support and conduct education and training to parents to facilitate home-school environment conducive to learning, conduct bio-psychosocial assessments, participate in crisis intervention and mental health consultations, develop and maintain a collaborative partnership with community agencies to gain knowledge and understanding of the school-community needs: outside agency referral, legal services, after school programs, Student Attendance Review Team and community resources, promote a holistic approach (students, parents, teachers and community) as a common goal to student attendance and achievement, participate in Coordination of Services case conferences to develop an integrated approach to student's intervention plan with the best interest of the child in mind, provide support for school wide events (Universal Level) such as incentives and motivational programs, and participate In-Home visitations and conferences</p> <p>Panorama High School utilizes the dean, Restorative Justice Teacher, counseling departments, support staff, SLC Lead Teachers, campus aides and the administrative team to support the transition to Restorative Justice. The school outlines a student support process to facilitate teacher's understanding of the process. The first two weeks of school, the dean, counselors and PSW meet with students in classes to set the expectations for success and provide information for those needing additional support.</p> <p>The staff throughout the school year then reinforces these expectations. Behavior is addressed through the three-prong approach.</p> <p>Tier 1 (within the classroom)- is managed by the classroom teacher with clear and consistent expectations, fairness and multiple opportunities for students to correct the behavior.</p> <p>Tier 2 (within the classroom with additional support) -is provided by the SLC Lead Teacher, counselor or R.J.</p> <p>Offering additional supports and strategies to the</p>				
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<p>classroom teacher, parent or student during intervention. Tier 3 (out of the classroom)- consists of referrals to the dean, group counseling with PSW or outside resourcing of counseling.</p> <p>School Supervision Aide- to provide support in maintaining positive environment and student control. Aides perform routine supervision duties: enforce safety rules in the building and on campus; collaborate with school staff in alleviating behavioral problems occurring during supervision periods.</p>		<p>\$46,280 (4) School Supervision Aides</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.

Rafael Gaeta
 Typed name of School Principal _____

 Signature of School Principal _____
 11/9/17
 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.

Ari Bennett
 Typed name of Local District Superintendent / Designee _____

 Signature of Local District Superintendent / Designee _____
 11/9/17
 Date