

Robert Fulton College Preparatory

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

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal		
Robert Fulton College Preparatory	Northeast	Ms. Raquel George		
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
1572	93.8%	24.24%	.9%	Total \$ 1,993,050.00

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, RFEsPs, 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, RFEsPs, and foster youth:</i>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEeP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<p>Secondary Counselor will be purchased to increase the opportunities for SWD, ELs, and low-income subgroups to meet A-G requirements with a C grade or higher. The Counselor will serve students at-risk by monitoring their progress frequently and determining programming needs; complete Individual Graduation Plans and provide parent workshops on A-G requirements. The counselor will also decrease the counselor to student ratio in grades 9-12 and increase personalization, monitor students at-risk, provide college-going activities and as a result, graduate a larger number of students who are college and career-ready while reducing the drop out rate. (110161)</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$115,897	Low-income English Learners RFEeP 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%
<p>Counselor SEC X-Time (150hrs)- will allow for extra time outside of the regular day to prepare IGPs for students, meet with parents and develop College Going Activities to support and increase students' and parents' understanding of college entrance requirements and financial resources, review student programs. (30hrsx 5 couns) (11087)</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$11,659.50		
<p>ITIN Coun Psych Soc Wkr to service students who are in danger of failure due to social, psychological, familial, behavioral, mental trauma, and emotional problems; facilitate SSPT SWPBS meetings to provide interventions for EL, foster youth, and low-income students; promote parent engagement in the educational process of students at risk of academic failure. (5 + 2) = (13114)</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$121,026 \$48,578.59	Low-income English Learners RFEeP 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%
<p>ITIN Coun Psych Soc Wkr X-Time to allow for extra time outside of the regular day to facilitate parent and student workshops designed to provide information about familial, behavioral and emotional interventions and supports. (15 hrs) (13114)</p>		\$1,166.40		

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<p>ITIN Counts PSA will utilize a three-tiered model (prevention, early intervention, and intensive intervention) to improve individual and system-wide student attendance, engagement, achievement, and graduation work directly with students who experience difficulties in achieving their academic potential due to social/emotional, home and community barriers. (12103)</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$120,555	Low-income English Learners RFEF 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%
<p>ITIN Counts PSA X-Time to allow for extra time outside of the regular school day to provide interventions and information designed to increase student attendance. (15 hrs) (12103)</p>		\$1,166.40		
<p>AST PRN SC BIT 41/54 will implement the core and supplemental instructional programs. The AP will supervise and monitor the instructional program so that teachers receive the development, support, and guidance to ensure achievement of the target student population; conduct class observations, supervise and evaluate instructional staff to improve learning for targeted population; facilitate grade-level/team meetings to analyze assessment data, review student work, debrief class observations, identify student needs and plan differentiated instruction for the student target population; and support the Instructional Leadership Team in developing long and short-range plans for academic achievement. (14500)</p>	<input type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$144,546	Low-income English Learners RFEF 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%
<p>NON-CAP Equipment for Classroom Use (MacBook Pro) to support digital literacy in specialized elective/arts programs (3 carts with 40 devices each cart) (40124)</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$114,000	Low-income English Learners RFEF 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%
<p>Other Non-Instructional Contract (50003) to provide copying services to support the instructional program through photocopied supplemental materials (TOSHIBA e-STUDIO656 –Main Office Workroom, HS Building Rm 843, and Rm 709 TOSHIBA e-STUDIO456 – Attendance Office Workroom, Main Office Workroom, Bilingual Office, and Counseling Office, Konica Minolta Workroom, Testing Rm 427, Special Ed Office and Library)</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$15,000	Low-income English Learners RFEF 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%

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<p>MICRO SUP AST C1T will provide installation and maintenance of computer equipment and software for both student and teacher use ensuring technology is available for students to benefit from literacy and math program. (25691)</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$ 60,037	Low-income English Learners RFEF 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%
<p>General Supplies to provide 14 Carts with 36 Chromebook devices to every math teacher. Multiple software apps will be used to provide visual support for students; engage in web-based assessments and practice; and access the Khan academy (40227)</p> <p>General Supplies will provide consumable materials to support the instructional program and intervention/ after-school program</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$190,610 \$20,000	Low-income English Learners RFEF 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%
<p>Description of Services that address:</p> <p>Proficiency for All</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> <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 (LELs) 	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>Newcomer Program</p> <p>Coun Sec C1T</p> <p>Counselor to support a Newcomer Program. Provides counseling to newcomer students and organize and implement a one-week Newcomer program during the Winter Break (110161)</p> <p>Teacher X-Time to provide direct service to newcomers beyond the regular school hours including winter break.</p> <p>PD Teacher X-Time to provide designated and integrated ELD teachers training to enhance practice and capacity to accelerate</p>	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$115,897 \$9,329 \$9,240	Low-income English Learners	<ul style="list-style-type: none"> 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%

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<p>the English Language development of the growing newcomer population.</p> <p>Custodial OT will be purchased to support the newcomer intervention programs, including tutorial, beyond regular school hours and on Saturday</p> <p>Clerical OT will be purchased to assist in providing data to create the newcomer program, provide notification to parents, and provide translation as needed.</p>		<p>\$1,000</p> <p>\$1,000</p>		<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%
<p>LTEL Teaching Foundational Literacy Skills</p> <p>Teacher X-time will be purchased for teachers to design lessons that include an approach that addresses both language and literacy. Teachers will develop formative and summative assessments, conduct data analysis and provide appropriate interventions based on students' need for development of foundational literacy skills. (10 teachers / 20 hrs)</p> <p>IMA to purchase resources to support teaching of foundational literacy skills. (\$2,500)</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$15,546</p> <p>\$2,500</p>	<p>Low-income English Learners Foster Youth</p>	<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
<p>ELA Universal Reading Assessment for middle school ELA teachers to better understand the students' reading strengths and challenges. Teachers will use the lexile scores to measure students' reading comprehension growth throughout the year.</p> <p>Software Licenses Reading Inventory for 800 middle school students. (50243)</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$8,500</p>	<p>Low-income English Learners RfEP Foster Youth</p>	<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

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<p>Algebra I Intervention Pathway Program</p> <p>General Supplies to purchase chrome book devices so that students can access digital content from Schoology (chrome books)</p> <p>Non-Cap Equipment for math teachers to deliver instruction via use of projectors, document camera, and smart boards</p> <p>TCHR Assistant to support in each CC Algebra 1 and Math Tutorial class to provide one-on-one instruction, assist with small group learning and implement strategies to help EL students access academic content (10600)</p> <p>IMA – purchase website licenses to access curriculum for language development and understanding of academic vocabulary</p> <p>Coord and Teacher X Time to provide Parent Meetings and Parent Information Sessions (10371).</p> <p>PD Tchr X Time to participate in Schoology Training for Algebra 1 and Algebra 1 Math Tutorial Lab Teachers (10375)</p> <p>PD Tchr X Time (30 hrs) to participate in PD offered through the office of A-G Intervention Support to monitor, support, provide demo lessons and co-teach (10375)</p> <p>Staff Training Rate for teachers to participate in the Mastery Learning Training – Initial Certification for Algebra 1 and Algebra 1 Math Tutorial Lab Teachers</p> <p>Day to Day Subs (10 days) to release teachers to attend training, participate in lesson studies, classroom observation and demo lessons. (10559)</p>	<p style="text-align: center;"><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p style="text-align: center;">---</p> <p style="text-align: center;">35,000</p> <p style="text-align: center;">17,535</p> <p style="text-align: center;">\$4,664</p> <p style="text-align: center;">\$6,930</p> <p style="text-align: center;">\$3,641.70</p> <p style="text-align: center;">\$6930</p> <p style="text-align: center;">\$6930</p> <p style="text-align: center;">\$1605</p>	<p style="text-align: center;">Low-income English Learners RFEF Foster Youth</p>	<ul style="list-style-type: none"> • 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 3rd-8th, 11th grade math: 36% • EL reclassification rate: 22% • Decrease in long-term English learners: 17%
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Carnegie Math PD	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$9,000	Low-income English Learners RFEF Foster Youth	<ul style="list-style-type: none"> • 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%
CONTR INSTRL SVC - Carnegie Content Academy contract to provide 5 middle school math teachers 6-8 a greater understanding of mathematical content and pedagogy around 1) grade appropriate and stretch content, 2) heighten awareness of mathematical teaching practices, and 3) problem-solving in a learner centered classroom. (50002)	<input type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$7,005	Low-income English Learners RFEF Foster Youth	<ul style="list-style-type: none"> • 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%
Day to Day Subs (15 days) to release 5 middle school teachers to attend a three-day Carnegie Content Academy (105559) \$467.75	<input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$12,000		
CONTR INSTRL SVC - Carnegie Professional Development Custom Workshops Contract designed to provide math teachers in grades 6-12, four workshops beyond the school day in mathematics instruction that emphasis fluency and deep conceptual understanding (planning, pacing, data-analysis to inform instruction, sustaining a collaborative math classroom, encouraging accountable student talk) (50002)	<input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$8,000		
PD Teacher X-time for math teachers to attend four 6 hour math workshops in mathematics instruction that emphasis fluency and deep conceptual understanding (planning, pacing, data-analysis to inform instruction, sustaining a collaborative math classroom, encouraging accountable student talk) (25 teachers X 6 hrs= 150 hrs x \$77.73) (10375)	<input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$11,659.50		
Contracted Instructional Services - Carnegie Coaching Contract to provide teacher feedback on implementation of new learning from Carnegie PD. Includes pre-conference, observation, and post-conference with feedback. (4 days)	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$3,445	Low-income English Learners RFEF Foster Youth	<ul style="list-style-type: none"> • 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
Mathematics in a PLC at Work Summit Staff Conference Attendance for 5 math teachers to attend the Mathematics in a PLC at Work Summit. Teachers will experience authentic demonstrations of how students make sense of math, identify intervention strategies to target students struggling to learn math, and learn how to apply the four critical questions of a PLC to improve daily planning and teaching through formative	<input type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$3,445	Low-income English Learners RFEF Foster Youth	<ul style="list-style-type: none"> • 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

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<p>processes. Teachers who attend will then present the new learning to their department colleagues. Teachers and staff members will attend Solution Tree. Conf Atten cost for 5 teachers is \$3,445 Travel, lodging and per diem is \$3,895 (50080)</p>		<p>\$3,895 \$7005</p>		<ul style="list-style-type: none"> • CELDT: 57% • Decrease in long-term English learners: 17%
<p>PD Teacher Regular to release 5 math teachers to attend the Mathematics in a PLC at Work Summit. (10370)</p> <p>Math PD w/Patrick Callahan</p> <p>PD Teacher Regular (5 half days) to release 13 teachers for half day PD - (High Leverage Instruction with Math Performance Tasks in partnership with Patrick Callahan professional development) – 6 substitutes x 6 hours x 5 days (\$467.75 - \$14,032.50 (10370)</p>	<p><input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>\$14,032.50</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<ul style="list-style-type: none"> • 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%
<p>Writing in All Content Areas</p> <p>Contracted Instructional Services (J. Schaffer – Teaching Argumentation) to improve the instructional program and increase writing of students who are at-risk and the subgroups with the lowest proficiency level, specifically ELs, SWD, and low-income. (40 teachers) (50002)</p>	<p><input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>\$6,000</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46% • EL reclassification rate: 22% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
<p>PD Teacher X-time for teachers to attend a 6 hour writing workshop on teaching argumentation to improve the instructional program and increase writing of students who are at-risk and the subgroups with the lowest proficiency level, specifically ELs, SWD, and low-income. (40 teachers) \$77.73 hr x 240 hrs) (10375)</p> <p>Contracted Instructional Services (Kagan – Collaborative Structures Coaching) to improve the engagement of all learners, including EL, SWD, and low-income through teachers</p>		<p>\$18,655.20 7,500</p>		

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participating in the coaching model. (2,500)
(50002)

<p>ISCA: UTLA Design Study Seminar</p> <p>Staff Conference Attendance for four teachers to attend "Lesson Design for Mastery: Teaching Argument Across the Curriculum", a 3-day ISCA seminar beyond the regular school day. Teachers will create a CCSS or NGSS-based lesson on argument for any topic in a coming unit, student project, or IEP including a performance-mastery assessment, rubrics, and handouts.</p> <p>Staff Conf Atten - Registration cost for a school team is \$1,000. (50080)</p> <p>PD Teacher X Time for 4 teacher to attend a 3 day seminar on designing a lesson on teaching argument across the curriculum. (4 teachers) \$77,73 x 72 hrs - \$5,596.56 (10375)</p> <p>PD Teacher Reg. to release 4 teachers to attend 2 follow up days for the ISCA seminar. Teaching Argument Across the Curriculum. (8 days at \$467.75) \$3,742 (10370)</p> <p>PD Teacher Regular (2 days) to release 4 teachers to attend ISCA seminar follow up session - \$467.75 - \$3,742 (10370)</p> <p>ISCA: Summer 2018 Unit Design Seminar</p> <p>Staff Conference Attendance for four teachers to attend an ISCA seminar, "Unit Design for Mastery of CCCC, ELD & Next Generation Science Standards," a 6-day ISCA seminar beyond the regular school day. Teachers will be technically and technologically supported to design a CCSS or NGSS unit, design mastery performance assessments and rubrics, and handouts.</p> <p>Staff Conf Atten Registration cost and course fees per participant is \$1,500 per participant (\$6,000) (50080)</p>	<p style="text-align: center;"> <input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19 </p>	<p style="text-align: center;">\$1,000</p> <p style="text-align: center;">\$5,596.56</p> <p style="text-align: center;">\$3,742</p> <p style="text-align: center;">\$3,742</p> <p style="text-align: center;">\$6,000</p>	<p style="text-align: center;"> Low-income English Learners RFEF Foster Youth </p>	<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%
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<p>PD Teacher X Time for 4 teacher to attend a 6 day seminar on designing a lesson on teaching argument across the curriculum. (24hrs x \$77.73= \$1,865.52 (10375)</p> <p>PD Teacher Regular to release 4 teachers to attend 2 follow up days for the ISCA seminar. (8 days at \$467.75) (10370)</p> <p>PD Teacher Regular (2 days) to release 4 teachers to attend ISCA seminar follow up session (10559) - \$467.75 - \$3,742</p>		<p>\$1,865.52</p> <p>\$3,742</p> <p>\$3,742</p>		<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
<p>Professional Learning Communities at Work Institute</p> <p>Staff Conference Attendance for 6 teachers to attend the PLC at Work Institute. Teachers will increase their knowledge base about PLCs and delve deep into the 3 big ideas of PLC: focus on learning, build a collaborative culture, and results orientation. Teachers who attend will then present the new learning to their department colleagues. Teachers and staff members will attend Solution Tree.</p> <p>Registration cost for 5 teachers is \$4,134</p> <p>Travel, lodging and per diem is \$7,332 (50080)</p> <p>Day to Day Sub to release 6 math teachers to attend the Mathematics in a PLC at Work Summit. (18 days at \$467.75) (10559)</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$4,134</p> <p>\$7,332</p> <p>\$8,419.50</p>	<p>Low-income English Learners RFEF Foster Youth</p> <p>Low-income English Learners RFEF Foster Youth</p>	<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%
<p>PD Teacher Regular to release 7 teachers for 7 half-day LDNE Cadre meetings to develop capacity in secondary literacy, math, science, and electives/arts instruction and build content expertise at Fulton CP.</p> <p>4 substitutes x 6 hours x 5 days \$467.75 - \$9,355. (10370)</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$9,355.</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<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

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<p>Science – Activate Learning</p> <p>IMA to purchase a complete year-long NGSS aligned curriculum with all instructional materials and professional development to support implementation. (40267)</p> <p>Grade 6 - \$123,73 = \$30,685 Grade 7 - \$126,28 = \$32,979 Grade 8 - \$110,14 = \$29,958 HS Active Biology - \$40 = \$7,120 HS Active Chemistry - \$106,66 = \$24,211 HS Active Physics - \$106,66 = \$7,999 (40267)</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input type="checkbox"/> 2018-19</p>	<p>\$132,952</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<ul style="list-style-type: none"> • CELDT: 57% • Decrease in long-term English learners: 17% • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46% • EL reclassification rate: 22% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
<p>PD Teacher Regular to enable 10 teachers to attend 2 days of training (\$934 per teacher) (10370)</p>		<p>\$9340</p>		
<p>CSR TCHR SEC ELA w/benefited absences to reduce class size in English 7 and 8 and 9 to improve student achievement and completion of core/A-G courses of students at-risk of academic failure. Through direct instruction and intervention, CSR teachers will address the targeted needs of SWD, ELs, and low-income subgroups. \$112,271 (13641)</p> <p>CSR TCHR SEC Math w/benefited absences to reduce class size in Math 7 and 8 and Algebra 1 to improve student achievement and completion of core/A-G courses of students at-risk of academic failure. Through direct instruction and intervention, CSR teachers will address the targeted needs of SWD, ELs, and low-income subgroups. \$112,271 (13644)</p> <p>DDSUB CSR T BEN ABSC (four substitute days for 4 CSR teachers) \$365.69 (10562)</p>	<p><input type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$112,271</p> <p>\$112,271</p> <p>\$2,925.52</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<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%

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<p>PD Teacher X-Time (6hrs a day = 18 hrs total) for teachers to participate in workshops about research-based instructional strategies that support our ELs, students with disabilities, and low-income students and design lessons embedding strategies.</p> <p>75 staff x 18 hrs x \$77.73 = \$104,935 (10375) 5 administrators x 18 hrs x \$77.73 = \$6995.7 (11458)</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$104,935 \$6995</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<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%
<p>ADMIN X-time for supervision of certificated staff participating in professional development (Carnegie and Jane Schaffer) beyond the regular school day (Saturdays). 11458</p>	<p><input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>\$11,194</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<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%
<p>Curricular Trips to the Museum of Tolerance, The Getty Museum, The Grammy Museum, Aquarium of the Pacific, California Science Center, Reagan Library, Huntington Library, Natural History Museum (10 buses)</p>	<p><input checked="" type="checkbox"/> 2017-18</p>	<p>\$5550</p>	<p>Low-income English Learners RFEF</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46%

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<p>College Visits to CSUs and UCs in southern CA. (5 buses) (50174)</p>	<p><input checked="" type="checkbox"/> 2018-19</p>		<p>Foster Youth</p>	<ul style="list-style-type: none"> • 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%
<p>Teacher X Time – (650 hrs) Teachers will work outside of their regular assignment to review and revise the pacing plans, design lessons, develop formative and summative assessments, and look at student work to reteach, as needed. (10371)</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$50,524.50</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<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%
<p>INSTRL COACH SEC C1T will collaborate with general and special education teachers and administrators to promote literacy across content areas. (13297)</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$115,897</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<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

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				<ul style="list-style-type: none"> rate: 22% Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17%
<p>Description of Services that address:</p> <p>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>School Year [mark applicable year(s)]</p> <p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</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> <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>Advancement Via Individual Determination (AVID) to support completion and achievement of core classes in grades 6-8 by building a culture and infrastructure that prepares students for culmination and college and career success.</p> <p>Staff Conf Attendance for 6 teachers to attend the AVID Summer Institute, which provides continuous AVID training and professional learning to teachers and school administrators (50080) (\$1,400 a person)</p>		<p>\$8,400</p>	<p>Low-income English Learners RFEFP Foster Youth</p>	
<p>PD TCHR X TIME to compensate 6 teachers who attend the 3 day (8 hour day) AVID Summer Institute: (10375) (\$1,848 a person)</p>		<p>\$5,544</p>		
<p>Staff Conf Attendance for 6 teachers to participate in the AVID LACOE training, including AVID Center-approved Path training to meet AVID Certification requirements: (50080) (\$400 a person)</p>		<p>\$2,400</p>		
<p>Day to Day Subs to release 6 teachers to attend a 1 day (6 hour) AVID LACOE training (10559) (\$364 a person)</p>		<p>\$2,184</p>		
<p>Day to Day Subs to enable teachers to attend AVID Path training, observe AVID Demonstration sites, and engage in onsite collaboration (10559) (20 days??) (\$364 a person)</p>		<p>\$7,280</p>		

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<p>AVID Auxiliary (1 period) to provide planning time to AVID Coordinator to support AVID Elective teachers and core content teachers (10420)</p> <p>AVID Ed Aide III/AVID Tutor to provide tutorial support (22601) (\$18,515 a person)</p>		<p>\$17,000</p>		
<p>ITIN Couns PSA to service students who are in danger of failure due to chronic absences and those who do not respond to the instructional program due to serious emotional, familial, psychological, and/or mental trauma;</p> <p>to support in increasing student attendance and increase the percentage of students with 96% or higher attendance and decreasing the percentage of students with 91% or lower attendance. (12103)</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$121,026</p>	<p>Low-income English Learners RFEF Foster Youth</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:</p> <p>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, RFEFs, and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually) 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p>Office Tech E1T107 (26288) will provide clerical services as assigned and assist school staff to improve communication by contacting parents/guardians and translating for intervention programs and parent conferences. Office Technician will also provide direct services to parents and students at the school site. (8 hrs/ 5 days)</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$54,977</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62%
<p>Clerical Overtime (21427) will assist in providing data, calling parents, translating for parent-teacher conferences, and provide translation for EL intervention programs (30 hrs)</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$1,000</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students with a 96% or higher attendance rate: 75% • Percentage of

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<p>Community Representative (21720) will be a liaison between the school and the community; will hold workshops to build parent capacity to support learning at home and at school as well as updates about CCSS/Assessments, English Learner Master Plan, Public School Choice, and WASC. (3 hrs/ 5 days)</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$12,026</p>	<p>Low-income English Learners RFEF Foster Youth</p>	<ul style="list-style-type: none"> • 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 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>Other Non-Instructional Contract (50003) with Toshiba to provide copying services to support the instructional program through photocopied supplemental materials.</p> <p>Other Non-Instructional Contract (50003) to develop a workshop series on parent empowerment (PIQE) designed to improve parents' understanding of the education system so they can become advocates for their children's education and college/career pathway.</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$5000</p>	<p>Low-income English Learners RFEF Foster Youth</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>Non Reg C Teacher SEC 1TK-Restorative Teacher (13646) will coordinate the implementation and evaluation of the LAUSD Restorative Justice activities and strategies to create a positive school climate. The Restorative Justice Teacher Adviser will work collaboratively with all stakeholders, including parents, to plan, and support the implementation of Discipline Foundation Policy to create a school culture shift that utilizes a restorative framework.</p>	<p><input type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$112,271</p>	<p>Low-income English Learners RFEF Foster Youth</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%

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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, RFEs, and foster youth:</i> <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 	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
Social Emotional Learning: Building Social Emotional Skills in Our Students is a program that will provide social-emotional learning trainings to help staff build social-emotional learning competencies in students. Trainings will focus on Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness.	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$15,600	Low-income English Learners RFE 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%
PD Teacher X-time for 25 teachers to complete four 2-hour trainings on MyPLN (10375) \$624 per teacher Day to Day Subs to enable teachers to conduct peer observations and debriefing time to assess implementation and identify areas of growth. (\$365 per sub/day)	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$41,232	Low-income English Learners RFE 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%
School Supervision Aide will assist in maintaining proper environment and student control in the cafeteria, indoor assembly areas, outdoor eating areas, halls and restrooms, on the playground and in other areas to which assigned. (2 x 6 hrs x 5 days x \$17.18/hr x 40 weeks) = (21628)	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$72,676.69	Low-income English Learners RFE Foster Youth	<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is
ITIN Psych School C to address social emotional needs, they provide services to help them access the educational curriculum. Will collaborate with school staff, parents and other professionals to create a safe, healthy, and supportive learning environment. (3 days) (13222)	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19			

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			--	implementing the Discipline Foundation Policy: 88% Percentage of students who feel safe at school: 80%
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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.

Raquel George _____
 Typed name of School Principal _____
 _____
 Signature of School Principal _____

 Date 10/20/2017

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.

Ar: Renee H _____
 Typed name of Local District Superintendent / Designee _____
 _____
 Signature of Local District Superintendent / Designee _____

 Date 10/20/2017