

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

Program Budget Code:
 10359 (School Innovation Funds)

Name of School	Local District	Principal
Sylmar Biotech Health Academy	Northeast	Maria Herrera

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
288	99%	8.9%	2%	Total \$ 685,980

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, RFEPS, and foster youth:</i>	Amount of School Innovation Funds	School Year [mark applicable year(s)]	Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<ul style="list-style-type: none"> - Graduation rate - Percentage of high school students on-track for A-G with a "C" - Percentage of students with an Individual Graduation Plan meeting <p>COUNSELOR AIDE Monitors and case manages student progress in college, career, academic and social emotional needs for low-income, English Learners, RFEPS and foster youth.</p>	\$52,788 Budget Item 24152	<input checked="" type="checkbox"/> 2017-18	Low-income, English Learners, RFEPS and 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>College and Career Counselor</p> <p>Develops programs to address student attitudes, understanding of self and others, peer relationships, goal setting, conflict resolution, career awareness, college preparation and post-secondary planning. Additionally, a C&C Counselor supports the Linked Learning initiative at our school where the partnerships (professional certificates and internships) between the school site, the colleges, and industry help support the pipeline we are creating where students have a clear pathway from secondary to post-secondary to industry employment. This entire process is known as Work-Based Learning (WBL) and the C&C Counselor is the main driver of WBL.</p>	\$124,596 Budget Item 110195	<input checked="" type="checkbox"/> 2018-19	Low-income, English Learners, RFEPS and 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

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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, RFEs and foster youth:</i>	Amount of School Innovation Funds	School Year [mark applicable year(s)]	Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<ul style="list-style-type: none"> - <i>Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts</i> - <i>Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics</i> - <i>EL reclassification rate</i> - <i>Rate of ELs making annual progress on CELDT</i> - <i>Decrease in long-term English learners (LTELs)</i> <p>ELA/Literacy (Achieve 3000-licenses and PD) Achieve3000 is a literacy platform with differentiated instruction. Students work at their individual reading levels to accelerate their learning and help them succeed academically.</p> <p>Math Building Teacher Capacity Program (PD) The goal of this program is to develop teacher growth mindset, identify and explore good first teaching in mathematics, and to explore and utilize methods for planning instruction that are adaptive to the needs of the students. Teachers will also develop and utilize reflective practices to build teacher capacity as “adaptive experts”. Teachers will receive nine days of professional development, including student work analysis and collaborative planning. Teachers will also participate in peer observation, and bi-monthly planning meetings.</p> <p>California Mathematics Council-CMC Math Teacher Conference (4 teachers and 1 administrator-registration fees, room and board, travel expenses) The California Mathematics Council (CMC) believes that all students have the capacity to become mathematically competent and confident when provided a rigorous and challenging mathematical program supported by high expectations. The conferences provide teachers with professional activities that will ensure continual improvement towards excellence in the teaching of mathematics.</p>	<p><u>\$31,995</u> Budget Item/Cost 50243/\$7920 10370/\$21575 40267/\$2500</p> <p><u>\$43,656</u> Budget Item/Cost 40267/\$600 100559/\$4800 10370/\$28,464 50035/\$9792</p> <p><u>\$5,000</u> Budget Item 50080</p>	<p>x 2017-18</p>	<p>Low-income, English Learners, RFEs and 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>Mastery Learning and Grading-Initial (PD) Mastery Learning and Grading (MLG) is a growth-mindset approach to teaching and learning that refocuses grading, assessment, instruction, and lesson planning on clear learning targets and honors students' variables necessary for learning. It helps to ensure that ALL students succeed academically and are able to take charge of their own learning.</p> <p>Day to Day Sub Release time for teachers to attend CMC math conference and for Achieve 3000 training.</p>	<p><u>\$8,025</u> Budget Item/Cost 11316</p>		
<p>ELA/Literacy (Achieve 3000-licenses and PD) Achieve3000 is a literacy platform with differentiated instruction. Students work at their individual reading levels to accelerate their learning and help them succeed academically.</p> <p>Math Building Teacher Capacity Program (PD) The goal of this program is to develop teacher growth mindset, identify and explore good first teaching in mathematics, and to explore and utilize methods for planning instruction that are adaptive to the needs of the students. Teachers will receive continued support, including student work analysis and collaborative planning. Teachers will also participate in peer observation, and bi-monthly planning meetings.</p>	<p><u>\$2,428</u> Budget Item 10559</p> <p><u>\$10,665</u> Budget Item/Cost 50243/\$1500 10370/\$8665 40267/\$500</p> <p><u>\$20,000</u> Budget Item/Cost 40267/\$300 100559/\$2000 10370/\$13,000 50035/\$4700</p>	<p>x 2018-19</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>California Mathematics Council-CMC Math Teacher Conference (4 teachers and 1 administrator-registration fees, room and board, travel expenses) The California Mathematics Council (CMC) believes that all students have the capacity to become mathematically competent and confident when provided a rigorous and challenging mathematical program supported by high expectations. The conferences provide teachers with professional activities that will ensure continual improvement towards excellence in the teaching of mathematics.</p>	<p><u>\$5,000</u> Budget Item 50080</p>		
<p>Mastery Learning and Grading-Implementation Support (PD) Mastery Learning and Grading (MLG) is a growth-mindset approach to teaching and learning that refocuses grading, assessment, instruction, and lesson planning on clear learning</p>	<p><u>\$8,025</u> Budget Item/Cost 11316</p>		

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<p>targets and honors students' variables necessary for learning. It helps to ensure that ALL students succeed academically and are able to take charge of their own learning.</p>				
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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, RFEFs 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>PSA Counselor- master's level counselors and social workers who serve as child welfare and attendance experts. PSA Counselors work directly with students and parents to overcome barriers to regular attendance. PSA Counselors also collaborate with school staff and communities to increase student attendance and engagement toward better academic outcomes. Additionally, the PSA will implement an Attendance and Tardy Intervention Program. This will include creating regular attendance reports and discussing data with faculty and administration; identifying a schedule for absence and tardy make-up time both after-school and on Saturdays; support the PBIS grant at our school; and help the RJ Teacher Advisor run RJ circles and implement RJ curriculum.</p>	<p>Amount of School Innovation Funds</p> <p>\$121,440 Budget Item 12103</p>	<p>School Year [mark applicable year(s)]</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth</p> <p>Low-income, English Learners, RFEFs and 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%
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<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, 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>Parent Community Rep -assists in maintaining a program or a parent center or community center of a local school by providing various resources and information to parents through workshops, orientations, and training programs</p>	<p>Amount of School Innovation Funds</p> <p>\$6,856 Budget Item 21720</p>	<p>School Year [mark applicable year(s)]</p> <p><input checked="" type="checkbox"/> 2017-18</p>	<p>Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth</p> <p>Low-income, English Learners, RFEFs and 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%
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<p>Parent Community Rep -assists in maintaining a program or a parent center or community center of a local school by providing various resources and information to parents through workshops, orientations, and training programs</p>	<p>\$13,712 Budget Item 21720</p>	<p>X 2018-19</p>	<p>Low-income, English Learners, RFEs and foster youth.</p>	<ul style="list-style-type: none"> Percentage of schools training parents on academic initiatives (min. 4 workshops): 94% 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 <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs, and foster youth:</i></p> <ul style="list-style-type: none"> - 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 	<p>\$115,897 Budget Item 14564</p>	<p>X 2017-18</p>	<p>Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p>Restorative Justice Teacher Advisor-integral in providing wellness, restorative, child welfare and attendance, dropout prevention, intervention, recovery, and trauma-informed supports to our low-income, English Learners, RFEs and foster youth.</p>	<p>\$115,897 Budget Item 14564</p>	<p>X 2018-19</p>	<p>Low-income, English Learners, RFEs and foster youth.</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>Restorative Justice Teacher Advisor-integral in providing wellness, restorative, child welfare and attendance, dropout prevention, intervention, recovery, and trauma-informed supports to our low-income, English Learners, RFEs and foster youth.</p>	<p>\$115,897 Budget Item 14564</p>	<p>X 2018-19</p>	<p>Low-income, English Learners, RFEs and foster youth.</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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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.

Maria Herrera _____ Maria E. Herrera _____ 10/27/17
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.		
<u>Sandra Gephart Fontana</u>	<u>S Fontana for Linda DelCuato</u>	<u>11/28/17</u>
Typed name of Local District Superintendent / Designee	Signature of Local District Superintendent / Designee	Date