<div align="center">

Los Angeles Unified School District
2019-2020 School Innovation Funds Plan

</div>

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
AUDUBON MS	WEST	HAROLD BOGER

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	% of Homeless Students	% of Students with Disabilities	Total Amount of School Innovation Funds Allocated to the School
495	82.3% (n=464)	17% (n=84)	6% (n=30)	███	22.6% (n=112)	Total $ 661,528

Directions: Briefly describe, if applicable, the services being provided that are aligned to the District's LCAP goals and indicate the amount of School Innovation Funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth. **NOTE: A minimum allocation of School Innovation Funds must be used for professional development activities in English language arts and mathematics, and at a minimum School Innovation funds must be used for improving school climate utilizing a required staffing level.** *Please see the SIF Planning and Guidance document to import appropriate staffing levels into the plan.*

1

Audubon Middle School

Yearly Look fors:

School Year	Capacity	Expectations/Accountability	Sustainability
Year 1: 2017-2018	• Conduct Needs Assessment to identify priorities and ensure that resources are targeted to meet measurable outcomes • Align Professional Development priorities to meet instructional goals with emphasis on developing systems rooted in student achievement • Engage stakeholders in school plan • **Establish the Achievement Through Support Team**	• Discuss data & data analysis protocol • Identify focus groups for instructional rounds • Establish student leadership groups • **Establish the Achievement Through Support Team**	• Provide professional development on initiatives • Identify and review critical support for varied entry points of students, faculty, staff, and community • Begin documentation of the narrative around collaborative systems of planning and ongoing assessment • **Establish the Achievement Through Support Team**
Year 2: 2018-2019	• PLCs and/or BTT protocol are effectively used in ELA & math • Schoolwide ELA & math initiatives • Frequent peer to peer observations • Quality parent workshops • Process for monitoring school plan implemented by teachers • **Utilize ATS Team for resource mapping and data review**	• Publicly display school data and progress • Implement instructional rounds • Student-led conferences, student data chats, and student monitoring • Collaboration of all stakeholders to review and refine instructional plans based upon ongoing data analysis and review • **Utilize ATS Team for resource mapping and data review**	• Review and publish documentation of the narrative around collaborative systems • Establish parent cadres • Protocols for school systems that are known by all stakeholders • **Utilize ATS Team for resource mapping and data review**
Year 3: 2019-2020	• Highly qualified personnel to support instructional goals • Full implementation of school improvement plans • Teacher ownership of work at school site • School focused on continuous improvements • **Use results of ATS data review to guide data driven approaches**	• Mutual accountability shared amongst stakeholders • Environment that supports regular observations and feedback • Student ownership of own learning through an awareness of academic goals and achievements • **Utilize ATS Team for resource mapping and data review**	• Documentation of the journey • Maintain the collaborative systems of planning that are assessed • Proactive parent advisory group • **Utilize ATS Team for resource mapping and data review**

2

Audubon Middle School

Description of Services that address: **100% Graduation** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, 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*	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
A needs assessment was conducted analyzing data (SBA, IAB, mark analysis reports, Single Plan for Student Achievement, REED, and resources from the District Management Group). Staff was surveyed during professional development and parent/community members were surveyed using the following platforms: coffee with the principal and Saturday breakfast with the principal meeting/workshops. The needs assessment was needed to maximize our efforts and to align the plan to the foci area (mathematics). The needs assessment aided the school in determining data driven approaches to building capacity, establishing expectations & accountability systems, and in creating systems that will deem sustainable over time. School site leaders across the 12 schools will meet four times throughout the year as a professional learning community to measure the impact of implementation on teaching and learning. To ensure our school makes substantial progress towards meeting the graduation goal of 100% the following has been identified as an area of need: <u>Data:</u> The following percentages of students are not on track to earn a "C" or above in the core courses: English 30.3%; Math 44.8%; Science 23%; and Social Studies 34.6%. SBA Data reveals the following results: <table><tr><td>**ELA**</td><td>**Math**</td></tr><tr><td>• 2.08% Standard Exceeded • 9.79% Standard Met • 16.88% Standard Nearly Met • 71.25% Standard Not Met</td><td>• 1.04% Standard Exceeded • 3.95% Standard Met • 15.38% Standard Nearly Met • 79.63% Standard Not Met</td></tr></table> LIBRARY AIDE – to provide to students and teachers in the school library and media center to to provide teachers assistance in the instruction of information	[ ] 2017-18 [x] 2018-19 [x] 2019-20	$51,843	Low-income, EL, RFEP, and Foster Youth	• 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%

3

Audubon Middle School

Description of Services that address: **Proficiency for All** Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth: - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics - EL reclassification rate - Rate of ELs making annual progress on CELDT - Decrease in long-term English learners (LTELs)	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
Upon close analysis of SBA data, reclassification rate, and grade distribution reports more opportunities for professional growth for administration and teachers and strategic intervention for students must be systemized in an effort to maximize and align resources. Protocols learned from the District Management Group will be replicated to include all content areas – Year 1: Mathematics; Year 2: English; Year 3: Science & Social Science. This will include the development of SMART Goals for all content areas, targeting a specific group of students. Break Through Teams (BTT) will be developed for each area of focus. Content BTT members will serve as the ambassadors for change in their perspective content areas.	2017-18 x 2018-19 x 2019-20		Low-income, EL, RFEP, and 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%

SBA Data reveals the following results:

ELA	Math
• 2.08% Standard Exceeded • 9.79% Standard Met • 16.88% Standard Nearly Met • 71.25% Standard Not Met	• 1.04% Standard Exceeded • 3.95% Standard Met • 15.38% Standard Nearly Met • 79.63% Standard Not Met

Data extracted from the LCAP Scorecard: Proficiency for All:

Proficiency for All	17-18 School Actual
Percentage of Students Who Met or Exceeded Standards in 3rd-8th, 11th Grade ELA	11.8%
Percentage of Students Who Met or Exceeded Standards in 3rd-8th, 11th Grade Math	4.9%

4

Audubon Middle School

Percentage of English Learners Who Reclassify as Fluent English Proficient	36.4%
Percentage of English Learners Who Have Not Reclassified in 5 Years	%
Percentage of English Learners Making Annual Progress on CELDT	%
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	%

Many of the class sizes in core subject areas have 37 – 40 students in the class. Using Innovation and Title I funds, class sizes will be reduced to 25 – 35 students. Asst. Principal will assist the principal in providing direct feedback to teachers following observations. Currently administration is able to visit 2 classes per day. The additional administrator will increase this to 4 classes per day. Asst. Principal will also monitor the feedback given to students following the administration of the IABs.

CSR TCHR ELA ELEM – To lower class size in English Language Arts $116,274
DDSUB CSR T BEN ABSC (5 days) $1,800

IMA – Instructional materials to support the achievement of mathematics, ELA, science, and social studies standards $69,109

Description of Services that address: 100% Attendance — Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth: 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	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
Attendance has been identified as the foundation for student achievement. Learning cannot take place when students are not in seat. The increased focus on attendance through meaningful intervention and effective incentive programs will assist the school in maintaining a 96% or higher attendance rate. Students who are deemed chronically absent will be tiered and provided with supports tailored to meet their needs. Attendance Data extracted from MyData indicates the following:	[ ] 2017-18 [x] 2018-19		Low-income, EL, RFEP, and Foster Youth	• Percentage of students with a 96% or higher attendance rate: 75% • Percentage of students missing 16 days or more

5

Audubon Middle School

				x	2019-20			in a school year: 9%

Name of School	AUGUST	SEPTEMBER	OCTOBER
AUDUBON MS	97.0%	96.2%	95.4%

(right column continued): Percentage of all staff attending 96% or above: 78%

Attendance Data extracted from the LCAP Scorecard indicates the following:

100% Attendance	16-17 School Actual
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	30.2%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	37.9%
Percentage of All Staff Attending 96% or Above	34%

2017-2018 Current Attendance Data:
Chronic Absence (91% or lower) – 17.8%
Percentage of Students with a 96% or higher attendance – 71%
Percentage of Staff with a 96% or higher attendance – 67%

ROC CONTRACT TEACHER – to provide career/tech pathway courses to engage students in real-world experiences and increase school attendance

$82,353

Description of Services that address: **Parent, Community and Student Engagement** Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth. Percentage of parent/caregiver participation on School Experience Survey. Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)	School Year (mark applicable year(s))	Amount of School Innovation Funds	Targeted Student Group(s) Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
Partnerships forged with our parents and community members will open the doors of communication and close the communication gap between home and school. Parents and community members will become aware of and familiar with academic initiatives through workshops and community forums. Data: 38% of parents participated on Student Experience Survey. ITIN NURSE -- to provide supplemental health services. (1 day/wk)	[ ] 2017-18 [X] 2018-19 [x] 2019-20	$23,256	Low-income, EL, RFEP, and Foster Youth	• Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives

6

Audubon Middle School

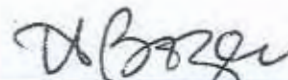|				
ITN ST&FAMRSCNAV-STM (2.5 days/wk) – to provide support for students and parents in need of social servcies		$41,611		(min. 4 workshops): 94%
ITIN PSYCH SCHOOL – to provide counseling to students, to consult regarding behavior intervention strategies, and to create staff and parent presentations. (2 days/wk)		$48,482		
COMMUNITY REP – 2 positions to develop community partnerships		$68,262		

Description of Services that address: **School Safety** _Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth._ - _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, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
The current discipline data extracted from Misis Adhoc reveals 73 Discipline Referrals and 2 Suspensions to date. With the added supervision, discipline referrals will decrease. Monitoring will be ongoing and the impact of the increased supervision aides will be measured by tracking discipline referrals weekly and the number of students who participate in restorative justice practices. Data: 3.1% Suspension Rate; 43% of students feel safe at school, Daily calls from PE staff regarding safe space, student truancy. Average of 2 fights per week school-wide NONREGC TCHR SEC - RJ Advisor: a teacher to implement restorative justice practices to improve school safety. Engage students and staff in Mindfulness strategies to teach self-regulation in support of the Growth Mindset Activities. CONTR INSTRL SCVC – to provide contract with ArtActive to integrate art into core instruction; to provide contract with STEP Learning to improve math PD for teachers and to offer enrichment STEM activities for students; to provide contract Carter Motivational Strategies PD for students.	x 2017-18 x 2018-19 x 2019-20	$116,274 $40,000	Low-income, EL, RFEP, and Foster Youth	• 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%

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.

4//26/2018

7

Audubon Middle School

Harold Boger	ＤＢＯＧＥＲ (signature)	4/3/19
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.		
Cheryl P. Hildreth _Candice Waters_ (signature)		4.29.19
Typed name of Local District Superintendent / Designee	Signature of Local District Superintendent / Designee	Date

8