

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

**Program Budget Code:**

10359 (School Innovation Funds)

Name of School	Local District	Principal
BRET HARTE MS	WEST	SONIA LEFFALL, Ed.D.

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
525	95.4% (n=502)	27.6% (n=145)	2.3% (n=12)	2.8% (n=145)	18.1% (n=95)	Total \$ 660,752

**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.**

## Bret Harte Middle School

### Yearly Look fors:

School Year	Capacity	Expectations/Accountability	Sustainability
<b>Year 1: 2017-2018</b>	<ul style="list-style-type: none"> <li>Conduct Needs Assessment</li> <li>Align Professional Development priorities to meet instructional goals with emphasis on developing systems rooted in student achievement</li> <li>Communicate school plan to stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Discuss data &amp; data analysis protocol</li> <li>Identify focus groups for instructional rounds</li> <li>Establish student leadership groups</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional development on initiatives</li> <li>Identify and review critical support for varied entry points of students, faculty, staff, and community</li> <li>Begin documentation of the narrative around collaborative systems of planning and ongoing assessment</li> </ul>
<b>Year 2: 2018-2019</b>	<ul style="list-style-type: none"> <li>PLCs are effectively used in ELA &amp; math</li> <li>Schoolwide ELA &amp; math initiatives</li> <li>Frequent peer to peer observations</li> <li>Quality parent workshops</li> <li>Process for monitoring school plan implemented by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Publicly display school data and progress</li> <li>Implement instructional rounds</li> <li>Student-led conferences, student data chats, and student monitoring</li> <li>Collaboration of all stakeholders to review and refine instructional plans based upon ongoing data analysis and review</li> </ul>	<ul style="list-style-type: none"> <li>Review and publish documentation of the narrative around collaborative systems</li> <li>Establish parent cadres</li> <li>Protocols for school systems that are known by all stakeholders</li> </ul>
<b>Year 3: 2019-2020</b>	<ul style="list-style-type: none"> <li>Highly qualified personnel to support instructional goals</li> <li>Full implementation of school improvement plans</li> <li>Teacher ownership of work at school site</li> <li>School focused on continuous improvements</li> </ul>	<ul style="list-style-type: none"> <li>Mutual accountability shared amongst stakeholders</li> <li>Environment that supports regular observations and feedback</li> <li>Student ownership of own learning through an awareness of academic goals and achievements</li> </ul>	<ul style="list-style-type: none"> <li>Documentation of the journey</li> <li>Maintain the collaborative systems of planning that are assessed</li> <li>Proactive parent advisory group</li> </ul>

Description of Services that address: <b>100% Graduation</b> <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> <ul style="list-style-type: none"> <li>- Graduation rate</li> <li>- Percentage of high school students on-track for A-G with a "C"</li> <li>- Percentage of students with an Individual Graduation Plan meeting</li> </ul>	School Year (mark applicable years)	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 from SBA, IAB, mark analysis reports, Single Plan for Student Achievement, 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 &	<div>x 2017-18</div> <div>x 2018-19</div> <div>X 2019-20</div>		Low-income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"> <li>Graduation Rate: 81%</li> <li>Percentage of high school students on-track for A-G with a "C": 50%</li> </ul>

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<p>accountability systems, and in creating systems that will deem sustainable over time. School site leaders across the 12 schools will meet quarterly as a professional learning community to measure impact of implementation on student achievement. To ensure our school makes substantial progress towards meeting the graduation goal of 100% the following has been identified as an area of need:</p> <p><b>Assistant Principal x1-</b> Will focus on Operations &amp; Discipline and Attendance &amp; SPED. Will monitor, supervise Campus Aides &amp; Supervision Aides to ensure systems and protocols are in place to ensure student and campus safety. Will supervise plant manager and ensure that systems and protocols are in place to manage school grounds, will ensure that district policies are implemented with fidelity and will communicate with principal and other staff members to keep them informed of important issues. Will collaborate with Intervention Coordinator, RJ Teacher and other support staff to develop a ISSP, ROI, SWPBIS plan to ensure a sound discipline plan. AP 2 will work with PSA to institute systems and protocols for running and maintaining a policy driven, time-bound and professional attendance office. Work with staff to make sure IEP/504 plans are current and correct, monitor classroom instruction, evaluate teachers and provide oral and written Spanish translations as needed.</p> <p><b>GENERAL SUPPLIES</b> – to support students with preparation for high A-G school requirements the school will ensure all students have the required materials (i.e. composition books, calculators, and graphing paper).</p> <p><b>Instructional Materials-</b> to support teacher with basic supplies and materials for extended learning activitie</p>		<p>1AP @ 138,186</p> <p>\$11,496</p> <p>\$2,243</p>		<ul style="list-style-type: none"> <li>Percentage of students with an Individual Graduation Plan meeting: 100%</li> </ul>
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# Bret Harte Middle School

Description of Services that address Proficiency for All	School Year(s) Applied to	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, 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, RFEPs and foster youth:</p> <ul style="list-style-type: none"> <li>- Percentage of students who met or exceeded standards in 3<sup>rd</sup>, 8<sup>th</sup>, 11<sup>th</sup> grade English language arts</li> <li>- Percentage of students who met or exceeded standards in 3<sup>rd</sup>, 8<sup>th</sup>, 11<sup>th</sup> grade mathematics</li> <li>- EL reclassification rate</li> <li>- Rate of ELs making annual progress on CELDT</li> <li>- Decrease in long-term English learners (LTELs)</li> </ul>				
<p>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 &amp; Social Science. This will include the development of SMART Goals for all content areas, targeting a specific group of students. We engaged in a trainer of trainer model and Bret Harte Prep will work with the onsite Instructional to continue our SMART Goals. We will also partner with the Math Achievement Collaborative (MAC) to increase student achievement and teacher instruction in mathematics.</p> <p><b>Instructional Coach:</b> Will provide demonstration lessons for teachers, organize Instructional Rounds to help teachers identify and address a problem of practice, conduct professional development, attend HEET meetings and utilize the Triple Track Agenda protocol to ensure that information reaches staff and students in a meaningful way. Work with ILT to provide teachers with actionable feedback. Work with Intervention Coordinator to examine and share data with staff and work through the process of Continuous Improvement to improve instructional practice and increase student achievement.</p> <p><b>PROFESSIONAL DEVELOPMENT TCHR X-TIME</b> – Teacher x-time will provide teachers with additional opportunities to attend professional development outside of the workday to extend their learning around best practices that have proven effective in increasing student achievement in the areas of ELA and math.</p> <p><b>IT Support Tech E1T/07</b>-Will monitor, set-up, and maintain all technology equipment. This will ensure a smooth set-up for testing and distribution of 1:1 IPADS. IT Support Tech will help teachers and administrators navigate software or websites such as: Naviance, Edgenuity, Lexia, STAR Assessments, Accelerated Math, Read Theory.Org, Schoology, IABs, SBA, ICAs,and Passport.</p> <p><b>NON-CAP EQUIP-OTHER</b> – Non-Cap Equip will be used to establish a 21<sup>st</sup> Century computer labs to support students in the area of ELA, math, and ELD. Laptops will be purchased for students' use. Students will be afforded the opportunity to take online tutorial courses in which instruction will be individualized.</p>	<div style="border: 1px solid black; padding: 2px;">x   2017-18</div> <div style="border: 1px solid black; padding: 2px;">x   2018-19</div> <div style="border: 1px solid black; padding: 2px;">X   2019-20</div>       <div style="border: 1px solid black; padding: 2px;">X   2018-19</div> <div style="border: 1px solid black; padding: 2px;">X   2019-20</div>   <div style="border: 1px solid black; padding: 2px;">X   2018-19</div> <div style="border: 1px solid black; padding: 2px;">X   2019-20</div>	<p>\$121,655 Diff Elem Coach \$1861</p>       <p>\$74,634</p>   <p>\$50,000</p>	<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> <li>• Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade ELA: 46%</li> <li>• Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade math: 36%</li> <li>• EL reclassification rate: 22%</li> <li>• Rate of ELs making annual progress on CELDT: 57%</li> <li>• Decrease the number of D's &amp;F's due to teacher's being able to provide students and parents with timely web-based feedback, Support the testing by ensuring there are no unresolved</li> </ul>

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<p><b>NON-CAP-EQUIP-CLASSROOM-</b> Non-Cap Equip Classroom will be used to update obsolete laptop computers to enable to teachers to take roll efficiently with laptops that interface effectively with the MISIS program.</p> <p><b>SOFTWARE LICNS MAINT</b> – Online programs (Edgenuity, Study Island, &amp; APEX) will be purchased to enhance students understanding of the ELA and math curriculum.</p> <p>The impact of the effectiveness of the counselor X-Time will be measured by mark analysis reports at the 5 week, 10 week, 15 week, and 20 week report card as well as on the SBA.</p> <p><b>Counselor X-Time</b> is needed to program students into the appropriate classes to support student achievement and intervention courses.</p>		0		technology issues.
		\$10,000		<ul style="list-style-type: none"> <li>Decrease in long-term English learners: 17%</li> </ul>
		\$5,000		<ul style="list-style-type: none"> <li>Increasing the attendance taking rate to 100%</li> </ul>

Description of Services that address: <b>100% Attendance</b> <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> - <i>Percentage of students with a 96% (172-180 days) attendance rate</i> - <i>Percentage of students missing 16 days or more in a school year</i> - <i>Percentage of all staff attending 96% or above</i>	School Year (mark applicable years)	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.  <b>PSA Counselor X Time</b> - Will monitor attendance daily and period by period, counselor chronically absent students, make home visits, Conduct SART, refer to SARB as needed, conduct attendance assemblies and provide attendance incentives, maintain an evidence binder of attendance. Work with administrator over attendance to coordinate chronic attendance mentor groups, support with blackboard connect scripts, work with outside agencies to encourage regular attendance (i.e. city attorney's office, DCFS, etc) Attendance Data extracted from MyData indicates the following:	<table><tr><td>x</td><td>2017-18</td></tr><tr><td>x</td><td>2018-19</td></tr><tr><td>X</td><td>2019-20</td></tr></table> <table><tr><td>X</td><td>2018-19</td></tr><tr><td>X</td><td>2019-20</td></tr></table> <table><tr><td>x</td><td>2018-19</td></tr></table> <table><tr><td>x</td><td>2019-20</td></tr></table>	x	2017-18	x	2018-19	X	2019-20	X	2018-19	X	2019-20	x	2018-19	x	2019-20	\$1,500	Low-income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"><li>Percentage of students with a 96% or higher attendance rate: 75%</li><li>Percentage of students missing 16 days or more in a school year: 9%</li><li>Percentage of all staff attending 96% or above: 78%</li></ul>
x	2017-18																	
x	2018-19																	
X	2019-20																	
X	2018-19																	
X	2019-20																	
x	2018-19																	
x	2019-20																	

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Name of School	YEAR	AUGUST	SEPTEMBER	OCTOBER
HARTE PREP MS	2017-18	97.1%	96.6%	95.0%
HARTE PREP MS	2018-19	96.8%	95.0%	94.6%

Attendance Data extracted from the LCAP Scorecard indicates the following:

100% Attendance			
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	69%	%60.7	%38.4
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	16%	%23	%36.2
Percentage of All Staff Attending 96% or Above	72%		

The support of the Intervention Support Coordinator and PSA Counselor will aid the school in increasing attendance by meeting or exceeding the LAUSD target of 96%.

- Percentage of students attending school at proficient levels70% or above
- Percentage of chronically absent students 9% or less or a reduction of 20%

Description of Services that address <b>Parent, Community and Student Engagement</b> <i>Budgeted priorities should be based upon the school's unique needs and following disaggregated data of low-income, English learners, foster youth:</i>	School Year (mark applicable year(s))	Amount of School Improvement Ponder	Targeted Student Group(s)	Related District-wide SY17-18 LCAP Targets
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<ul style="list-style-type: none"> <li>- Percentage of parent/caregiver participation on School Experience Survey</li> <li>- Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</li> </ul>			Low-income, EL, RFEP and/or Foster Youth	
<p>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.</p> <p><b>CONTR INSTRUL SVC</b> – The contract will be used to support parental workshops focused on increased student achievement, discipline, and creating a college going culture.</p> <p><b>ITIN PSYCH SOC WKR</b> – The PSW will provide individual, group and family treatment targeting students who are at risk of school failure due to social, behavioral, and emotional problems utilizing evidence based and/or evidence informed practices. The PSW will provide student and parent psycho-education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional issues that impact learning.</p> <p>The impact of the aforementioned budgeted items will surface in the form of increased parent involvement at school events. By the close of the 2019-2020 school year, there will be a 5% increase in parent attendance at school events as evidenced by sign in sheets and parent participation on surveys.</p>	<div>x 2017-18</div> <div>x 2018-19</div>	<p>\$50,000</p> <p>\$127,197</p>	<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> <li>• Percentage of parent/caregiver participation on School Experience Survey: 62%</li> <li>• Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%</li> </ul>

<p><b>Description of Services that address School Safety:</b></p> <p>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, African, and foster youth:</p> <ul style="list-style-type: none"> <li>- Single student suspension rate</li> <li>- Expulsion rate</li> <li>- Extent to which the school is implementing the Discipline Intervention Policy</li> </ul>	<p>School Safety Plan approved by the school board</p>	<p>Targeted Student Groups: Low-income, EL, RFEP</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
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- Percentage of students who feel safe at school			and/or Foster Youth					
<p>The current discipline data extracted from Misis Adhoc reveals 67 Discipline Referrals 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.</p> <p>Restorative justice practice will be infused within the climate and culture of the school as capacity is built with teachers and staff over a three year implementation period. Year 1: Understanding Restorative Justice as a tool to address undesired behaviors or mediate conflict using 1 strategy; Year 2: Adopt 3 strategies to use schoolwide; Year 3: Revisit adopted strategies and refine.</p> <p>SUPERVISION AIDES – Additional supervision aides are needed to support the site in addressing safety concerns. Aides will be used to provide increased supervision in the PE area and to monitor hallways/corridors during instructional hours. Campus aides will also supervise during lunch.</p> <p><b>RESTORATIVE JUSTICE TEACHER</b> – The RJ Teacher will coordinate the implementation of the Restorative Justice Implementation Plan to create a positive school culture. The RJ Teacher will work collaboratively with all school stakeholders to plan and support the implementation of the Discipline Foundation Policy to create a school culture shift that utilizes a restorative framework.</p> <p>The impact of the Restorative Justice Teacher will be measured by:</p> <ul style="list-style-type: none"><li>• The number of students who participate in restorative justice circles that yield positive results (i.e. fewer infractions).</li><li>• The effectiveness of the Tier 2 and Tier 3 interventions and supports.</li></ul> <p><b>ADMINISTRATIVE OVERTIME</b>- Administrators will work overtime to plan for professional development workshops for teachers, students, and parents, plan, monitor, implement afterschool tutoring and Saturday school for under-achieving students, provide demonstration lessons, for teachers, and parent workshops.</p>	<table><tr><td>x</td><td>2017-18</td></tr><tr><td>x</td><td>2018-19</td></tr></table> <p>2018-19</p>	x	2017-18	x	2018-19		<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"><li>• Suspension rate: .35%</li><li>• Expulsion rate: .01%</li><li>• Extent to which the school is implementing the Discipline Foundation Policy: 88%</li><li>• Percentage of students who feel safe at school: 80%</li><li>• A reduction in the number of verbal and physical altercations, ditching, and engagement in other “at-risk” behaviors</li><li>• Conflict resolution that involves accountant talk that results in a positive change in student behaviors, engenders, respect for peers</li><li>• An increase in parental involvement, student achievement</li></ul>
x	2017-18							
x	2018-19							



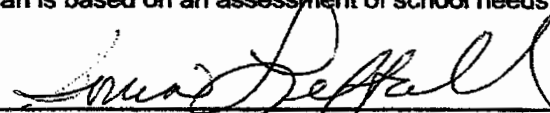
**Bret Harte Middle School**

				and teacher effectiveness.
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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.

Sonia Leffall

Typed name of School Principal




Signature of School Principal

06/20/2019

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.



Typed name of Local District Superintendent / Designee



Signature of Local District Superintendent / Designee

6.25.19

Date