

Communication and Technology School @ Diego Rivera Learning Complex

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

Program Budget Code:

10359 (School Innovation Funds)

Name of School	Local District	Principal
Communication and Technology School	South	Cynthia Gonzalez

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
480	89%	22%	█%	Total \$ 652,997

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.**

Communication and Technology School @ Diego Rivera Learning Complex

To create additional rows, click outside a row on the right side then press enter.

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	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				
<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 								
Secondary Counselor – to reduce the counselor to student ration in order to provide students counseling on college and career, create individual graduation plans, monitor student academic progress and provide socio-emotional support to ensure that all students are emotionally and academically prepared for graduation and beyond.	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2019-2020</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2019-2020</td> </tr> </table>	x	2019-2020	x	2019-2020	\$116,274 ✓	100%	<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%
x	2019-2020							
x	2019-2020							

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, RFEPs and foster youth:</i>	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 SY19-20 LCAP Targets		
<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 (LTELs) 						
Contracts Instructional Services- (Los Angeles Education Partnership, The Howard Group, Harvard): Targeted instructional support for Math and ELA teachers. To support the implementation of rigorous curriculum and alignment to the Common Core instructional standards in order to increase the amount of students that score meets and exceeds on the Smarter Balanced Assessment (SBA). Included in this are workshops, coaching sessions, peer to peer observation structures, lesson study's.	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2019-2020</td> </tr> </table>	x	2019-2020	\$39,189 ✓ need to add amount for LAEP coaches	100%	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 41% • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 11%
x	2019-2020					

Communication and Technology School @ Diego Rivera Learning Complex

<p>Other Non-Instructional Contracts- Contract to increase socio-emotional supports for students, including community building, classrooms relationship building, staff and student wellness.</p> <p>RJ teacher- Focus on Restorative Practices and mediation among students.</p> <p>Teacher Assistant Relief- To provide TA relief for TA's to support students in need of academic support.</p> <p>Day to Day Subs- to pay for release time for teacher planning and alignment of building literacy and numeracy across the content areas to support English Learners, Low Income and Foster students. Funding will allow for 3 release days for 20 teachers.</p> <p>Teacher x-time- To provide teachers planning time (220hrs) towards the alignment of mastery learning and grading in order to ensure that English Learners, Low Income Students and Foster youth meet proficiency on the California Common Core state standards.</p>	x	2019-2020	\$83,000 ✓	100%	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
			\$67,559 ✓	100%	
			\$3,005 ✓	100%	
			\$10,000 ✓		
			\$4,974 ✓	100%	

Description of Services that address: 100% Attendance	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	
<p><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></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>Pupil Services and Attendance Counselor- Support child welfare services and attendance improvement by providing evidence based, tiered absence and drop out prevention and early intervention strategies, including data monitoring and sharing,</p>	x	2019-2020	\$121,527 ✓	100%	<ul style="list-style-type: none"> • Percentage of students with a 96% or higher attendance rate: 75% • Percentage of students

Communication and Technology School @ Diego Rivera Learning Complex

attendance awareness campaigns, targeted and intensive child welfare and attendance services for identified students.				missing 16 days or more in a school year: 9% <ul style="list-style-type: none"> Percentage of all staff attending 96% or above: 78%
<p style="text-align: center;">Description of Services that address:</p> <p style="text-align: center;">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, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - <i>Percentage of parent/caregiver participation on School Experience Survey</i> - <i>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</i> 	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
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>			<ul style="list-style-type: none"> Percentage of parent/caregiver participation on School Experience Survey: 62% Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
<p style="text-align: center;">Description of Services that address: School Safety</p> <p><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></p> <ul style="list-style-type: none"> - <i>Single student suspension rate</i> - <i>Expulsion rate</i> - <i>Extent to which the school is implementing the Discipline Foundation Policy</i> - <i>Percentage of students who feel safe at school</i> 	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
PSW- Focus on essential resiliency screenings, teacher trauma informed professional development, and family resiliency education after school. PSW will use evidenced based non punitive resilience classroom curriculum to address the serious need to help students develop resiliency skills to cope with trauma.	<input checked="" type="checkbox"/> 2019-2020 <input checked="" type="checkbox"/> <input type="checkbox"/>	\$194,443 ✓	100%	<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%

Communication and Technology School @ Diego Rivera Learning Complex

				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.

Cynthia Gonzalez		9/29/2017
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.		
		3/29/19
Typed name of Local District Superintendent / Designee	Signature of Local District Superintendent / Designee	Date