

Crenshaw High School

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

Program Budget Code:

10359 (School Innovation Funds)

Name of School	Local District	Principal
Crenshaw High School STEMM Magnet	West	Peter Benefiel

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
726	90.4%	13.7%	3.8%	Total \$ 913,575

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.**

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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> <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 	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>Crenshaw High School students had a 77% graduation rate for the 2017-2018 school year, down from 80% the previous year, as measured by the California Dashboard. As a result, credit recovery beyond the school day is needed in order to show required progress in this area.</p> <p>Credit Recovery and Intervention Program will provide students with access to math tutoring, core-subject intervention, and credit recovery on Saturdays, during the school year. This program will require the following:</p> <p>Administrator X- Time: 60 hrs x \$80 = \$4800 Teacher X-Time: 200 hrs x \$80 = \$16000 Clerical OT: 60 hrs x \$35 = \$2100 Custodial OT: 60 hrs x \$35 = \$2100</p>	<div>2019-20</div>	\$25,000	Low-income EL RFEP 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%

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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, RFEPs and foster youth.</i> <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) 	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>During the 2017-2018 school year, Crenshaw students scored at proficient or above as measured by SBAC as follows: 15% in ELA 2% in Math</p> <p>As a result, there is a need to provide academic support for students beyond the school day, professional development for teachers, TA's to support students in the classroom, CSR teachers to decrease the student to teacher ratio, and teacher development through conference attendance. Online learning platforms will provide for personalized learning and students to work at their own pace through content. Finally, teachers will have time before school starts to receive PD, collaborate and plan the years lessons and units.</p> <p>After school tutoring will be provided to assist students in all subjects including ELA, mathematics, Social Studies, and Science. Students will receive differentiated support in order to access the core curriculum.</p> <p>Teacher Tutor X Time: 27 hrs x \$80 = \$2185</p>	<div>2019-20</div>	\$2185	Low-income EL RFEP Foster Youth	<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>Professional Development: College Board - AP by the Sea Summer Institute (San Diego) AP Teachers from will attend the AP Summer Institute to receive 30 hours of pedagogical- and content-rich training designed to strengthen how they teach AP courses.</p> <p>Conference Attendance: 6 Teachers x \$3000 = \$18000</p> <p>CUE Conference: Member of the technology implementation committee, which includes teachers, will attend the CUE conference in order to learn about best practices for the use of instructional technology, explore</p>	<div>2019-20</div>	\$39,900	Low-income EL RFEP Foster Youth	<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%

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learning applications and software, and further develop the Crenshaw High School Technology Implementation plan. Conference Attendance: 8 Faculty x \$1550 = \$12400 Standards Institute: Lead teachers for ELA and Math, and an administrator or coordinator will attend the this conference in order to lead their departments in developing instructional coherence, rigor, and learning tasks that require high level depth of knowledge skills by students Conference attendance: 3 faculty members x \$2500 = \$7500 Black Child Conference: Faculty, staff, and parents will attend the Black Child Conference in order to explore strategies for engaging students, using culturally relevant pedagogy, and learning about college admission strategies and pathways. Conference Attendance: 10 faculty/staff/parents x \$200 = \$2000				<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%		
Teaching Assistants: Will support students in the core content classes (ELA, math, science, social studies). TA's will work under the direction of the assigned teacher, including the ELD teacher to provide access for students to the core curriculum. 2 @\$19,573 / each	<table><tr><td></td><td>2019-20</td></tr></table>		2019-20	\$39,146	Low-income EL RFEP Foster Youth	<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%
	2019-20					
CSR Teachers: CSR Teacher for English Language Arts: Magnet Index reflects a need to improve student achievement. CSR teacher to provide students with more, personalized and targeted academic support, we will reduce student to teacher ratio in ELA courses. CSR Teacher for Mathematics: Magnet Index reflects a need to improve student achievement. CSR teacher to provide students with more, personalized and targeted academic support, we will reduce student to teacher ratio in Math courses. CSR Teacher: Will teach computer science elective and CTE computer science pathways. Students will earn industry certifications and complete	<table><tr><td></td><td>2019-20</td></tr></table>		2019-20	\$112,153 \$112,153 \$109,947 \$37,065	Low-income EL RFEP Foster Youth	<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%
	2019-20					

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capstone classes to demonstrate college and career readiness as measured by the California Dashboard. CTE Teachers: Will provide instruction in graphic design, sports medicine, and dance. Students will at minimum complete an introductory course and capstone to demonstrate college and career readiness as measured by the California Dashboard. Students will be eligible to earn an industry certification making them immediately job ready. (15% of salary after District allocation of positions)				<ul style="list-style-type: none">Rate of ELs making annual progress on CELDT: 57%Decrease in long-term English learners: 17%						
Instructional Contracts: ALEKS: Will provide personalized learning platform to support, remediate, and extend mathematics instruction for students. School City: Online assessment planning platform will allow teachers to develop, deliver, and receive immediate results from common assessments. Data will be used to monitor student process, evaluate instruction, and plan for future instruction. DigiCoach: Will allow administrators for observation classroom instruction and provide immediate feedback to teachers around the teaching and learning framework elements. Educational Support Organization: Crenshaw will partner with an Educational Support Organization in order to receive instructional coaching, provide professional development to teachers, and develop data analysis protocols and program action plans. 1 year @\$25,000	<table><tr><td></td><td>2019-20</td></tr></table>		2019-20	<table><tr><td>\$10,000</td></tr><tr><td>\$10,000</td></tr><tr><td>\$2500</td></tr><tr><td>\$25,000</td></tr></table>	\$10,000	\$10,000	\$2500	\$25,000	Low-income EL RFEP Foster Youth	<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%
	2019-20									
\$10,000										
\$10,000										
\$2500										
\$25,000										
Training Rate for Teachers: Teachers will return for 3 days over the summer, before school begins, and receive professional development on effective classroom strategies, unit and lesson planning, and classroom management. Teachers will have an opportunity to work instructional planning based on the topics covered during professional development.	<table><tr><td></td><td>2019-20</td></tr></table>		2019-20	\$17,640	Low-income EL RFEP Foster Youth	<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%				
	2019-20									

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					<ul style="list-style-type: none">• Decrease in long-term English learners: 17%
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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, 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"> - 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>Crenshaw currently has a chronic absence attendance rate of 42.8%. The number of students with proficient attendance (7 days missed days of school or less) is 20.6%. As a result, there is work to be done in building a mind set with students that attendance is crucial to their academic progress.</p> <p>Psychiatric Social Worker: a PSW is needed to support students in dealing with psychological and trauma concerns that may be impacting their attendance at school.</p>	2019-20	\$121527	Low-income EL RFEP 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%

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, 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"> - Percentage of parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually) <p>For the 2018-2019 school year 14% of parents completed the school experience survey. In addition, 13% of parents have signed up for the Passport system. There is a need to determine effective strategies that will engage parents through a variety of approaches. Also, educating our families on the importance of being present and involved is a need. Community Representative will work to increase parent engagement and conference attendance will be part of a larger parent educational initiative.</p> <p>Black Child Conference: Faculty, staff, and parents will attend the Black Child Conference in order to explore strategies for engaging students, using culturally relevant pedagogy, and learning about college admission strategies and pathways.</p>	2019-20	(See above. Already calculated under proficiency for all)	Low-income EL RFEP Foster Youth	<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%
Community Representatives will assist parents in the parent center, provide workshops to parents on financial aid, Passport system,	2019-20	\$25,599 \$25,599	Low-income EL	<ul style="list-style-type: none"> • Percentage of parent/caregiver

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communicating with teachers, supporting children at home in core subjects, and using community resources. Community representatives will also assist with registration and enrollment of new families and attend articulation events with middle schools.			RFEP Foster Youth	<ul style="list-style-type: none"> participation on School Experience Survey: 62% Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
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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, RFEPs, 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, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<p>Per the 2019-2020 school experience survey, 34% of students report being safe at the school. In addition, 50% of students report that they are happy to be at Crenshaw. The school psychologist and RJ Advisor will develop activities and systems that will engage students in building a sense of school community, and work to mediate conflict between students.</p> <p>School Psychologist: School psychologist to develop mental health support systems for students, provide crisis response, participate in the SSPT, develop MTSS, and conduct psycho-educational assessments. .45 FTE = \$54545</p>	2019-20	\$54,545	Low-income EL RFEP 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%
<p>Restorative Justice Advisor: Restorative Justice Teacher Adviser will support school community building efforts, including augmenting staff capacity to identify and use restorative strategies to address student misconduct, enhancing interpersonal relationships and connections among students, staff, parents/caregivers, and families.</p> <p>The impact of the Restorative Justice Teacher will be measured by:</p> <ul style="list-style-type: none"> The number of students who participate in restorative justice circles that yield positive results (i.e. fewer infractions). 	2019-20	\$100,180	Low-income EL RFEP 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%

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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.

Peter Benefiel

Typed name of School Principal

P. Benefiel

Signature of School Principal

3/25/19

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 Hildreth

Typed name of Local District Superintendent / Designee

Cheryl Hildreth

Signature of Local District Superintendent / Designee

4/9/19

Date