

East Valley High School

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

Program Budget Code:

10359 (School Innovation Funds)

Name of School	Local District	Principal
East Valley High School	Northeast	Lourdes De Santiago

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
489	87%	26%	2%	Total \$ 677,038

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
Mastery Grading (PD and teacher X-time) 7 teachers, 20 hours, \$84/hr	<input type="checkbox"/> 2019-20	\$11,760	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%
1 session of Saturday School (teachers, administration, clerical, counselor, B and G) 60 hours	<input type="checkbox"/> 2019-20	\$20,160		
Auxiliary classes (3 classes, 4 quarters each)		\$58,474		
General Supplies		\$7,304		
Tutor Teacher x-time (20 weeks, 2 times per week, 4 teachers)		\$6,000		
CSR Teacher		117,632		
Rationale: Mastery grading PD and collaboration, Saturday school, teacher auxiliaries are three components in our comprehensive intervention plan. All three interventions will give students additional opportunities to pass their A-G courses and will lead to an increase in our graduation rate. Through mastery grading, students will be able to pass at a higher rate and Saturday school will enable students with additional attempts to pass a course they have previously failed. Funding teacher auxiliaries will allow for more opportunities for intervention classes and increase our overall class offerings. In addition this will give students more opportunities to pass a course successfully and lower class sizes across the matrix. Lastly, class size reduction teacher will be added to the faculty to decrease class size in core courses. CSR teacher will provide additional opportunities for students to take needed A-G courses and will allow more time for individual instruction overall.				

Description of Services that address:	School	Amount of	Targeted	Related District-wide
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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>	Year [mark applicable year(s)]	School Innovation Funds	Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	SY17-18 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 (LTEs) 				
Achieve 3,000	<input type="text"/> 2019-20	10,832	Low-income	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46%
Day to Day sub time (96 days @\$365/day)	<input type="text"/> 2019-20	35,157	EL	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 36%
Conference attendance		\$5,000	RFEP	<ul style="list-style-type: none"> • EL reclassification rate: 22%
Curricular trips		\$5,240	Foster youth	<ul style="list-style-type: none"> • Rate of ELs making annual progress on CELDT: 57%
AP Conference attendance		\$5,000		<ul style="list-style-type: none"> • Decrease in long-term English learners: 17%
GATE curricular trips (2 trips at \$370 each)		\$740		
GATE coordinator differential (per year)		\$1,513		

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 				
Pupil Services and Attendance Counselor (PSA)	<input type="text"/>	127,555	Low-income	<ul style="list-style-type: none"> • Percentage of students with a 96% or higher attendance rate: 75%
Psychiatric Social Worker (PSW)	<input type="text"/> 2019-20	127,555	EL	<ul style="list-style-type: none"> • Percentage of students missing 16 days or more in a school year: 9%
Attendance Incentives		1,000	RFEP	<ul style="list-style-type: none"> • Percentage of all staff
360i suite (tardy sweep program)		1,400	Foster youth	

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<p>Rationale: <i>The PSA will help monitor student attendance, help students clear absences, make recommendations to SSPT and SARB and help support students in maintaining proficient attendance. PSA will recommend support services and aid students with barriers that interfere with their regular school attendance. The PSW will provide needed psychological services to students; individually or in groups. They will additionally connect students with support services both on and off campus and will work with teachers and RJ teacher to plan lessons in advisory (SOAR) period that supports students overall mental health. Attendance incentives will be to reward students for maintaining proficient attendance and also incentivize students to improve their attendance. The 360i Suite will help regulate tardies and period absences.</i></p>				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, RFEPs, 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) 	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>Parent workshops</p> <p>Rationale: <i>Parent workshops will be provided free of charge to parents. They will have opportunities to learn a variety of parenting skills, learn how they can support their children's education and find ways to connect with school faculty. Through innovation funding we can increase the number of classes we can offer to parents and bring in service providers to provide a wider range of parenting programs</i></p>	<div> <div></div> <div>2019-20</div> </div>	3,000	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%

<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, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Single student suspension rate - Expulsion rate 	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income,	Related District-wide SY17-18 LCAP Targets
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<ul style="list-style-type: none"> - Extent to which the school is implementing the Discipline Foundation Policy - Percentage of students who feel safe at school 			EL, RFEP, and/or Foster Youth	
<p>Restorative Justice Teacher</p> <p><i>Rationale:</i> <i>The Restorative Justice Teacher Adviser will coordinate the use of LAUSD's Restorative Justice Implementation Plan to create a positive school climate. The Restorative Justice Teacher Adviser will work collaboratively with all stakeholders to plan, and support the implementation of a school culture shift that utilizes a restorative framework.</i></p>	<div> <div></div> <div>2019-20</div> </div>	121,995		<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%

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.

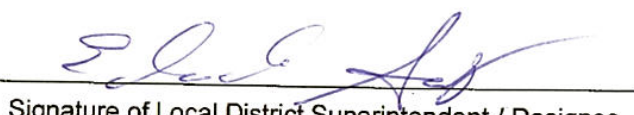
Lourdes DeSantiago
 Typed name of School Principal


 Signature of School Principal

12/6/19
 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.

Eduardo Solerzano
 Typed name of Local District Superintendent / Designee


 Signature of Local District Superintendent / Designee

12/9/19
 Date