

Edward R. Roybal Learning Center

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

Program Budget Code:

10359 (School Innovation Funds)

Name of School	Local District	Principal
Edward R. Roybal Learning Center	Central	Jared DuPree

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
882 duplicated-1087	95.57%	22%	■%	Total \$ 1,119,866/year

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.**

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

Edward R. Roybal Learning Center

<p>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></p> <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 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>L</p>
<p>English/Math/ELD Professional Development A focus on Math and English Language Arts (ELA)/English Language Development outcomes for students is essential to ensuring better graduation rates and college and career readiness for students.</p> <p>Administration and Instructional Coach observe teachers and note areas of challenge aligned with school-wide instructional teaching and learning framework focus. Create assessments aligned to SBAC and ELPAC and data analysis. Conduct monthly Saturday PD based on content area and individual needs (Admin and coach facilitate) Teachers implement and receive feedback between monthly cycles. Repeat this cycle (November – May)</p>	<div> <div>x</div> <div>2019-20</div> </div>	<p>PD Teacher X-Time \$15,288</p> <p>Instructional Coach \$120,309</p> <p>Assistant Principal \$155,855</p> <p>Total \$291,452</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<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% • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA 65%, Math 36%

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<p>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></p> <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) 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p>Advisory Intervention Program <i>emphasize ?</i> Advisory computer labs will be established to <u>emphasis</u> SBAC preparedness for juniors' demonstrated underperformance in core math and English classes. Fastforward EL support will be used in an additional lab to prepare students for the spring administration of the ELPAC. Intervention support coordinator will work with SLC leads to facilitate instruction in the labs. The Intervention support coordinator will be used to provide in-class support for identified students.</p>	<p><input checked="" type="checkbox"/> 2019-20</p>	<p>Intervention Support Coordinator \$116,739</p> <p>Total \$ 116,739</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<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%

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<p>Description of Services that address:</p> <p>Proficiency for All</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"> - 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) 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p>3 CSR TCHR SEC English</p> <p>There is a need to increase English course elective offerings to increase student engagement, enrollment, attendance, and graduation rates. There is a need for reduced English language learner class sizes. We will incorporate debate, speech, and English literature. One teachers are needed for these two SLC pathways.</p> <p>Associated substitute coverage</p>	<p><input checked="" type="checkbox"/> 2019-20</p>	<p>1 CSR Teacher English \$112,153 ✓</p> <p>1 CSR Teacher English \$86,018 ✓</p> <p>1 CSR Teacher English \$80,821 ✓</p> <p>Sub Days \$10,800 ✗</p> <p>Total \$289,792</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<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%

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<p>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></p> <ul style="list-style-type: none"> - <i>Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts</i> - <i>Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics</i> - <i>EL reclassification rate</i> - <i>Rate of ELs making annual progress on CELDT</i> - <i>Decrease in long-term English learners (LTEs)</i> 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p>2 CSR TCHR SEC MATH</p> <p>There is a need to increase math course elective offerings to increase student engagement, enrollment, attendance, and graduation rates. There is a need for reduced algebra class sizes. Two teachers are needed for algebra intervention support</p> <p>Associated substitute coverage</p> <p>Salary Increase - UTLA</p>	<p><input checked="" type="checkbox"/> 2019-20</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>1 CSR Teachers-math \$80,097</p> <p>1 CSR Teachers-math \$95,145</p> <p>Sub Days \$7,200</p> <p>Total \$182,442</p> <p>47,4654</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade Math: 36% • EL reclassification rate: 22% •

Edward R. Roybal Learning Center

<p>Description of Services that address:</p> <p>100% Attendance</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 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> 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY:17-18 LCAP Targets</p>
<p>Counselor Achievement Through Support Teams</p> <p>The counselor will be integral in providing wellness, restorative, child welfare and attendance, dropout prevention, intervention, and recovery, and trauma-informed supports to schools. The counselor will lead an SSPT to conduct a comprehensive needs assessment, resource mapping, and data review, and will utilize evidence-based, data-driven approaches to build capacity and tailor multi-tiered systems of support and interventions to address the identified needs of each school community.</p> <p>Counselor</p>	<div> <input checked="" type="checkbox"/> 2019-20 </div>	<p>Counselor \$108,192</p> <p>Total \$108,192</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students with a 96% or higher attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9% • Percentage of all staff attending 96% or above: 78%

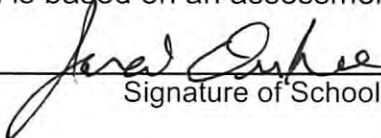
Edward R. Roybal Learning Center

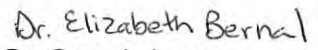

<p>Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - <i>Percentage of parent/caregiver participation on School Experience Survey</i> - <i>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</i> 	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
			<p>Low-income, EL, RFEP, and/or Foster Youth</p>	

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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
Counselor Counseling team will use data to conduct a needs assessment for the following year. Discipline Foundation policy implementation and the school experience survey results will be reviewed. The team will design an instructional retreat targeting the identified areas of challenge. The team will review their feedback observation protocols and examine all school resources using a resource mapping protocol.	<div style="border: 1px solid black; padding: 2px;">x 2019-20</div>	/Counselor \$83,784 Total \$83,784	Low-income, EL, RFEP, and/or 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%

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.

Jared DuPree <hr/> Typed name of School Principal	 <hr/> Signature of School Principal	3-28-19 <hr/> Date
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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.		
<div style="text-align: center;">  Dr. Elizabeth Bernal Mr. Roberto Martinez / Dr. Georgia Lazo </div> <hr/> Typed name of Local District Superintendent / Designee	 <hr/> Signature of Local District Superintendent / Designee	4/3/19 <hr/> Date