

Torres High School – Engineering & Technology Academy (ETA)

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

Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
Torres Engineering & Technology Academy	LD East	Diana Faatai

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
402	85.68%	21%	3.5%	Total \$ 473,849

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.

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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
NAVIANCE Naviance will provide convenient resources to instruct and streamline student pathways toward college and career readiness. Targeted student groups will identify their strengths and interests, set career goals, select applicable courses, and access information for evaluating, applying to, and choosing a college. Targeted student groups, counselors, parents, will also be equipped with the resources and guidance necessary to be college ready upon graduation. Naviance would also reinforce and strengthen the support for the 20% from the class of 2018 who are missing 1 to 2 A-G required courses, the 9% who are missing 3-4 A-G required courses, and the 7% who are missing 5+ A-G required courses. Couns Sec X Time (11087)	x 2019-2020	\$3,243	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%

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
CSR SEC TCHR 24/10 (120501) TSP Advisor	x 2019-2020	\$104,144 95,566	Low-income, EL, RFEP, Foster Youth	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards

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<p>ACHIEVE3000 In support of increasing Reading Comprehension levels along with deepening critical thinking skills.</p> <p>Day to Day Substitutes (10559) Days for teacher collaboration planning, conference attendance, etc.</p> <p>General supplies (40227) Support student learning in the classrooms.</p> <p>Oth Non Instrul Contract (50003) Support instructional materials for student learning in the classrooms.</p> <p>MICRO SUP AST C1T (25691) Technology Support staff is necessary to provide instruction, and support for the Break-through Innovation Process, and Non-cap Equip (projectors, speakers, computer/laptop, ALEKS, NewsELA, NAVIANCE, document camera, etc.)</p> <p>NON-CAP EQUIP Students, and staff will need updated technology to provide instruction (computer/laptop, Chrome Books, projectors, speakers, microphones, etc.), and support to equip targeted student groups with 21st Century Skills.</p>		<p>\$ 8,191 (purchased w/General Fund)</p> <p>\$ 2,000</p> <p>\$ 10,785</p> <p>\$ 4,000</p> <p>\$ 77,890</p> <p>\$ 54,698</p>		<p>in 3rd-8th, 11th grade ELA: 46%</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% 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>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"> - 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>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>ITIN COUNS PSA C (12103) The Pupil Services and Attendance (PSA) counselor will support ETA in achieving attendance improvement targets school wide. The PSA would establish systemic procedures for ETA in order to lower the %</p>	<p>x 2019-2020</p>	<p>\$121,523</p>	<p>Low-income, EL, RFEP, Foster Youth</p>	<ul style="list-style-type: none"> Percentage of students with a 96% or higher attendance rate: 75%

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<p>of chronically absent students, increase the percentage of students with 96% or higher attendance and decreasing the percentage of students with 91% or lower attendance. With 20% of class of 2018 missing 1-2 A-G requirements, 9% missing 3-4 A-G requirements, and 7% missing 5+ A-G requirements, the PSA would support efforts to increase attendance to support college and career readiness.</p>				<ul style="list-style-type: none"> Percentage of students missing 16 days or more in a school year: 9% Percentage of all staff 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) 	<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>ITIN COUNS PSA C (12103) The Pupil Services and Attendance (PSA) counselor will support ETA students in achieving attendance improvement targets schoolwide. The PSA would establish systemic procedures for ETA in order to lower the % of chronically absent students, increase the percentage of students with 96% or higher attendance and decreasing the percentage of students with 91% or lower attendance. The PSA will also assist parents with non-academic support references (health, counseling, social emotional, etc.).</p> <p><i>NOTE: ETA currently staffs a Community Rep who works with the Counselors, and Administration to build ETA parent involvement, and to support parent needs.</i></p>	<table border="1"> <tr> <td>x</td> <td>2019-2020</td> </tr> </table>	x	2019-2020	<p>LISTED ABOVE</p>	<p>Low-income, EL, RFEP, Foster Youth</p>	<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%
x	2019-2020					

<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 Extent to which the school is implementing the Discipline Foundation Policy Percentage of students who feel safe at school 	<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>

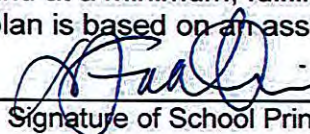
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<ul style="list-style-type: none"> - <i>Expulsion rate</i> - <i>Extent to which the school is implementing the Discipline Foundation Policy</i> - <i>Percentage of students who feel safe at school</i> 			Low-income, EL, RFEP, and/or Foster Youth	
<p><i>ETA is co-located with 5 Pilot Schools on the Torres High School Campus. Campus-wide safety is collaborated and shared among all 5 schools. Currently, ETA has one full-time supervision aide, and a 3 hour supervision aide to support Torres HS' Safety Plan.</i></p> <p><i>The on-site Community Center offers academic, non-academic assistance and social emotional support to all Torres HS students.</i></p> <p><i>To further support ETA's School Safety, future funding may allow for more supervision and Positive Behavior Support staff.</i></p>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">x 2019-2020</div>	NA	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%

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.

Diana Faatai

Typed name of School Principal



Signature of School Principal

4.22.19

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.

Jose Huerta

Typed name of Local District Superintendent / Designee

Signature of Local District Superintendent / Designee

Date