

Washington Preparatory 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
George Washington Preparatory High School	West	Dechele Byrd

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	% of Homeless Students	% of Students with Disabilities	Total Amount of School Innovation Funds Allocated to the School
796	88% (n=701)	17% (n=135)	4.9% (n=40)	2% (n=15)	19% (n=152)	Total \$ 1,048,517.00

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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Local District West Universal Look fors:

School Year	Capacity	Expectations/Accountability	Sustainability
Year 1: 2017-2018	<ul style="list-style-type: none"> Conduct Needs Assessment to identify priorities and ensure that resources are targeted to meet measurable outcomes in instruction, climate and culture, parent & community engagement, and safety priorities Align Professional Development priorities to meet instructional goals with emphasis on developing systems rooted in student achievement Engage stakeholders in school plan Establish the Achievement Through Support Team 	<ul style="list-style-type: none"> Discuss data & data analysis protocol Identify focus groups for instructional rounds Establish student leadership groups Establish the Achievement Through Support Team 	<ul style="list-style-type: none"> Provide professional development on initiatives Identify and review critical support for varied entry points of students, faculty, staff, and community Begin documentation of the narrative around collaborative systems of planning and ongoing assessment Establish the Achievement Through Support Team
Year 2: 2018-2019	<ul style="list-style-type: none"> PLCs and/or BTT protocol are effectively used in ELA & math Schoolwide ELA & math initiatives Frequent peer to peer observations Quality parent workshops Process for monitoring school plan implemented by teachers Utilize ATS Team for resource mapping and data review 	<ul style="list-style-type: none"> Publicly display school data and progress Implement instructional rounds Student-led conferences, student data chats, and student monitoring Collaboration of all stakeholders to review and refine instructional plans based upon ongoing data analysis and review Utilize ATS Team for resource mapping and data review 	<ul style="list-style-type: none"> Review and publish documentation of the narrative around collaborative systems Establish parent cadres Protocols for school systems that are known by all stakeholders Utilize ATS Team for resource mapping and data review
Year 3: 2019-2020	<ul style="list-style-type: none"> Highly qualified personnel to support instructional goals Full implementation of school improvement plans Teacher ownership of work at school site School focused on continuous improvements of the metrics on the California Dashboard Use results of ATS data review to guide data driven approaches 	<ul style="list-style-type: none"> Mutual accountability shared amongst stakeholders Environment that supports regular observations and feedback Student ownership of own learning through an awareness of academic goals and achievements Utilize ATS Team for resource mapping and data review 	<ul style="list-style-type: none"> Documentation of the journey Maintain the collaborative systems of planning that are assessed Proactive parent advisory group Utilize ATS Team for resource mapping and data review

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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						
<p>A needs assessment was conducted to determine the inequities that cause students achievement marks being below target areas by analyzing data (California Dashboard SBA, IAB/ICA, mark analysis reports, Single Plan for Student Achievement goals, SIG implementation plan, WASC Action Plan, and resources from the District Management Group). Staff was surveyed during professional development and parent/community members were surveyed using the following platforms: SIG implementation plan meeting, SIG EMO meeting, Breakfast with the principal, WASC Focus Groups and Saturday College Workshops meeting/workshops. The assessment was needed to maximize our efforts and to align the plan to the foci area (mathematics) and providing students with opportunities for first time passage of A-G requirements. The needs assessment aided the school in determining data driven approaches to building capacity, establishing expectations & accountability systems, and in creating systems that will deem sustainable over time. School site leaders across the 12 schools will meet four times throughout the year as a professional learning community to measure the impact of implementation on teaching and learning. As a school community the math department meets weekly to review data in Algebra I, II and Geometry in addition to regularly scheduled department meetings and common planning time. The Leadership Team meets bi-weekly utilizing funding from SIG/Title I/TSP to review data and growth aligned to the implementation of Mastery Learning and Grading, support for Advanced Placement, and Counseling Support to ensure our school makes substantial progress towards meeting the graduation goal of 100% the following has been identified as an area of need:</p> <p>College Counselor during and beyond the school day will meet weekly with administration, counselors, students, and families to plan, facilitate and coordinate:</p> <ul style="list-style-type: none">• Increasing the number of students completing FAFSA by 10%• Increase the number of students applying and attending colleges/universities by 10%• Review IGPs with counselors for additional guided support with A-G requirements	<table><tr><td></td><td>2017-18</td></tr><tr><td></td><td>2018-19</td></tr><tr><td>X</td><td>2019-20</td></tr></table>		2017-18		2018-19	X	2019-20	<p>\$116,274</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%
	2017-18									
	2018-19									
X	2019-20									

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<ul style="list-style-type: none">Support full implementation and monitoring of NAVIANCE		\$79,749						
(4) Educ Aide 3 (AVID) <ul style="list-style-type: none">One tutor for all core content areas to support the implementation of the AVID strategies.								
Tutor Teacher X-Time – Support students with AP Span Lang and Lit Support to increase the number of passing scores on the AP Exam								
Day-To-Day Subs		\$60,000						
General Supplies - AVID resource materials, classroom supplies to support instructional plan for classroom activities		\$15,000						
Curricular Trips – College visits, curricular extensions of the academic program <ul style="list-style-type: none">Getty MuseumFinance ParkLATTCBand Competition(s)Black College ExpoUCLAUSCCSUDHOTISFIDMCSU FullertonCSU Long BeachMt. Saint Mary's College								
SBA Data reveals the following results:								
<table><tr><th>ELA</th><th>Math</th></tr><tr><td><ul style="list-style-type: none">5.38% Standard Exceeded27.96% Standard Met33.33% Standard Nearly Met33.33% Standard Not Met</td><td><ul style="list-style-type: none">█% Standard Exceeded3.27% Standard Met20.92% Standard Nearly Met75.82% Standard Not Met</td></tr></table>	ELA	Math	<ul style="list-style-type: none">5.38% Standard Exceeded27.96% Standard Met33.33% Standard Nearly Met33.33% Standard Not Met	<ul style="list-style-type: none">█% Standard Exceeded3.27% Standard Met20.92% Standard Nearly Met75.82% Standard Not Met				
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Description of Services that address: Proficiency for All	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						
<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 (LTEs)										
Upon close analysis of SBA data, reclassification rate, and grade distribution reports more opportunities for professional growth for administration and teachers and strategic intervention for students must be systemized in an effort to maximize and align resources. Protocols learned from the District Management Group will be replicated to include all content areas – Year 1: Mathematics; Year 2: English; Year 3: Science & Social Science. This will include the development of SMART Goals for all content areas, targeting a specific group of students. Break Through Teams (BTT) will be developed for each area of focus. Content BTT members will serve as the ambassadors for change in their perspective content areas.	<table><tr><td></td><td>2017-18</td></tr><tr><td></td><td>2018-19</td></tr><tr><td>X</td><td>2019-20</td></tr></table>		2017-18		2018-19	X	2019-20			<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%
	2017-18									
	2018-19									
X	2019-20									
Technology Support Teacher – Non-Register Carrying Teacher during and beyond the school day will meet weekly with administration, teachers, counselors, students and families to plan, facilitate, and coordinate: <ul style="list-style-type: none">• Provide instructional and technical support• Conducts professional development to faculty and staff members on integrating technology into instructional planning		\$112,153								
SPED Support Coordinator – Non-Register Carrying Teacher during and beyond the school day will meet daily with administration, teachers, counselors, students and families to collaborate the following: <ul style="list-style-type: none">• Integration of the IEP goals and student instruction• Provide instructional support for implementation of engagement and access strategies for ELs, Foster Youth and Low Income students with IEPs		\$112,153								
Staff Conference Attendance – AVID Summer Institute, 1-Day AVID LACOE Training,		\$35,000								

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NCTM 2018, CABE, ISTE, AP Conference, Dream Deferred – up to six teachers per conference

- Registration fees
- Hotel
- Airfare
- Mileage
- Per Diem

Prof Development Teacher X-Time – participant days for conference attendance, participant days for after hours for Mastery Learning and Grading Implementation Training and Integrating Schoology to align to Mastery Learning and Grading, and Book Study.

Administrative X – Time – Participant days for conference attendance, participants days for after hours for Mastery Learning and Grading, and Book Study

Teacher Auxiliary – Support for AVID program implementation

Software Licenses – online intervention support - Shmoop.com – for Advanced Placement Support, iXL full suite for ELA and Math, Flocabulary for Social Sciences

SBA Data reveals the following results:

ELA	Math
<ul style="list-style-type: none"> ▪ 5.38% Standard Exceeded ▪ 27.96% Standard Met ▪ 33.33% Standard Nearly Met ▪ 33.33% Standard Not Met 	<ul style="list-style-type: none"> ▪ █% Standard Exceeded ▪ 3.27% Standard Met ▪ 20.92% Standard Nearly Met ▪ 75.82 ▪ % Standard Not Met

Data extracted from the LCAP Scorecard: Proficiency for All:

Proficiency for All	17-18 School Actual
Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th , 11 th Grade ELA	24%
Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th , 11 th Grade Math	3%
Percentage of English Learners Who Reclassify as Fluent English	13.7%

\$138,516

\$30,776

\$45,000

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Proficient				
Percentage of English Learners Who Have Not Reclassified in 5 Years	43%			
Percentage of English Learners Making Annual Progress on ELPAC	52%			
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	64%			

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
Attendance has been identified as the foundation for student achievement. Learning cannot take place when students are not in seat. The increased focus on attendance through meaningful intervention and effective incentive programs will assist the school in maintaining a 96% or higher attendance rate. Students who are deemed chronically absent will be tiered and provided with supports tailored to meet their needs. SIG funds a full-time PSA.	<div>2017-18</div> <div>2018-19</div> <div>X 2019-20</div>	\$67,129		<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%
Office Technician – will provide clerical support for the implementation of the Attendance Plan <ul style="list-style-type: none"> Provide support for accurate documentation and recordkeeping Maintain communication with administration and faculty regarding students' progress 		\$41,178		
ROC Teacher for pathway determined to be a high interest area leading to career pathway. This position is partially funded by SIG.				
Attendance Data extracted from MyData indicates the following:				
Cumulative Attendance Rate				

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Attendance Data extracted from the LCAP Scorecard indicates the following:

100% Attendance	17-18 School Actual
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	49%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	31%
Percentage of All Staff Attending 96% or Above	61%

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>Partnerships forged with our parents and community members will open the doors of communication and close the communication gap between home and school. Parents and community members will become aware of and familiar with academic initiatives through workshops and community forums.</p> <p>Advisory Comm Exps are used to support the workshops and community forms for monthly parent workshops, monthly, Breakfast with the Principal, WASC Focus Groups and various community events.</p> <p>Support positions for this category are already outlined with the College Counselor, Technology Coordinator and Office Technician positions. Parents and caregivers also attend CABE and COBA Conferences to attend as representatives to share with other families during workshops</p>	<div>2017-18</div> <div>2018-19</div> <div>X 2019-20</div>	\$10,000		<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%

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held on campus.				
Additionally, PD Teacher X time also includes a Parent Workshop on Stephen Covey's 7 Habits of Highly Effective Families. Books are funded through SIG.				

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">- <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						
<p>The current discipline data extracted from Misis Adhoc reveals 83 Discipline Referrals to date. With the added supervision, discipline referrals will decrease. Monitoring will be ongoing and the impact of the continued the previous RJ advisor support will be measured by tracking discipline referrals weekly and the number of students who participate in restorative justice practices.</p> <p>Restorative justice practice will be continue to be infused within the climate and culture of the school. The RJ Advisor in Year 1: Guide new teachers to Understanding Restorative Justice as a tool to address undesired behaviors or mediate conflict using "harm circles" as the identified schoolwide strategy; Year 2: Adopt 3 strategies to use schoolwide; Year 3: Revisit adopted strategies and refine.</p> <p>Restorative Justice Advisor – during and beyond the school day to Implementing the Resilience Classroom Curriculum – Trauma Informed Instruction</p> <ul style="list-style-type: none">• Facilitate profession development to support community building efforts, restorative justice strategies, enhancing interpersonal relationships and connections among staff, students, and families <p>Office Technician – will support the implementation of the Resilience Classroom Curriculum – Funded in a different source</p> <ul style="list-style-type: none">• Provide clerical support for accurate documentation and recordkeeping• Review records and supporting documenting.	<table><tr><td></td><td>2017-18</td></tr><tr><td></td><td>2018-19</td></tr><tr><td>X</td><td>2019-20</td></tr></table>		2017-18		2018-19	X	2019-20	<p>\$116,274</p>		<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%
	2017-18									
	2018-19									
X	2019-20									

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Itinerant Student & Family Resource Navigator – provides services to support the wellness center and coordination of: <ul style="list-style-type: none"> • Mental health agencies and School Based PSW • Coordinate with St. John's Wellness Clinic • Collaborate with Teacher and students for wellness grants • Provide outreach and resources to families 		\$67,129		
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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.

<u>Dechele Byrd</u> Typed name of School Principal	 Signature of School Principal	<u>11/2/2019</u> 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.		
<u>Culatt</u> Typed name of Local District Superintendent / Designee	 Signature of Local District Superintendent / Designee	<u>5.4.19</u> Date