Helen Bernstein High School

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

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Program Budget Code:
10359 (School Innovation Funds)

Name of School	Local District	Principal
Helen Bernstein High School	West	Alejandro Ramirez

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
644	81%	37%	██%	Total $ 806,552

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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Description of Services that address: **100% Graduation** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* - *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
A needs assessment was conducted analyzing data (SBA, IAB, WASC Report, Mark Analysis Reports, Single Plan for Student Achievement, the California Dashboard and resources from the District Management Group). Staff was surveyed during professional development and parent/community members were surveyed during coffee with the principal. The needs assessment was needed to maximize our efforts and to align the plan to the foci area (mathematics attendance goals). 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. To ensure our school makes substantial progress towards meeting the graduation goal of 100% the following has been identified as an area of need: LEARN MORE **Graduation Rate** All Students State Red **58.5% graduated** **Declined 10.9%** EQUITY REPORT Number of Student Groups in Each Color 3 0 0 0 0 Red Orange Yellow Green Blue View More Details →	☐ 2019-20			• 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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20 Week Mark Analysis Results ELA:

Course Name	Course Number	A-G Course	A	B	C	D	F
AM LIT COMP	230111	B	6	23	16	20	24
AP ENG LANG A	230125	B	6	6	2	1	1
AP ENG LIT A	230117	B	1	1	2	1	2
ENGLISH 10A	230109	B	4	9	35	43	60
ENGLISH 9A	230107	B	11	22	28	27	41
EXPOS COMP	230205	B	16	35	19	15	11

20 Week Mark Analysis Results Math:

Course Name	Course Number	A-G Course	A	B	C	D	F
AP CALCULUS A	310701	C	7	3	0	3	I
CC ALG 1 TUT LAB A	312613	I	9	4	7	9	3
CC ALGEBRA 1	310341	C	7	17	33	23	49
CC ALGEBRA 2A	310343	C	16	20	19	27	38
CC GEOMETRY A	310423	C	17	28	30	26	45

Professional Development: will provide strategies through professional development and coaching to improve attendance rates and math achievement which will increase graduation rates.

ELA Teachers and Integrated and designated ELD teachers will be given the opportunity to meet by grade level/department in and outside of the regular school day to analyze EL assessment data such as SRI, CELDT, and IAB results, review student work, identify student needs, and plan differentiated ELD and Access to Core instruction for their EL students.
EL teachers will also attend Language Appraisal Team meetings to identify additional supports for ELs. **(Teacher PD X- Time)**
Intervention programs targeting at-risk students in various subjects:

$80,655

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	Amount of School Innovation Funds			
• Teachers will plan and develop intervention programs to help students who are performing below grade level standards and not meeting A-G requirements. Intervention programs will be based on Common Core State Standards and student deficiencies in those areas. • Teachers will use **Tutor Teacher X-time** to provide after school tutoring in the core subject areas through locally designed intervention during and beyond the school day in order to increase student passing rates.	$33,347			

Description of Services that address: **Proficiency for All** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:* - *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
Upon close analysis of the California Dashboard 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. Based on last year's SBA results, our ELA scores are currently under the yellow band, but our English Learners (whom make up 38% of our population) are under the orange band.. While we did make an increase of 59.2 points, we are still 24.3 points below standard.	☐ 2019-20			• 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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English Language Arts

All Students State

Yellow

24.3 points below standard

Increased 59.2 Points ⊙

EQUITY REPORT
Number of Student Groups in Each Color

0	1	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Mathematics

All Students State

Yellow

85.9 points below standard

Increased 67.7 Points ⊙

EQUITY REPORT
Number of Student Groups in Each Color

0	1	2	0	0
Red	Orange	Yellow	Green	Blue

View More Details →

Assistant Principal: With a growing magnet program, increased enrollment, specifically growth with a Newcomer Population, and with the full implementation of the NGSS, the assistant Principal will provide support to help achieve proficiency for all. The Job Purpose is to assist the principal in performing secondary school management duties required by law, by the rules of the Board of Education, and by District policies and procedures. Assists the principal in maintaining a comprehensive, instructionally effective and compliant program that accelerates the academic achievement for all student subgroups and targeted populations, including English learners, low income students, foster youth, standard English learners, gifted and talented, and students with disabilities. May act as administrative head of the school in the absence of the principal. Responsible to Principal, Secondary School Subordinates Certificated and classified personnel as assigned. The assistant Principal will help increase proficiency rates by: 1. Assisting in the implementation of and supervising core and supplemental instructional programs leading to continuous student learning improvement. 2. Supporting school leadership teams in developing long and short-range plans for academic achievement by analyzing current school data after formative assessments. 3. Developing, supporting, guiding, and evaluating teachers and other personnel to ensure the academic achievement of all student subgroups and targeted student populations, specifically with the EL subgroup being in	$153,336		

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the orange band in ELA. 4. Providing instructional supports by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English learners, foster youth, low income students, standard English learners, gifted and talented, and students with disabilities. 5. Leading teachers and assisting the principal to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement and the District's Master Plan for English Language Learners. This will guide instruction and help move the EL students from the Orange Band on the CA Dashboard to the yellow band, 6. Counsel students and recommend and implement student intervention or disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code. 12. Assists the school principal to meet state and federal mandates and to ensure instructional monitoring and compliance needs				
2 CSR Teacher: In order to provide a rigorous, standards based curriculum one Highly qualified, register-carrying teacher will be purchased to reduce class size in content courses for the 9th and 10th grades. The priority of these teachers is to reduce class size to an average of 27:1 for at-risk students and to provide a more personalized learning environment through small group instruction.	2x$104,144= $208,288			

Description of Services that address: **100% Attendance** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:* - *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*	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
Instruction can not 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.	2019-20			• Percentage of students with a 96% or higher attendance rate: 75% • Percentage of students missing 16 days or more

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Attendance Data extracted from MyData indicates the following:

Cumulative Attendance Rate			
Name of School	AUGUST	SEPTEMBER	OCTOBER
Bernstein HS	95.5%	94%	93.3%

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)	35.3%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	40%

Counselor, PSA will work with identified students, parents, and the school to increase school attendance.

The PSA Counselor will:

- create and implement differentiated prevention, intervention and recovery efforts using evidence- based strategies and a tiered approach to improve individual and school-wide outcomes
- participate in and/or facilitate multidisciplinary teams such as Student Support and Progress Team (SSPT), Student Attendance Review Team (SART)
- develop and monitor individual student attendance plans recommend practices to improve school culture, increase attendance, improve the accuracy of enrollment and attendance records, and reduce suspensions
- implement strategies and activities to reduce chronic absenteeism and truancy among students and increase student and attendance rates
- assist with early identification and intervention systems to support at-risk students
- serve as a liaison between school, home and community, providing direct services to identified at-risk students and families, including assessment, referral, and case management
- provide individual and/or group counseling, including crisis intervention
- conduct home visits and/or in-home intervention when indicated

CTE Teacher will offer opportunities for students to enroll in high-interest, cte pathways, thereby motivating students to attend school, which in turn will reduce our Chronic Absenteeism rate.

in a school year: 9%
- Percentage of all staff attending 96% or above: 78%

$121,523

$82,353

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Description of Services that address: **Parent, Community and Student Engagement** Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth: - 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
	☐ 2019-20			• Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%

Description of Services that address: **School Safety** Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth: - 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
Although the Dashboard shows a drop in suspensions, the current discipline data extracted from Misis Adhoc reveals 226 total Referrals to date. With the added supervision, discipline referrals will decrease. Monitoring will be ongoing and the impact of the increased supervision aides will be measured by tracking discipline referrals weekly and the number of students who participate in restorative justice practices.	☐ 2019-20	$116,274		• 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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All Students

All Students   State

Blue

█% suspended at least once

Declined █% ⊕

Number of Students: 690

Restorative justice practice will be infused within the climate and culture of the school as capacity is built with teachers and staff over a three year implementation period. Year 1: Understanding Restorative Justice as a tool to address undesired behaviors or mediate conflict using 1 strategy; Year 2: Adopt 3 strategies to use schoolwide; Year 3: Revisit adopted strategies and refine:

Restorative Justice Teacher Advisor will coordinate the administration, implementation and evaluation of the LAUSD Restorative Justice Implementation Plan to create a positive school climate.

- Conducts demonstration lessons on classroom management techniques, Restorative Justice practices, interpersonal skills and conflict resolution for at least 50% of the time.

- Assists school staff with the implementation of the Discipline Foundation Policy at designated site/sites.

- Reviews school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated schools.

- Supports classroom teachers with the implementation of Restorative Justice practices.

- Supports school administrators and other key staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support.

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• Provides professional development, trainings, and/or presentations to assist school site personnel in the implementation of Restorative Justice practices. • Assists schools in developing strategies that emphasize prevention and whole school implementation of Restorative Justice practices. • Assists teachers with classroom management approaches that support Restorative Justice practices. The impact of the Restorative Justice Teacher will be measured by: • The number of students who participate in restorative justice circles that yield positive results (i.e. fewer infractions). The effectiveness of the Tier 2 and Tier 3 interventions and supports.				

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.

Alejandro Ramirez		April 08, 2019
Typed name of School Principal	Signature of School Principal	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.		
Dr. Cheryl Hildreth		4/9/19
Typed name of Local District Superintendent / Designee	Signature of Local District Superintendent / Designee	Date

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