

Horace Mann UCLA Community School

Los Angeles Unified School District
2017-2020 School Innovation Funds Plan

Program Budget Code:

10359 (School Innovation Funds)

Name of School	Local District	Principal
Mann UCLA Community School	West	Orlando M. Johnson

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
526	86%	23%	5%	Total \$ 403,760

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 <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"> - 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>Senior Office Technician will be used to organize and update student IGPs and student records, enter data, which will assist the counselor with ensuring A-G requirements are met. In 2018 we will be expanding to include 9th, 10th, and 11th grades which will require more clerical manpower to address the aforementioned tasks with an additional grade. Currently, as indicated in our SPSA, 37% of our students are receiving a D or F. In order to meet our goals, as outlined in our SPSA plan, of less than 10% D's and F's we will need additional clerical support to maintain records.</p> <p>Monitoring: We will monitor progress through grade distribution of 10 week and 20 week report cards. We will assess the number of students with IGP's and 9th, 10th, and 11th graders that have completed A-G requirements.</p>	<div>2017-18</div> <div>x 2018-19</div> <div>x 2019-20</div>	65,473 (Ofc Tech)	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>	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 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>Technology, such as LCD projectors, laptops, and document readers to assist teachers with classroom instruction that encompasses online assessments and intervention software that includes but is not limited to Revolution K12, Reading Plus SBAC test, IABs and other testing preparation software. Technology will play a huge part in achieving our goal of 10% or less D's and F's and raising our meets/exceeds in Math and English on the SBAC to 6% and 13% respectively.</p>	<div>2017-18</div> <div>x 2018-19</div> <div>x 2019-20</div>	24,198 (Technology)	Low-Income EL RFEP Foster Youth	<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

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Monitoring: Analyzing our grade distributions, SBAC scores and Revolution K12 assessments will ensure that we are headed towards our goal of 5% increase of meets/exceeds in both math and English.				or exceeded standards in 3 rd -8 th , 11 th grade math: 36% <ul style="list-style-type: none"> • EL reclassification rate: 22% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
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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> <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	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 <u>PSA</u> will be used to increase attendance through home visits, parent meetings and incentive programs as referenced in their job descriptions. Currently our data shows that 26% of our students are chronically absent and 53% of our students have 96% or better attendance.</p> <p>Monitoring: We will monitor goal progress by analyzing attendance data daily, to ensure that attendance is submitted with accuracy; monthly to review student attendance; and each semester to evaluate if our goals were met.</p>	<table><tr><td></td><td>2017-18</td></tr><tr><td>x</td><td>2018-19</td></tr><tr><td>x</td><td>2019-20</td></tr></table>		2017-18	x	2018-19	x	2019-20	72,596 (PSA; 3-Days)	Low-Income EL RFEP Foster Youth	<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%
	2017-18									
x	2018-19									
x	2019-20									

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> <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
			Low-Income	<ul style="list-style-type: none"> • Percentage of

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	<input type="checkbox"/> 2017-18		EL RFEP Foster Youth	parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
	<input checked="" type="checkbox"/> 2018-19			
	<input checked="" type="checkbox"/> 2019-20			

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
Our current discipline data projects 75 suspension events for the 2017-18 school year. In order to reduce suspensions and overall discipline issues, we will hire a <u>Teacher on Special Assignment</u> (TOSA) trained in Restorative Justice. Further, the TOSA will ensure that our discipline policy is implemented with fidelity. We will also use this funding for a <u>Restorative Justice Teacher</u> to provide social/emotional support for our students who are frequently involved in discipline issues. Funding will also be utilized for a <u>Supervision Aide</u> to increase the percentage of students who feel safe on campus. Through additional support and counseling, our goal is to reduce suspension events to 65 suspension events for the 2018-19 school year. Monitoring: Review MISIS for discipline referrals, suspension events and counseling communications to ensure students are getting additional support. Further, review data to ensure suspension rates are reduced to 65 suspension events.	<input type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19 <input checked="" type="checkbox"/> 2019-20	111,682 (TOSA) 115,775 (RJ Teacher) 14,036 (Supervision Aide)	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.

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Orlando M. Johnson, Principal

Typed name of School Principal



Signature of School Principal

3/23/2019

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.

Typed name of Local District Superintendent / Designee

Signature of Local District Superintendent / Designee

Date