

Performing Arts Community School @ Diego Rivera Learning Complex

Los Angeles Unified School District 2016-2017 School Level Plan for Use of Targeted Student Program (TSP) Funds"

2019-2020 School Innovation Funds Plan

Program Budget Code:

10359 (School Innovation Funds)

Name of School		Local District		Principal
Performing Arts Community School		South		Sally Lopez
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
511	97.8%	22.1%	█%	Total \$733,652

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.**

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	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>Secondary Counselor – Help increase graduation rates by reducing their case load in half. Therefore, we will be able to better monitor A-G course work and complete all IGP's for grades 9-12th.</p> <p>Los Angeles Education Partnership (LAEP) – Will continue to build partnerships among school staff, students, parents and community organizations to coordinate academic, health and social services in order to address systemic inequities and student needs. LAEP's community schools embrace cultural competence, remove barriers to learning, leverage resources and increase opportunities.</p>	2019-20	\$115,775 ✓ <i>116,274</i>	100%	<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 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 311 th grade English language arts - Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade mathematics - EL reclassification rate. - Decrease in long-term English learners (LTELs)	School Year	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>2 Teacher Assistants - Target small group instruction in Math and ELA with the direction of content teachers. TA's will support the implementation of rigorous curriculum and alignment to the Common Core instructional standards in order to increase SBAC scores in Math and ELA.</p> <p>Intervention Support Coordinator - Support in enhancing implementation of multi-tiered Response to Instruction and Intervention (RtI2) framework to teaching and learning; assist in the implementation of the Single Plan for Student Achievement (SPSA) to strengthen performance for struggling students and closing the achievement gap.</p> <p>General Supplies – IMA -</p>	2019-20	\$72,000 ✓ <i>48,326</i>	100%	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in 11th grade ELA: 46% Percentage of students who met or exceeded standards in 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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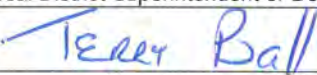
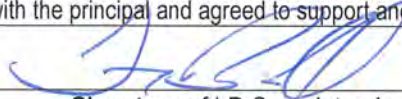
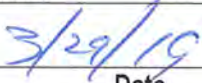
Description of Services that address: 100% Attendance Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth: - Percentage of students with a 96% (172-180 days) attendance rate - Percentage of students missing 16 days or more in a school year - Percentage of all staff attending 96% or above	School Year	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY 19-20 LCAP Targets
Pupil Service and Attendance Counselor - Increase the percentage of students attending school for all grade levels. Demonstrate increased staff, student and parent awareness of attendance expectations and Performance Meter goals. Have at least a 5% increase in the percentage of students attending school at a rate of 96% or higher in the targeted grade level by the end of the school year, compared to the previous year.	2019-20	\$121,527 ✓	100%	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 89% • Cohort Dropout Rate, High School: 8% • Cohort Dropout Rate, Middle School: .01% • Percentage of Graduating Cohort Completing the A-G with a "C" or better: 48% • Percentage of graduation cohort receiving a Qualifying Score of "3" or higher on at least 2 AP exams: 13% • Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in ELA: 32% • Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in Math: 15%
Description Services that address: Parent, Community & 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	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
Community Rep (Salary & Benefits) – Regularly interact with family and community members around the school's vision and goals, and organizes multiple opportunities for parents to assume leadership within the school community. Help increase parent participation and lead or co-lead various workshops related to graduation requirements, reclassification, importance of effective attendance, and culture of learning and positive student behavior.	2019-20	\$28,360 ✓	100%	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 89% • Cohort Dropout Rate, High School: 8% • Cohort Dropout Rate, Middle School: .01% • Percentage of Graduating Cohort Completing the A-G with a "C" or better: 48% • Percentage of graduation cohort receiving a Qualifying Score of "3" or higher on at least 2 AP exams: 13% • Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in ELA: 32% • Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in Math: 15%
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	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
Restorative Justice Teacher Advisor – Improve culture of learning and positive behavior by regularly implementing a School-wide Positive Behavior & Intervention Support plan, including Restorative Justice practices, in alignment with the Discipline Foundation Policy. Most staff will consistently implement the plan and work to ensure that students' social-emotional needs are consistently addressed.	2019-20	\$115,775 ✓ 116,714 ✓ \$121,527 ✓ PSW	100%	<ul style="list-style-type: none"> • Single Student Suspension Rate: .35% • Instructional Days Lost to Suspension: 4,423 • Expulsion Rate: .01% • Percentage of Students Who Feel Safe at School: 88% • Percentage of Teachers that are Appropriately Credentialed for

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Psychiatric Social Worker - Promotes early identification of students with behavioral, social, and/or emotional problems and provides opportunities for ameliorative intervention; and recommends procedures for dealing with those effects on a student's learning and behavior.				the Students They are Assigned to Teach: 100% • Percentage of Early Education Center and Pre-K through 12 Classroom Teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year: 25% • Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: 100% • Percentage of Facilities that are in Good Repair: 100% • Percentage of children whose eligibility for special education services were determined within 60 days of guidelines: 89% • Students with disabilities receive services specified in their Individualized Education Program (IEPs): 91%
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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.

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 LD Superintendent / Designee	Signature of LD Superintendent / Designee	Date

Sally Lopez		03/29/2019
Typed name of School Principal	Signature of School Principal	Date