

## Sylmar Biotech Health & Engineering Magnet

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

**Program Budget Code:**

10359 (School Innovation Funds)

Name of School	Local District	Principal
Sylmar Biotech Health & Engineering Magnet	Northeast	Maria Herrera

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
236	██████%	8.6%	1.7%	Total \$ 338,907

**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.**

Description of Services that address: <b>Proficiency for All</b> <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,	Related District-wide SY17-18 LCAP Targets
<p>1. <b>Low Income</b></p> <p>2. <b>English Learners</b></p> <p>3. <b>Students with Disabilities</b></p> <p>4. <b>Students in Foster Care</b></p>				

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<ul style="list-style-type: none"><li>- Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade English language arts</li><li>- Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade mathematics</li><li>- EL reclassification rate</li><li>- Rate of ELs making annual progress on CELDT</li><li>- Decrease in long-term English learners (LTELs)</li></ul>			and/or Foster Youth					
<b>ELA/Literacy (Achieve 3000-licenses and PD)</b> Achieve3000 is a literacy platform with differentiated instruction. Students work at their individual reading levels to accelerate their learning and help them succeed academically.	<table><tr><td></td><td></td></tr><tr><td>X</td><td>2019-20</td></tr></table>			X	2019-20	\$10,665	Low-income, English learners, RFEPs and foster youth.	<ul style="list-style-type: none"><li>• Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade ELA: 46%</li><li>• Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade math: 36%</li><li>• EL reclassification rate: 22%</li><li>• Rate of ELs making annual progress on CELDT: 57%</li><li>• Decrease in long-term English learners: 17%</li></ul>
X	2019-20							
<b>Mindset Mathematics Workshops</b> -Join Jo Boaler and the youcubed team on the Stanford campus and learn how to teach math with a growth mindset! Each session is appropriate for K-12 teachers, coaches and administrators. In this workshop, we focus on exploring content and the pedagogy that promotes a growth mindset. <b>Each session includes:</b> <ul style="list-style-type: none"><li>• A 3-hour opening and 2-hour closing session with Jo Boaler</li><li>• A copy of our summer camp curriculum in print and on a flash drive</li><li>• Two full days of professional development focusing on mindset mathematics content and pedagogy</li><li>• Breakfast and lunch both days</li></ul>		\$10,000						
<b>California Mathematics Council-CMC Math Teacher Conference</b> The California Mathematics Council (CMC) believes that all students have the capacity to become mathematically competent and confident when provided a rigorous and challenging mathematical program supported by high expectations. The conferences provide teachers with professional activities that will ensure continual improvement towards excellence in the teaching of mathematics.		\$2,500						
<b>Mastery Learning and Grading-Implementation Support (PD)</b> Mastery Learning and Grading (MLG) is a growth-mindset approach to teaching and learning that refocuses grading, assessment, instruction, and lesson planning on clear learning targets and honors students' variables necessary for learning. It helps to ensure		\$5,000						

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<p>that ALL students succeed academically and are able to take charge of their own learning.</p> <p><b>Project Based Learning (PBL)</b>          This three-day workshop is a blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Your workshop will be facilitated by a member of the PBLWorks <u>National Faculty</u>—all seasoned teachers, administrators, and coaches who are PBL experts.</p> <ul style="list-style-type: none"> <li>• Understand the distinction between “doing projects” and Project Based Learning</li> <li>• Incorporate best practices in formative and summative assessment into project designs</li> <li>• Become familiar with online project design, assessment and management resources</li> <li>• Learn to use peer-driven feedback protocols</li> <li>• Draft a standards-based project design, including key success skills, a driving question, and major student products, that is ready to implement in your classroom</li> </ul>		\$25,000		
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<b>Description of Services that address:</b> <b>100% Attendance</b> <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"> <li>- Percentage of students with a 96% (172-180 days) attendance rate</li> <li>- Percentage of students missing 16 days or more in a school year</li> <li>- Percentage of all staff attending 96% or above</li> </ul>	<b>School Year</b> [mark applicable year(s)]	<b>Amount of School Innovation Funds</b>	<b>Targeted Student Group(s):</b> Low-income, EL, RFEP, and/or Foster Youth	<b>Related District-wide SY17-18 LCAP Targets</b>
<b>PSA Counselor (2.5 days)-</b> will serve as a child welfare and attendance expert and work directly with students and parents to overcome barriers to regular attendance. The PSA Counselor will also collaborate with school staff and the community to increase student attendance and engagement toward better academic outcomes. Additionally, the PSA will implement an Attendance and Tardy Intervention Program and create an intervention plan for chronically absent students. This will include creating regular attendance reports and discussing data with faculty and administration; identifying a schedule for absence and tardy make-up time both after-school and on Saturdays; support the PBIS grant at our school; and help the RJ Teacher Advisor run RJ circles and	<div> <input type="checkbox"/> </div> <div> <input checked="" type="checkbox"/> 2019-20         </div>	\$60,764	Low-income, English learners, RFEPs and foster youth.	<ul style="list-style-type: none"> <li>• Percentage of students with a 96% or higher attendance rate: 75%</li> <li>• Percentage of students missing 16 days or more in a school year: 9%</li> <li>• Percentage of all staff attending 96% or above: 78%</li> </ul>



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implement RJ curriculum. Furthermore, our PSA counselor will directly support our Linked Learning program by overseeing our internship programs.				
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Description of Services that address: <b>Parent, Community and Student Engagement</b> <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"> <li>- Percentage of parent/caregiver participation on School Experience Survey</li> <li>- Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</li> </ul>	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
<b>The ACE (Achievement and Commitment to Excellence) Program</b> is a comprehensive student success and character building program designed to empower middle and high school students to achieve excellence in personal, social and academic pursuits. It utilizes EduCare's years of experience and expertise in Social & Emotional Learning (SEL) to provide a foundation for safe and positive learning and growth. ACE focuses on the following SEL elements: Character Development: Confidence building, positive decision-making & constructive choices. Personal Management: Personal responsibility & accountability. Emotional Intelligence: Managing anger, fear, rejection & peer pressure. Interpersonal Skills: Communication, conflict resolution, problem solving & team building.	<div> <input type="checkbox"/> </div> <div> <input checked="" type="checkbox"/> 2019-20         </div>	\$40,000	Low-income, English learners, RFEPs and foster youth.	<ul style="list-style-type: none"> <li>• Percentage of parent/caregiver participation on School Experience Survey: 62%</li> <li>• Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%</li> </ul>


Description of Services that address: <b>School Safety</b> <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"> <li>- Single student suspension rate</li> <li>- Expulsion rate</li> <li>- Extent to which the school is implementing the Discipline Foundation Policy</li> <li>- Percentage of students who feel safe at school</li> </ul>	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
<b>Restorative Justice Teacher Advisor</b> -integral in providing wellness, restorative, child welfare and attendance, dropout prevention, intervention, recovery, and trauma-informed supports to our low-income, English Learners, RFEPs and foster youth.	<div> <input type="checkbox"/> </div> <div> <input checked="" type="checkbox"/> 2019-20         </div>	\$120,309	Low-income, English learners, RFEPs and foster youth.	<ul style="list-style-type: none"> <li>• Suspension rate: .35%</li> <li>• Expulsion rate: .01%</li> <li>• Extent to which the school is</li> </ul>

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<b>Link Crew-High School Transition Program</b> -Link Crew's goal is to provide schools with a structure in which students make real connections with each other thus increasing school safety and reducing incidence of bullying with anti-bullying education. Through this program, freshmen learn that people at school care about them and their success and leaders experience increased self-esteem as well as overall character development. Link Crew is the high school transition program that will increase attendance, decrease discipline referrals and improve academic performance.		\$5,000		implementing the Discipline Foundation Policy: 88% <ul style="list-style-type: none"> <li>Percentage of students who feel safe at school: 80%</li> </ul>
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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.

Maria Herrera _____ Typed name of School Principal	 _____ Signature of School Principal	12/12/19 _____ 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.		
John Rome _____ Typed name of Local District Superintendent / Designee	 _____ Signature of Local District Superintendent / Designee	12/12/2019 _____ Date