

Panorama High School

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

Program Budget Code:  
 10359 (School Innovation Funds)

Name of School	Local District	Principal
Panorama High School	Northeast	Dr. Rafael Gaeta

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
1233	■	26	4	
				<b>Total</b> \$1,646,212

**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.

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<p>Description of Services that address: <b>100% Graduation</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></p> <ul style="list-style-type: none"> <li>- Graduation rate</li> <li>- Percentage of high school students on-track for A-G with a "C"</li> <li>- Percentage of students with an Individual Graduation Plan meeting</li> </ul>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p><b>Class Size Reduction Teachers</b> to plan and deliver differentiated instruction that incorporates core curriculum and ELD standards to address the targeted needs of ELD and LTEL students in A-G courses. (\$117,632 x 3 = \$352,896)</p> <p><b>DTD SUB for CSR Teacher Benefitted Absences</b> (\$3,740 x 3 = \$11,220)</p> <p><b>AVID Ed Aide III Tutors</b> to provide additional support in AVID elective courses with college applications, financial aide and TRFs. (\$44,999 X 4 = \$179,996)</p> <p><b>Teacher assistant relief</b> to provide additional academic support in after school intervention programs; assist parents after the regular school day and/or on Saturdays for parent portal activation to ensure family, student and school communication.</p>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> 2019-20</p>	<p>\$ 352,896 CSR Teachers (3)</p> <p>\$11,220 DTD Sub for CSR Teacher</p> <p>\$179,996 Ed Aide III AVID (4)</p> <p>\$1,232 TA Relief</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> <li>• Graduation Rate: 81%</li> <li>• Percentage of high school students on-track for A-G with a "C": 50%</li> <li>• Percentage of students with an Individual Graduation Plan meeting: 100%</li> </ul>

<p>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></p> <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>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p><b>Assistant Principal</b> to assist the principal in maintaining a comprehensive, instructionally effective and complaint program that</p>	<p><input type="checkbox"/></p>	<p>\$153,060 Asst. Principal</p>	<p>Low-income, EL, RFEP,</p>	<ul style="list-style-type: none"> <li>• Percentage of students who met or exceeded standards</li> </ul>

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<p>accelerates the academic achievement for all student subgroups and targeted populations; with a math focus to support an increase in math A-G pass rates, SBAC math proficiency and college readiness scores.</p> <p><b>IT Support Tech</b> to ensure the technology is functioning properly in the computer lab and classrooms used to support core instruction and teacher training.</p> <p><b>Assignment Non Class X-Time</b> to facilitate professional development after the regular school day and/or on Saturdays to help introduce the school/pathway and work collaboratively with teachers and students; to monitor enrichment and intervention programs and keep compliant. To make presentations and to counsel with parents of targeted student groups in evenings and on weekends. The parent meetings will be for 9th-12th Grade academies parents, as well as College Awareness events.</p> <p><b>Administrator X</b> to assist the principal in maintaining a comprehensive, instructionally effective and compliant academic program after the regular school day and/ or on Saturdays that accelerates the academic achievement for all student subgroups and targeted populations by providing professional development to teachers.</p> <p><b>Educ. Aide Z Time</b> to provide additional academic support in after school intervention programs; assist parents after the regular school day and/or on Saturdays for parent portal activation to ensure family, student and school communication.</p> <p><b>Clerical Z Time</b> to assist parents with open enrollment process and regular enrollment; parent portal activation to ensure family and school communication; additional family appointments to screen incoming ninth grade students in order to provide and individualized support plan; supplemental services such as additional translation of parent information, interpretation for parent meetings and workshops, make follow-up phone calls for each parent workshops year-round.</p> <p><b>General Supplies</b> for instructional supports and interventions for students in English Language Arts, English Language Development,</p>	<table border="1"> <tr> <td>X</td> <td>2019-20</td> </tr> </table>	X	2019-20	<p>\$77,337 IT Support Tech</p> <p>\$7,559 Assig Non Class X Time</p> <p>\$10,000 Admin. X Time</p> <p>\$2,094 Educ. Aide Z Time</p> <p>\$16,891 Clerical Z Time</p> <p>\$100,000 General Supplies</p>	<p>and/or Foster Youth</p>	<p>in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade ELA: 46%</p> <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 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					

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mathematics, and other A-G required courses, through the use of technology to access digital content from Schoology, on-line textbooks, College Board resources, AVID digital content, and ELA and math SBAC preparation.				
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<p>Description of Services that address: <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></p> <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>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p>ITIN Counselor Pupil Services and Attendance (PSA) Counselor serves as child welfare and attendance experts by working directly with students and parents to overcome barriers to regular attendance. The PSA Counselor collaborates with school administration, support staff, counselors, SLCs and communities to increase student attendance and engagement toward better academic outcomes for all students. PSA support includes:</p> <ul style="list-style-type: none"> <li>• conduct home visits and/or in-home intervention</li> <li>• conduct parent education groups and workshops</li> <li>• provide referrals to in-school and community-based services</li> <li>• implement strategies and activities to reduce chronic absenteeism and truancy among students and increase student and attendance rates</li> <li>• participate in and/or facilitate multidisciplinary teams such as Student Support and Progress Team (SSPT), Student Attendance Review Team (SART)</li> <li>• develop and monitor individual student attendance plans</li> </ul>	<p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/> 2019-20</p>	<p>\$127,555 ITIN PSA</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<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>

<p>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></p> <ul style="list-style-type: none"> <li>- Percentage of parent/caregiver participation on School Experience Survey</li> </ul>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP,</p>	<p>Related District-wide SY17-18 LCAP Targets</p>

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- <i>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</i>			and/or Foster Youth	
<b>Office Tech</b> to provide supplemental services such as additional translation of parent information, interpretation for parent meetings and workshops, make follow-up phone calls for each parent training year-round. (\$68,842 x 3 = \$206,526)	<input type="checkbox"/>	\$206,526 Office Tech (3)	Low-income, EL, RFEP, and/or 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>

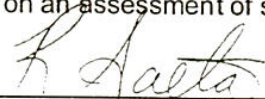
Description of Services that address: <b>School Safety</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<ul style="list-style-type: none"> <li>- <i>Single student suspension rate</i></li> <li>- <i>Expulsion rate</i></li> <li>- <i>Extent to which the school is implementing the Discipline Foundation Policy</i></li> <li>- <i>Percentage of students who feel safe at school</i></li> </ul>				
<p><b>Restorative Justice Teacher Advisor</b> to provide support in implementing the Discipline Foundation Policy and the schools Positive Behavior Tiered System. The RJ Teacher:</p> <ul style="list-style-type: none"> <li>Conducts demonstration lessons on classroom management techniques, Restorative Justice practices, interpersonal skills and conflict resolution for at least 50% of the time</li> <li>Reviews school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated schools.</li> <li>Supports classroom teachers with the implementation of Restorative Justice Practices.</li> <li>Supports school administrators and other key staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support.</li> <li>Provides professional development, trainings, and/or presentations to assist school site personnel in the implementation of Restorative Justice Practices.</li> <li>Assists teachers with classroom management approaches that support Restorative Justice Practices.</li> </ul>	<input type="checkbox"/>  <input checked="" type="checkbox"/> 2019-20	\$121,995 Restorative Justice Teacher	Low-income, EL, RFEP, and/or 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 implementing the Discipline Foundation Policy: 88%</li> <li>Percentage of students who feel safe at school: 80%</li> </ul>


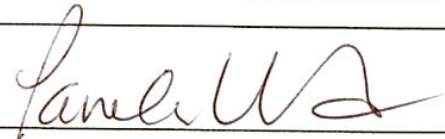
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<p><b>Building and Grounds Worker</b> to ensure school areas are clean and welcoming for parents and students during extra school-wide events, parent introduction meetings and workshops. (\$70,148 x 2 \$140,296)</p> <p><b>Custodial Overtime</b> to maintain a clean and safe environment for different intervention and/or enrichment programs taking place beyond the regular school day, summer and winter breaks and on Saturdays.</p> <p><b>ITIN School-based Psychiatric Social Worker (PSW)</b> to provide services to identified students and families, including, macro, mezzo, and micro level interventions.</p> <p>The following are descriptions of the services provided by the PSW:</p> <ul style="list-style-type: none"> <li>• Support individual, group and/or family counseling using evidenced based approaches to promote problem solving, motivation, goal setting and behaviors conducive to learning</li> <li>• Work directly with students and their families who have attendance, adjustment and social/emotional needs by providing school-based counseling and/or in-home services and ongoing case management</li> <li>• Serve as the liaison between the school and the home, on behalf of students whose home or community life presents barriers which impede educational success</li> <li>• Provide support and conduct education and training to parents to facilitate home-school environment conducive to learning, conduct bio-psychosocial assessments, participate in crisis intervention and mental health consultations,</li> <li>• Develop and maintain a collaborative partnership with community agencies to gain knowledge and understanding of the school-community needs: outside agency referral, legal services, after school programs, Student Attendance Review Team and community resources, promote a holistic approach (students, parents, teachers and community) as a common goal to student attendance and achievement,</li> <li>• Participate in Coordination of Services case conferences to develop an integrated approach to student's intervention plan with the best interest of the child in mind</li> <li>• Provide support for school wide events (Universal Level) such as incentives and motivational programs, and participate In-Home visitations and conferences</li> </ul>		<p>\$140,296 Building &amp; Grounds Worker (2)</p> <p>\$10,000 Custodial OT</p> <p>\$127,555 ITIN PSW</p>		
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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.

Dr. Rafael Gaeta		12.06.19
_____ 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.		
		12/2/19
_____ Typed name of Local District Superintendent / Designee	_____ Signature of Local District Superintendent / Designee	_____ Date