

Dorsey High School

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

Program Budget Code:

10359 (School Innovation Funds)

Name of School		Local District		Principal		
Susan Miller Dorsey High School		WEST		DR. SEAN GASTON		
Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	% of Homeless Students	% of Students with Disabilities	Total Amount of School Innovation Funds Allocated to the School
986	71.94%	20%	3.7%	2.06%	20.7%	Total \$ 2,395,780.00

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.

Yearly Look fors:

School Year	Capacity	Expectations/Accountability	Sustainability
Year 1: 2017-2018	<ul style="list-style-type: none"> Conduct Needs Assessment to identify priorities and ensure that resources are targeted to meet measurable outcomes Align Professional Development priorities to meet instructional goals with emphasis on developing systems rooted in student achievement Engage stakeholders in school plan Establish the Achievement Through Support Team 	<ul style="list-style-type: none"> Discuss data & data analysis protocol Identify focus groups for instructional rounds Establish student leadership groups Establish the Achievement Through Support Team 	<ul style="list-style-type: none"> Provide professional development on initiatives Identify and review critical support for varied entry points of students, faculty, staff, and community Begin documentation of the narrative around collaborative systems of planning and ongoing assessment Establish the Achievement Through Support Team
Year 2: 2018-2019	<ul style="list-style-type: none"> PLCs and/or BTT protocol are effectively used in ELA & math 	<ul style="list-style-type: none"> Publicly display school data and progress Implement instructional rounds 	<ul style="list-style-type: none"> Review and publish documentation of the narrative around collaborative systems

Dorsey High School

	<ul style="list-style-type: none"> Schoolwide ELA & math initiatives Frequent peer to peer observations Quality parent workshops Process for monitoring school plan implemented by teachers Utilize ATS Team for resource mapping and data review 	<ul style="list-style-type: none"> Student-led conferences, student data chats, and student monitoring Collaboration of all stakeholders to review and refine instructional plans based upon ongoing data analysis and review Utilize ATS Team for resource mapping and data review 	<ul style="list-style-type: none"> Establish parent cadres Protocols for school systems that are known by all stakeholders Utilize ATS Team for resource mapping and data review
Year 3: 2019-2020	<ul style="list-style-type: none"> Highly qualified personnel to support instructional goals Full implementation of school improvement plans Teacher ownership of work at school site School focused on continuous improvements Use results of ATS data review to guide data driven approaches 	<ul style="list-style-type: none"> Mutual accountability shared amongst stakeholders Environment that supports regular observations and feedback Student ownership of own learning through an awareness of academic goals and achievements Utilize ATS Team for resource mapping and data review 	<ul style="list-style-type: none"> Documentation of the journey Maintain the collaborative systems of planning that are assessed Proactive parent advisory group Utilize ATS Team for resource mapping and data review

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>A needs assessment was conducted at Dorsey High School and the two Magnet Schools (Law and Public Service and Math and Science Magnet) analyzing data (SBA, IAB, mark analysis reports, Single Plan for Student Achievement, and resources from the District Management Group). Staff from Dorsey and Magnet Schools were surveyed during professional development and parent/community members were surveyed using the following platforms: SIF informational meeting with the principal and Parent Empowerment meetings, Magnet Orientation Meetings and Title I Annual Meeting. The needs assessment was needed to maximize our efforts and to align the plan to the foci area (mathematics). 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. School site leaders across the 12 schools will meet four times throughout the year as a professional learning community to measure the impact of implementation on teaching and learning. To ensure our school makes substantial progress towards meeting the graduation goal of 100% the following has been</p>				

Dorsey High School

identified as an area of need:

10420

TCHR AUXILIARY

Dorsey High School and the Magnet Schools' stakeholders have identified that our classes in ELA and Math are large and recognize that it is a challenge to personalize instruction and cater to the students' learning and language needs. Therefore, reducing to small class sizes will overcome some of the obstacles to meet our goals starting this year. Having an additional teacher will help reduce class size and it will help teachers scaffold their lessons to a smaller group and meet their learning and language needs. While we recognize that additional teachers will support our goal to reduce class sizes, for the remainder of the year, we will offer current ELA and Math teachers four auxiliary periods (two for ELA and two for Math) to meet our goal this 2017-2018 academic year. For the 2018-2019 academic year, we should have two additional CSR Teachers for the entire school year.

13644

CSR TCHR SEC MATH 1TK

13641

CSR TCHR SEC ELA 1TK

For class of 2018, we are at 55% On-Track to graduate. 15% of our students in class of 2018 are missing 5 or more classes, 9% are missing 3-4 courses, and 20% are missing 1-2 courses.

For class of 2019, we are at 46% On-Track to graduate. 25% of our students in class of 2019 are missing 5 or more classes, 8% are missing 3-4 courses, and 21% are missing 1-2 courses.

In order to improve our graduation rate, Dorsey High School, has planned to target our low-income, English Learners, RFEPs, and foster youth by lowering class sizes in ELA and Math.

26% of our Class of 2018 is missing an ELA course.

28% of our Class of 2018 is missing a Math course.

Our analysis shows that in order to meet our minimum target rate of 81% for 2018 we need to increase by 26%. Decreasing class size in our ELA and Math departments should increase our graduation rate. Hiring two additional teachers should eliminate the 26% and 28% of students missing ELA or Math courses. It is our intent to increase the number of ELA and Math courses available for students at Dorsey HS and the two Magnets to meet graduation requirements.

By lowering class sizes, we are also looking at the percentage of students on-track for A-G with a "C." It has been observed that our current numbers enrolled in ELA and Math are high. Our intent will be to have teachers work with smaller number of

☒ 2017-18

☐ 2018-19

\$64,000.00

☐ 2017-18

\$111,873.00

☒ 2018-19

☐ 2017-18

\$111,873.00

☒ 2018-19

Low-income,
EL, RFEP
and/or Foster
Youth.

- 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%

Dorsey High School

students to identify their learning and language needs. We are planning on targeting students that need a smaller class size due to their academic needs and language needs (EL and RFEP).

50080

STAFF CONF ATTEND

In order to learn new CA and CA ELD Standards, standard-based instruction, research-based instruction, teaching and learning with a Growth Mindset, and ISTE Standards our teachers at Dorsey HS and the two Magnets are in need to attend different conferences throughout the years. Stakeholders have suggested and interest in conferences in ELA/ELD and Math such as California Association of Bilingual Education (CABE) and National Council of Teacher of Mathematics (NCTM) conferences. We will continue to support the Law and Public Service Magnet by providing professional development access to all teachers and connecting them with conferences that will improve teachers' craft to integrate Law and Public Service in every content area. Teachers will learn how to create interdisciplinary lessons with ELD and MELD integration to assist all students.

10371

TCHR X TIME

X-time for teachers to work beyond their contractual hours in designing, applying, and supporting the BTT work beyond the instructional contractual time. Teachers will be offered hours beyond their instructional time to plan and implement what they have learned in professional development sessions and conferences they have attended. The Law and Public Magnet teachers will be offered x-time to target their subgroups and participate in the plan to increase enrollment, expand partnerships, and coordinate new pathways within the area of public service. They will be offered x-time to reach out to the community and recruit students to all the pathways in the Magnet School. In order to keep growing professionally, Dorsey High School and Magnet Schools will participate in Saturday professional development sessions, working sessions, and be part of planning committees that will lead our school to meet our goals to improve attendance, increase student scores, attend to the language and academic needs of English Learners (EL) and Standard English Learners (SEL), improve teacher's craft with Growth Mindset, and integration of all established and new pathways. All teachers will have plenty of opportunities to attend conferences and work on aligning and redesigning the core content areas using all the data available such as ELPAC, CELDT, LAS Links, IAB data, teacher-created summative and formative assessments, and CAASPP data. All teachers will be offered x-time to attend training to improve communication with parents. Dorsey High School recognizes that parents are our equal partners and need additional support. Parents will be getting trainings and will demand additional support. Therefore, the teachers will receive training on how to support our parents/guardians and students and all subgroups including foster youth, socio-economic disadvantage, EL/SEL, and those students in need of Tier II and Tier III support.

With the growing need for technology, our teachers will need to attend training on how to integrate technology in the classroom for instructional purposes, promoting

☒ 2017-18

☐ 2018-19

\$37,000.00

☒ 2017-18

☐ 2018-19

\$110,986.00

Dorsey High School

<p>21st Century skills and improving they way we communicate with parents and students using technology. Our IT person will be in charge of developing professional development and integration of Schoology. Dorsey High School and Magnet Schools will have the opportunity to stay after school and Saturdays to interact with parents and students, participate in Saturday Academies, Math Camps, Law and Public Service workshops, STEAM trainings, showcasing our career pathways, hosting public events, College and Career workshops, and increasing public awareness of all programs available at Dorsey High School.</p> <p>Teachers will be offered x-time for additional professional development sessions and to plan before the academic school year starts. Dorsey High School will organize in different committees that will address each of our target goals (short- and long-term goals) and offer x-time to each committee. Each committee will address specific goals and help identify issues, problem-solve issues, and execute a plan of action throughout the academic year. One committee will be assigned to address Dorsey High School and another for each Magnet School and Pathways offered at Dorsey High School.</p> <p>10559 DAY TO DAY SUB Dorsey High School community has suggested to extend our instructional days to provide additional support. Our teachers will get support from Instructional Coaches, IT support, and contracted services. Our teachers have a Growth Mindset belief system and willing to try research-based strategies that will take us closer to our goals on a daily basis.</p> <p>In order to accomplish our goals and vision to have quality education for all, our teachers will attend conferences, attend PDs, get Instructional Coach support, hired consultants support, and attend conferences we need to pay teachers x-time for extending instruction beyond their regular scheduled hours and to pay substitutes to cover their classes while they are growing professionally.</p> <p>50174 CURRICULAR TRIPS For the extension of the learning process, the stakeholders have suggested that our students at Dorsey High School and the two Magnet Schools need learning opportunities beyond the classroom. In order for the students to explore and apply knowledge there is a need to take them on curricular trips to universities (i.e. UCLA, USC, CSULA, CSUDH) to hear lectures and participate in seminars, visit museums or innovative companies that emphasize technology (i.e. Google, IBM) or amplify our career pathways (i.e. Sabor Latino Food Show, CALARTS).</p> <p>40267 IMA</p>	<div> <input checked="" type="checkbox"/> 2017-18 </div> <div> <input type="checkbox"/> 2018-19 </div>	<div>\$28,914.00</div> <div>\$6,000.00</div> <div>\$29,524.00</div>		
--	--	---	--	--

Dorsey High School

Stakeholders have expressed a concern that there are instructional materials that would facilitate the learning process. We are in need to purchase supplemental material that will support our newly adopted program in ELA and Math.

50243

SOFTWARE LICNS MAINT

Stakeholders believe that Dorsey High school and the two Magnet Schools need to provide students with additional support using new online programs. It has been proven that students do better if they use technology to study before and after school. We are planning on buying licenses of Shmoop. Shmoop has been used by teachers at Dorsey High School that demonstrated positive results in AP courses. We want to be able to buy enough licenses that can be used to target our targeted population. With a 1:1 device, our students will benefit from the Shmoop test-taking online trainings.

SBA Data reveals the following results:

ELA	Math
<ul style="list-style-type: none"> • 2.12% Standard Exceeded • 13.56% Standard Met • 28.39% Standard Nearly Met • 55.94% Standard Not Met 	<ul style="list-style-type: none"> • 0.42% Standard Exceeded • 1.69% Standard Met • 14.35% Standard Nearly Met • 83.54% Standard Not Met

10 Week Mark Analysis Results ELA:

Course Name	Course Number	A-G Course	A	B	C	D	F
AM LIT COMP	230111	B	31	35	54	34	30
AP ENG LANG A	230125	B	3	12	17	4	3
AP ENG LIT A	230117	B	6	10	20	11	22
ENGLISH 10A	230109	B	18	31	74	18	45
ENGLISH 9A	230107	B	25	36	53	23	44
EXPOS COMP	230205	B	36	43	55	24	17
H ENGLISH	230109H	B	6	8	13	5	8

☒ 2017-18

☐ 2018-19

☒ 2017-18

☒ 2018-19

\$5,000.00

Dorsey High School

10A								
-----	--	--	--	--	--	--	--	--

10 Week Mark Analysis Results Math:

Course Name	Course Number	A-G Course	A	B	C	D	F
AP CALCULUS A	310701	C	4	7	2	3	2
CC ALG 1 TUT LAB A	312613		2	2	1	4	
CC ALGEBRA 1	310341	C	25	38	10	26	53
CC MATH 7A	310342	C	3	6	7	5	17
CC ALGEBRA 2A	310343	C	15	42	50	42	82
CC GEOMETRY A	310423	C	44	75	62	50	32

Based on the SBA results and 10-week mark analysis report targeted intervention is needed during the school day in a smaller setting. In addition, the CSR Teachers will allow for reduced class sizes. Monitoring of student progress will be ongoing using the following metrics: student grades, benchmark assessments, BTT Math assessments, and IAB results.

<p>Description of Services that address: Proficiency for All</p> <p><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"> - <i>Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts</i> - <i>Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics</i> - <i>EL reclassification rate</i> - <i>Rate of ELs making annual progress on CELDT</i> - <i>Decrease in long-term English learners (LTEs)</i> 	<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>Upon close analysis of SBA data, reclassification rate, 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</p>				

Dorsey High School

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.

SBA Data reveals the following results:

Proficiency for All	16-17 School Actual
Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th , 11 th Grade ELA	16%
Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th , 11 th Grade Math	2%
Percentage of English Learners Who Reclassify as Fluent English Proficient	11.1%
Percentage of English Learners Who Have Not Reclassified in 5 Years	51%
Percentage of English Learners Making Annual Progress on CELDT	34%
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	50%

10600

TCHR AST DEG TK NW/1 6hr/5days (2 Positions)

Currently we have about 200 English Learners at Dorsey High School and the two Magnet Schools. In order to meet our 22% reclassification target, we need to improve our instructional support. We currently have only one Teacher Assistant (TA). In order to improve our reclassification rate, we are in need of an additional TA to work with our growing EL population. Currently our reclassification rate is 8% and we need to increase our rate 14%. Increasing an additional support in the classroom will support the acceleration of the language process of ELD 1-4 students and LTEL students. Currently, we have 101 LTELs and targeted those in Profiles A-D. We are using the CELDT and ELPAC to assess students and

☒ 2017-18

☐ 2018-19

☐ 2017-18

☒ 2018-19

2 Positions
\$14,810.00
(2017-2018)

(2 Positions)
\$17,535.00
(2018-2019)

- 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%

Dorsey High School

analyzing the data to make our 57% annual progress and decrease our LTEL population to 17%.				<ul style="list-style-type: none">• Rate of ELs making annual progress on CELDT: 57%• Decrease in long-term English learners: 17%				
13297 INSTRL COACH SEC C1T	<table><tr><td>X</td><td>2017-18</td></tr><tr><td></td><td>2018-19</td></tr></table>	X	2017-18		2018-19	2 POSITIONS \$154,532.00		
X	2017-18							
	2018-19							
13297 INSTRL COACH SEC C1T	<table><tr><td></td><td>2017-18</td></tr><tr><td>X</td><td>2018-19</td></tr></table>		2017-18	X	2018-19	2 POSITIONS \$231,794.00		
	2017-18							
X	2018-19							
<p>Dorsey High School and our two Magnet School's plan is to keep improving in ELA and Math instruction. We are looking at improving our A-G C or better grade in ELA and Math rate.</p> <p>Class of 2018-We are currently at 40% students with grades of C or better in A-G. In order to support teachers to improve their practice, support student success, and coordinate intervention in Math and ELA, Instructional Coaches are needed. We will look for two great instructional leaders that are knowledgeable of new Common Core Standards, math practices, experience in PD development, cognitive coaching, and data coordinating. These individuals will work together to create data-based instructional decisions under the supervision of administrators in charge of ELA and Math departments. The Instructional Coaches will work with the departments to create common assessments, prepare students for the Interim Assessments, and SBAC. These individuals will have knowledge in ELD and support English Learners and SEL students in the acceleration of their ELD levels.</p> <p>Goal: To improve our SBAC data for 11th grade in ELA and Math by 36% in Math and 46% in ELA.</p> <p>Dorsey High School community knows that in order to accomplish our goals, we need to have additional support. Since we are going to extend our days in order to extend the instructional time, we are in need to extend the day for our clerical support staff and custodial staff. Our major goals will be accomplished by tracking PD hours, monitoring records, pulling data, updating and documenting CUMs/MiSiS and supporting documenting SSPT/Interventions.</p> <p>As we extend our days, we need to maintain a clean environment. We have allocated funding for custodial services. Our students and staff will benefit from additional custodial services to maintain a clean and safe environment. Because we are extending the instructional days, we need</p>								

Dorsey High School

to keep the facilities open (i.e. bathrooms, classrooms) and have custodial services to keep them clean and fully stocked at all times.				
10246 DIFF INSTL COACH SEC Differential will be provided for coaching ELA and Math in addition to teaching a period of English / Math.	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$1,821.00		
21427 CLERICAL OVERTIME As we extend our days, we need to maintain records. We have allocated funding for clerical overtime. Our students and staff will benefit from additional clerical overtime to help maintain the CUMs. Because we are extending the instructional days, we need to keep the facilities open (i.e. bathrooms, classrooms) we need to have additional support in each office to keep up with the demands.	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$22,000.00		
21477 CLERICAL RELIEF As we extend our days, we need to maintain a clean environment. We have allocated funding for clerical relief. Our students and staff will benefit from additional clerical support to maintain school records.	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$45,000.00		
21532 CUSTODIAL OVERTIME As we extend our days, we need to maintain a clean environment. We have allocated funding for custodial services. Our students and staff will benefit from additional custodial services to maintain a clean and safe environment. Because we are extending the instructional days, we need to keep the facilities open (i.e. bathrooms, classrooms) and have custodial services to keep them clean and fully stocked at all times.	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$21,000.00		
40183 MAIN/OPER SUPPLIES As we extend our days, we need to maintain a clean environment. We have allocated funding for custodial services. Our students and staff will benefit from additional custodial services to maintain a clean and safe environment. Because we are extending the instructional days, we need to keep the facilities open (i.e. bathrooms, classrooms) and have custodial services to keep them clean and fully stocked at all times.	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$6,000.00		
40227 GENERAL SUPPLIES There is a need to purchase additional general supplies to maintain the programs that will extend beyond the instructional hours. There is a need to purchase general supplies as we extend our instruction in ELA and Math beyond the general instructional times.	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$23,524.00		

Dorsey High School

11190 NURSE SCH Z TIME As we extend our days, we need to maintain a safe environment. We have allocated funding for nursing z time. Our students and staff will benefit from a nurse during our extended hours.	<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$2,337.00		
--	---	------------	--	--

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> - <i>Percentage of students with a 96% (172-180 days) attendance rate</i> - <i>Percentage of students missing 16 days or more in a school year</i> - <i>Percentage of all staff attending 96% or above</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																				
<p>Attendance has been identified as the foundation for student achievement. Learning cannot 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.</p> <p>Attendance Data extracted from MyData indicates the following:</p> <table><tr><th colspan="4">Cumulative Attendance Rate</th></tr><tr><th>Name of School</th><th>AUGUST</th><th>SEPTEMBER</th><th>OCTOBER</th></tr><tr><td>DORSEY HS</td><td>95.5%</td><td>94.8%</td><td>94.4%</td></tr></table> <p>Attendance Data extracted from the LCAP Scorecard indicates the following:</p> <table><tr><th>100% Attendance</th><th>16-17 School Actual</th></tr><tr><td>Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)</td><td>43%</td></tr><tr><td>Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)</td><td>37%</td></tr><tr><td>Percentage of All Staff Attending 96% or Above</td><td>66%</td></tr></table>	Cumulative Attendance Rate				Name of School	AUGUST	SEPTEMBER	OCTOBER	DORSEY HS	95.5%	94.8%	94.4%	100% Attendance	16-17 School Actual	Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	43%	Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	37%	Percentage of All Staff Attending 96% or Above	66%				
Cumulative Attendance Rate																								
Name of School	AUGUST	SEPTEMBER	OCTOBER																					
DORSEY HS	95.5%	94.8%	94.4%																					
100% Attendance	16-17 School Actual																							
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	43%																							
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	37%																							
Percentage of All Staff Attending 96% or Above	66%																							

12103

Dorsey High School

ITIN COUNS PSA C Dorsey High School Percentage of students with a 96% or higher attendance rate: 65% Percentage of students missing 16 days or more in a school year: 21.7% Last year we were at 62% growth of 2% to meet LCAP target we need to increase 10% Last year we were at 21.5% decrease 0.2% to meet LCAP target we need to decrease 12.7% Strategies—Full-time PSA Counselor PSA Counselor identifies students that are absent or tardy. Builds reports and develops intervention. Identified chronic absenteeism: Home visits twice a week. SART meetings identified chronic absenteeism: as needed to respond to home visits and phone calls. Incentives: Every 25 th day of school we have an incentive project for those that are reaching the 96% or higher. Tardy at the beginning of school: keeping track of who is arriving late.	<table><tr><td>X</td><td>2017-18</td></tr><tr><td>X</td><td>2018-19</td></tr></table>	X	2017-18	X	2018-19	\$121,022.11 \$121,022.11		<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%
X	2017-18							
X	2018-19							
11079 COUNS PSA X TIME In order to achieve our attendance goal, there is a need for our PSA counselor work extended hours beyond contractual hours. PSA will help our Law and Public Magnet to improve attendance as well as collaborating with teachers on how to improve enrollment in the academy. PSA Counselor will work extra hours to develop a plan for Dorsey High School and Magnet Schools using his/her experience with attendance to reach out to our community and help us reach out to our community and all over the LAUSD district in an attempt to increase our enrollment.	<table><tr><td>X</td><td>2017-18</td></tr><tr><td>X</td><td>2018-19</td></tr></table>	X	2017-18	X	2018-19	\$7,390.00		
X	2017-18							
X	2018-19							

<p>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"> - <i>Percentage of parent/caregiver participation on School Experience Survey</i> - <i>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</i> </p>	<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>

Dorsey High School

<p>Partnerships forged with our parents and community members will open the doors of communication and close the communication gap between home and school. Parents and community members will become aware of and familiar with academic initiatives through workshops and community forums.</p> <p>25691 ITSUPPORT TECH C1T/5</p> <p>Since Dorsey High School will enter the 21st Century by having one-to-one devices for students (Chromebooks) it will be ideal to hire an IT Support Tech person to support technology in the classroom. Students will be able to learn more about STEAM and use the available technology to better prepare for the skills required to meet the new CA Standards. EL Students must be able to use technology to meet the new ELD Standards.</p> <p>The IT Support will support ISTE Standards for Students, support the infrastructure of technology at Dorsey HS, creating the learning environment and paradigm shift of all stakeholders. The IT Support person will work with the Librarian to manage the 1:1 learning environment.</p> <p>14526 ITIN SS LIBMED 27/14</p> <p>Our stakeholders have expressed the need to have someone operate the library and media center full time. We currently only have a part-time librarian making it very difficult for our students, faculty, and staff to access the library and media center when needed. Our stakeholders value the support of a librarian for professional development, support with Schoology, research, and teaching students valuable skills needed to be career and college ready.</p> <p>11458 ADMINISTRATOR X</p> <p>Administrators will support the extension of instructional days to support all the programs implementing in this plan. Administrators will coordinate, evaluate, and track programs and support staff beyond the scheduled administrator working hours.</p> <p>50002 CONTR INSTRL SVC</p>	<div> <input checked="" type="checkbox"/> 2017-18 </div> <div> <input checked="" type="checkbox"/> 2018-19 </div> <div> <input checked="" type="checkbox"/> 2017-18 </div> <div> <input checked="" type="checkbox"/> 2018-19 </div> <div> <input checked="" type="checkbox"/> 2017-18 </div> <div> <input type="checkbox"/> 2018-19 </div>	<div>\$48,754.00</div> <div>\$73,127.00</div> <div>\$60,000.00</div> <div>\$25,000.00</div>		<ul style="list-style-type: none"> Percentage of parent/caregiver participation on School Experience Survey: 62% Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%
--	--	---	--	---

Dorsey High School

<p>Our Dorsey HS Community agrees that we need additional resources to teach 21th Century to our students and to address our need to attract more students to our Law and Public Service Magnet and Math and Science Magnet.</p> <p>We are contracting District Management Group (DMG) to learn the process of Break-Through BTT. Our Math teachers have been learning and building a PLC that will be sustainable and replicable in ELA the following years and eventually throughout Dorsey HS and the Magnet Schools.</p> <p>With the possibility to get one-to-one devices, opening of our Fire Academy, and expanding our career pathways in performing arts, video production, and culinary arts/food services and hospitality, our stakeholders have suggested IT Support and STEAM and pathways support for Dorsey High School.</p> <p>We are contracting Queen James Entertainment/3Brains Innovation to support STEAM. 3Brains has been working with Dorsey High School and Math and Science Magnet for a few years now and has introduced students to Microsoft, Google, IPHONE Apps, and support Coding Classes.</p> <p>In addition, we are purchasing the services of UCLA and the writing project to facilitate professional development sessions, coach, and analyze data for all ELA teachers. A contract with UCLA Writing Project will help our teachers learn how to respond to student writing. They will be providing the coaching model, and working directly with students and introducing the new CA CCSS ELA Standards. They will take the students to UCLA and participate in seminars with UCLA professors to better apply the skills taught in class.</p> <p>We are planning to contract additional career teacher / assistants to support the different pathways (Visual and Performing Arts, Video/Film and Animation, Culinary Arts and Hospitality) that will continue to attract our community children and others interested in joining Dorsey High School and Magnet Schools and meet our goal to increase enrollment in every school on campus.</p>	X 2017-18	\$94,000.00		
	X 2018-19			
<p>50003 OTH NON INSTRL CONT</p> <p>Our parents will benefit from a contract from institutions that specialize in Parent Education. The contracts will be used to help the school increase parent participation and more community involvement. We want to engage and empower our parents by letting them know about A-G, graduation requirements, how to talk to teachers and counselors, access to Schoology, etc. We are planning on contracting services from PIQE (Parent Institute for Quality Education) and Project Appleseed.</p>	X 2017-18	\$11,100.00		
	X 2018-19			

Dorsey High School

The impact of the aforementioned budgeted items will surface in the form of increased parent involvement at school events. By the close of the 2017-2018 school year, there will be a 5% increase in parent attendance at school events as evidenced by sign in sheets and parent participation on surveys.				
---	--	--	--	--

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
<p>The current discipline data extracted from MiSiS Adhoc reveals 74 Discipline 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.</p> <p>12103 ITIN PSYCH SOC WKR C Our community has recognized the need for our students to get additional emotional and psychological support. The PSW will provide school-wide support and will help eliminate our student suspension rate to .35% and expulsion rate to .01% by attacking the root of many issues with our low-income, foster youth and newcomer students. These targeted student groups have extremely difficult lives and have lived through emotional distress situations growing up as children and now as adolescents the expectation is the same as other students that have not met the same experiences. Together with the RJ Teacher, our stakeholders believe that our teachers will have more resources to use in the classroom and someone on site that they can refer students for additional support. Our counselors will work together to streamline the SSPT process by having the RJ Teacher and PSW available when the Academic Counselor is in need of additional support to better assess the emotional needs of referred students.</p> <p>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</p>	<div>X 2017-18</div> <div>X 2018-19</div>	<div>\$121,441.00</div> <div>\$121,441.00</div>		<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%

Dorsey High School

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.

14564

RJ TEACHER

The RJ Teacher will be a valuable resource to our school. Having the experience of having the Restorative Justice system in place in the past at Dorsey High School, stakeholders appreciate and value the resources that the process brings to our student population. The RJ Teacher not only will work directly with the students, but will develop professional development opportunities for teachers to access RJ resources (research-based) that work in the classroom before referral to the Dean's Office.

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.

21628

SCHOOL SPVN AIDE

We are in need to increase the number of of Campus Aides to improve school security. Our supervision aides will help the deans to improve safety school-wide. We are in need of additional adults to secure our buildings, supervise during and after school, supervise nutrition and lunch, and if needed after school for extended learning programs or interventions designed to provide additional support in ELA and Math.

X 2017-18

\$86,924.00

X 2018-19

\$115,897.00

X 2017-18

\$35,000.00

X 2018-19

Dorsey High School

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. Sean Gaston

Typed name of School Principal



Signature of School Principal

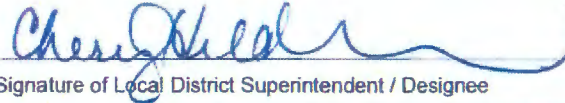
November 28, 2017

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.

Cheryl P. Hildreth

Typed name of Local District Superintendent / Designee



Signature of Local District Superintendent / Designee

November 28, 2017

Date