

**Edwin Markham Middle 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
Edwin Markham Middle School	South	Alex Kim

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
<b>740</b>	<b>86.76%</b>	<b>28%</b>	<b>0.34%</b>	Total \$ <b>1,011,460</b>

**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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<p>and City Year member monitor student progress. City year members support during class time, and support its focus students before, during and after-school. City Year also collaborates with classroom teachers in order to provide differentiated support for its focus students. City Year members help support in all parent and student activities and also organize additional events for students during and after school. This will support our effort in increasing student reading levels leading to a higher success rate in ELA and Math.</p>								
<p><b>Contracted Instructional Services (50002)</b>  Mesa- provides support to 200 students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students with scientific concepts. Mesa Members work with students in order to help students create engineering projects. Students participate in local and regional competitions in UC Irvine and other University campuses. Students have the opportunity to get lessons in computer coding and engineering concepts from scientists and engineers. Students have the opportunity to visit University Campuses and learn about requirements in stem related careers. The Mesa staff works closely with teachers to target NGSS standards that will help increase student grades. They also provide students with information about A-G requirements through the University workshops.</p>	<table border="1"> <tr> <td>October.- June</td> <td>2017- 18</td> </tr> <tr> <td>October. - June</td> <td>2018- 19</td> </tr> </table>	October.- June	2017- 18	October. - June	2018- 19	<p>6,000</p> <p>5,000</p>	<p>Low-Income students, RFEP, and Foster Youth</p>	
October.- June	2017- 18							
October. - June	2018- 19							
<p><b>Counselor (110161)</b>  An additional counselor will help support our goal of 100% graduation by meeting with students in order to establish academic goals and prepare an individual growth plan for each student. The counselor will collaborate with teachers and parents about behavior and academic growth of students. Will support with implementing restorative</p>	<table border="1"> <tr> <td>Aug.- June</td> <td>2017-18</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Aug.- June	2017-18			<p>115,897</p>	<p>Low-Income students, EL students, RFEP, and Foster Youth</p>	
Aug.- June	2017-18							

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<p>practices to provide tiered intervention to support student behavior needs. The counselor will plan parent meetings to inform and empower parents about the importance of attendance, academic monitoring and involvement in the school’s instructional program. In addition, the counselor will communicate regularly with parents about student progress and conduct monthly grade level expectation assemblies. The counselor will meet with students to complete IGP’s and support with our school’s effort of achieving 100% graduation rate and IGP meetings.</p> <p><b>Professional Development Teacher X-time (10375)</b>          Teachers will have the opportunity to collaborate with their teams in order to increase the academic achievement and student grades specifically in the area of ELA and Math. Teachers will participate in a series of professional development workshops concentrating on topics such as Writing across the curriculum, DOK questioning, and Small Group Learning. This will allow teachers to receive support and training in order to create engaging lessons for struggling students and increase student success rate in core classes necessary for graduation eligibility.</p>	<table border="1" data-bbox="934 727 1171 857"> <tr> <td data-bbox="934 727 1075 792">October.- June</td> <td data-bbox="1075 727 1171 792">2017- 18</td> </tr> <tr> <td data-bbox="934 820 1075 857"></td> <td data-bbox="1075 820 1171 857"></td> </tr> </table>	October.- June	2017- 18			<p>18,657</p>	<p>Low-Income students, EL students, RFEP, and Foster Youth</p>	
October.- June	2017- 18							

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Description of Services that address: <b>Proficiency for All</b>	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><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><b>Instructional Coach (13297)</b> will support the effective implementation of district and school initiatives. The coach will tutor and work with at risk students individually or in small groups to offer additional help in Mathematics and ELA. Instructional Coach will coordinate intervention sessions to be offered to students to provide additional support during the school day and monitor at risk student progress by working with students who need support in Math and ELA. Instructional Coach will also provide professional development for teachers on instructional strategies and classroom practices aligned to research and standards based instruction for ELA and Math. Instructional Coach will use data to assist teachers in creating intervention plans and identifying students who need targeted supports. In addition, the Coach will also support EL students struggling in meeting reclassification criteria by providing tutoring and support to EL teachers. The Instructional Coach will conduct parent workshops in order to build capacity with parents and students in order to support student learning for all at-risk students. The instructional coach is a vital piece in order to continue our steady increase of student reclassification, and continue to increase our students' ELA and Math SBAC scores.</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Aug. - June</td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">Aug. - June</td> <td style="text-align: center;">2018-19</td> </tr> </table>	Aug. - June	2017-18	Aug. - June	2018-19	<p style="text-align: center;">115,897.00</p> <p style="text-align: center;">231,794.00</p>	<p style="text-align: center;">Low- income, EL students, RFEP, and or Foster Youth</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 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>
Aug. - June	2017-18							
Aug. - June	2018-19							

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<p><b>ELA Class-Size Reduction Teacher (13641)</b>                  Class size reduction teacher will reduce class sizes to be able to provide more individualized instruction to students. This will allow low performing students to receive the additional support that is needed to become successful in the focused content area. CSR Teacher will participate in grade level planning time during the school day to create common lessons, assessments, curriculum map and activities for students that will specifically focus on Common Core Standards. This will allow teachers to better prepare students to mastery level for Interim Assessments and SBAC in order to increase 10 points in ELA SBAC scores.</p>	Aug. 2017-18 - June	111,873	Low income, EL, RFEP, and/or Foster Youth
	Aug. 2018-19 - June	111,873	
<p><b>IT Support Tech (25691)</b>                  Assists school administration with maintaining online presence on school website to inform parents, students and the community of upcoming events and important information. Will assist with set up and activation of student single sign on accounts in order for students to access achieve 3000 and other support programs for students and teachers. Will also help manage school software and technology infrastructure with the goal of better integration of blended learning technologies into classroom instruction with a focus in supporting ELA classrooms with Achieve 3000 and setting up devices for SBAC testing.</p>	Aug. 2017-18 - June	73,127	Low-Income students, EL students, RFEP, and Foster Youth
	Aug. 2018-19 - June	73,127	
<p><b>Library Aide (21021)</b>                  provides guidance and assistance to students in the selection of books and using other library resources under the direct supervision of a classroom teacher. The assistant will help support the teacher with small group instruction in order to provide additional support for our struggling</p>	Aug. 2017-18 - June	13,522	Low-Income students, EL

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<p>students. The aide will present educational information on research strategies to students and support teachers in accessing research material. The aide will also assist parents in accessing the library services for students. This will help support our goal in improving Lexile Levels for students.</p>	<table border="1"> <tr> <td>Aug.</td> <td>2018-19</td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> </table>	Aug.	2018-19	-		June		13,522	students, RFEP, and Foster Youth
Aug.	2018-19								
-									
June									
<p><b>Instructional Materials (40267)</b>          student level readers to support teachers in implementing balanced literacy in ELA classrooms. These books will support focus around ELA curriculum and intervention to support growth in student reading levels. These readers will be bought according to student level in order to provide interesting and engaging reading material for struggling students. These student level readers are vital in order to continue our current plan to increase student Lexile Levels and ELA SBAC scores. The school will also purchase science reading material in order to provide engaging supplemental reading material.</p>	<table border="1"> <tr> <td>Aug.</td> <td>2017-18</td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> </table>	Aug.	2017-18	-		June		9,808	Low-Income students, EL students, RFEP, and Foster Youth
Aug.	2017-18								
-									
June									
<p><b>Math Class Size Reduction Teacher (13644)</b>          Class size reduction teacher will reduce class sizes to be able to provide more individualized instruction to students, as well as, implement differentiation of instruction more efficiently. This will allow low performing students to receive the additional support that is needed to become successful in the focused content area. The CSR teacher will participate in grade level planning time during the school year to create common lessons, assessments, curriculum maps and activities for students that will specifically focus on Common Core Standards. This will allow teachers to better prepare students to meet mastery level for Interim Assessments and the SBAC. Teachers will collaborate in data cycles to determine best practices</p>	<table border="1"> <tr> <td>Aug.</td> <td>2018-19</td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> </table>	Aug.	2018-19	-		June		11,103	Low-Income students, EL students, RFEP, and Foster Youth
Aug.	2018-19								
-									
June									
<p></p>	<table border="1"> <tr> <td>Aug.</td> <td>2017-18</td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> </table>	Aug.	2017-18	-		June		111,873	Low-Income students, EL students, RFEP, and Foster Youth
Aug.	2017-18								
-									
June									
<p></p>	<table border="1"> <tr> <td>Aug.</td> <td>2018-19</td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> </table>	Aug.	2018-19	-		June		111,873	Low-Income students, EL students, RFEP, and Foster Youth
Aug.	2018-19								
-									
June									

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<p>for teaching specific content standards and guide next steps. This will support our goal for 10-point increase in math SBAC scores.</p>	<table border="1"> <tr> <td>Aug.</td> <td>2017-18</td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> </table>	Aug.	2017-18	-		June		<p>11,500</p>	<p>Low-Income students, EL students, RFEP, and Foster Youth</p>	
Aug.	2017-18									
-										
June										
<p><b>Contractual Instructional Services (50002)</b>          Literacy Partners will provide professional development to EL teachers and provide individual coaching in order to better support EL teachers. The coach will visit the school site on various occasions and work with the Integrated ELA and EL teacher in order to better coordinate their efforts and better support our EL students. Together they will have the opportunity to analyze the effectiveness of the strategies being used, analyze EL student data to modify lessons and provide better support for EL students. The support provided by Literacy Partners will help support our EL teachers with the shift to small group instruction and balanced literacy, in order to provide skills to help EL students reclassify. Literacy Partners will focus on writing across the curriculum, conversational skills, and literacy skills in order to increase student scores in common formative assessments and ELA SBAC scores.</p>	<table border="1"> <tr> <td>Aug.</td> <td>2018-19</td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> </table>	Aug.	2018-19	-		June		<p>11,500</p>	<p>Low-Income students, EL students, RFEP, and Foster Youth</p>	
Aug.	2018-19									
-										
June										
<p><b>Contractual Instructional Services (50002)</b>          Achieve 3000- software license for a literacy platform that supports struggling students at their individual reading levels in order to accelerate their learning, improve test scores, and help them succeed in school. The software allows all students to access content from all core subjects and improve literacy skills. Teachers will work with students in order to ensure 100% participation and monitor student data in order to ensure steady progress in Lexile Levels. This will help EL students prepare for ELPAC, and support at-risk students with ELA Common Formative Assessments and ELA SBAC scores.</p>	<table border="1"> <tr> <td>Aug.</td> <td>2017-18</td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> </table>	Aug.	2017-18	-		June		<p>23,375</p>	<p>Low-Income students, EL students, RFEP, and Foster Youth</p>	
Aug.	2017-18									
-										
June										
	<table border="1"> <tr> <td>Aug.</td> <td>2018-19</td> </tr> <tr> <td>-</td> <td></td> </tr> <tr> <td>June</td> <td></td> </tr> </table>	Aug.	2018-19	-		June		<p>23,375</p>	<p>Low-Income students, EL students, RFEP, and Foster Youth</p>	
Aug.	2018-19									
-										
June										



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<p><b>Admin. X Time (11458)</b> will allow administrative team to work additional hours to increase capacity to analyze data and assess schools needs based on the call to action goals the school has put in place. This time will allow the administrative team to meet with the Instructional Leadership Team after school hours in order to plan next steps to professional development and better support struggling students and EL learners.</p>	<table border="1"> <tr> <td>Aug. - June</td> <td>2017-18</td> </tr> </table>	Aug. - June	2017-18	3,650	Low-Income students, EL students, RFEP, and Foster Youth
	Aug. - June	2017-18			
<table border="1"> <tr> <td>Aug. - June</td> <td>2018-19</td> </tr> </table>	Aug. - June	2018-19	3,650		
Aug. - June	2018-19				
<p><b>Tutor Teacher X Time (10376)</b> Teacher representatives from the various core classes will develop and follow a tutoring schedule to provide intervention sessions for EL students and students struggling to meet standards, twice during the school year. Tutoring/intervention will be provided after school and Saturdays. These sessions will help EL students and struggling students gain more understanding in efforts to pass their core classes. Having these sessions take place after school, will allow EL teachers to be able to work with more students on a regular basis. Students will receive instructional support on Reading, Writing, Speaking and Listening skills. They will also receive support in basic skills in Mathematics. This will help our school continue with a steady increase in ELA and Math SBAC scores.</p>	<table border="1"> <tr> <td>October- June</td> <td>2017- 18</td> </tr> </table>	October- June	2017- 18	51,306	Low-Income students, EL students, RFEP, and Foster Youth
	October- June	2017- 18			
<table border="1"> <tr> <td>August- June</td> <td>2018- 19</td> </tr> </table>	August- June	2018- 19	51,306		
August- June	2018- 19				
<p><b>Day to Day Subs/Teacher Release Days (10559)</b> Teachers will be given time to participate in Peer Observation Cycles. This will give teachers the opportunity to analyze their common lessons and student engagement. This participation will allow teachers to adjust their lessons and strategies to support students and increase student SBAC scores. Using their observation cycle data, teachers will participate and collaborate in data</p>	<table border="1"> <tr> <td>October- June</td> <td>2017- 18</td> </tr> </table>	October- June	2017- 18	16,388	Low-Income students, EL students, RFEP, and Foster Youth
	October- June	2017- 18			
<table border="1"> <tr> <td>August- June</td> <td>2018- 19</td> </tr> </table>	August- June	2018- 19	16,388		
August- June	2018- 19				

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<p>cycles using Lexile Levels and assessment data. This will help determine best practices for teaching specific standards and guide instructional next steps for reviewing and reinforcing reading, writing, listening and speaking skills in their departments. Teachers will also have the opportunity to participate on observing teachers modeling best practices and provide feedback to their teams as part of their professional development and reflection.</p>				
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<p><b>Description of Services that address: 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><b>School Year [mark applicable year(s)]</b></p>	<p><b>Amount of School Innovation Funds</b></p>	<p><b>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</b></p>	<p><b>Related District-wide SY17-18 LCAP Targets</b></p>								
<p><b>PSA (12101)</b> utilize a three-tiered model to improve individual and system wide student attendance engagement, achievement and graduation. Will work directly with students who experience difficulty in achieving their academic potential due to social and emotional barriers. The PSA will organize a school wide incentive program in order to improve student attendance. The PSA will also work with individual students having difficulty with their attendance by providing support to families and following up with students.</p> <p><b>Clerical Over Time (21427)</b> Update student records, contact parents, finalize grades for students participating in intervention program and support with informing parents of students who need additional support in order to meet graduation requirements.</p>	<table border="1"> <tr> <td></td> <td></td> </tr> <tr> <td>Aug-June</td> <td>2018-19</td> </tr> <tr> <td>Aug-June</td> <td>2017-18</td> </tr> <tr> <td>Aug-June</td> <td>2018-19</td> </tr> </table>			Aug-June	2018-19	Aug-June	2017-18	Aug-June	2018-19	<p>121,022.11</p> <p>1526</p> <p>1526</p>	<p>Low-Income students, EL students, RFEP, and Foster Youth</p> <p>Low-Income students, EL students, RFEP, and 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>
Aug-June	2018-19											
Aug-June	2017-18											
Aug-June	2018-19											

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<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>                      - Percentage of parent/caregiver participation on School Experience Survey                      - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</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>								
<p><b>Non-cap equipment (40124)</b> to purchase laptops that will support students learning in classrooms to better integrate blended learning in classroom instruction. In addition, calculators will be purchased in order to support student learning in mathematics classrooms. This equipment will also be used to provide parent workshops in different programs utilized by the district and school, such as Schoology, Achieve 3000, etc.</p> <p><b>General Supplies (40227)</b> General supplies to support the academic achievement of students in physical education, and science elective courses. In addition, these funds will be utilized to help support the academic achievement of struggling students in core classes and for professional development. The funds will also be used to fund supplies for the intervention program for struggling students and EL learners.</p>	<table border="1"> <tr> <td>October-June</td> <td>2017-18</td> </tr> <tr> <td>August-June</td> <td>2018-19</td> </tr> <tr> <td>October-June</td> <td>2017-18</td> </tr> <tr> <td>August-June</td> <td>2018-19</td> </tr> </table>	October-June	2017-18	August-June	2018-19	October-June	2017-18	August-June	2018-19	<p>34,298</p> <p>10,378</p> <p>20,000</p> <p>15,000</p>	<p>Low-Income students, EL students, RFEP, and Foster Youth</p> <p>Low-Income students, EL students, RFEP, and Foster Youth</p>	<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>
October-June	2017-18											
August-June	2018-19											
October-June	2017-18											
August-June	2018-19											

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<p>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></p> <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>	<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>RJ Coordinator (14564)</b> will coordinate the implementation and coordination of the Restorative Justice implementation plan to create a positive school climate. The Restorative Justice coordinator will work collaboratively with all stakeholders to create a school culture shift that utilizes a restorative framework by implementing support systems for students who are struggling in class. The coordinator will also implement a mentorship program to support students and reduce bullying or discipline incidents which will continue to decrease our school's suspension rate. The RJ Coordinator will work with counselors, PSA and PSW in order to support students who are at-risk of not meeting graduation requirements. In addition, The RJ coordinator will help in the referral process for students who need tutoring.</p> <p><b>Supervision Aide (21628)</b> to further support coordination and intervention in our school's goal of reducing bullying and addressing campus climate. The campus aide will also assist administrators and the Restorative Justice Coordinator in working with teachers to support students with behavior problems. Together with the RJ coordinator will support in the reduction of our suspension rate and help students feel safer with an additional adult supporting in school supervision.</p>	<table border="1"> <tr> <td>August-June</td> <td>2017-18</td> </tr> </table>	August-June	2017-18	115,897	Low-Income students, EL students, RFEP, 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 implementing the Discipline Foundation Policy: 88%</li> <li>• Percentage of students who feel safe at school: 80%</li> </ul>
	August-June	2017-18				
	<table border="1"> <tr> <td>August-June</td> <td>2018-19</td> </tr> </table>	August-June	2018-19	115,897		
	August-June	2018-19				
<table border="1"> <tr> <td>August-June</td> <td>2017-18</td> </tr> </table>	August-June	2017-18	16,798	Low-Income students, EL students, RFEP, and Foster Youth		
August-June	2017-18					
<table border="1"> <tr> <td>August-June</td> <td>2018-19</td> </tr> </table>	August-June	2018-19	16,798			
August-June	2018-19					

