

(Name) Samuel Gompers 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
Samuel Gompers Middle School	South	Blanca Esquivel

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
460	100	118	2%	Total \$644,780

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: 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> - 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>	<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>Benchmark 2016-2017 Grade 6 - 77% of students have a C average or better in A-G courses on track to culminate. Grade 7 - 70% of students have a C average or better in A-G courses on track to culminate. Grade 8 - 64% of students have a C average or better in A-G courses on track to culminate. 91% of 8th graders have an IGP. RFEPs - 79% of students have a C average or better in A-G courses on track to culminate. LEPs - 80% of students have a C average or better in A-G courses on track to culminate. Foster Youth - 54.4% of students have a C average or better in A-G courses on track to culminate.</p> <p>SMART Goals Year 1 - By June 2018, the percentage of students who earn a "C" or better in A-G courses on track to culmination will increase by 5% Year 2 - By June 2019, the percentage of students who earn a "C" or better in A-G courses on track to culmination will increase by 10%</p> <p>Staff Purchased with Title I. Funds A-G Counselor & Academic Counselor monitor students' academic progress towards culmination, complete Individualized Graduation Plans meetings, and facilitate articulation meetings.</p>	<p><input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>Not Applicable Not Applicable</p>	<p>Low-income students, English Learners, RFEPs, & Foster Youth</p>	<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%

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<p align="center">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"> - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts - Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics - EL reclassification rate - Rate of ELs making annual progress on CELDT - Decrease in long-term English learners (LTELs) 	<p align="center">School Year [mark applicable year(s)]</p>	<p align="center">Amount of School Innovation Funds</p>	<p align="center">Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p align="center">Related District-wide SY17-18 LCAP Targets</p>
<p>Benchmark 2016-2017</p> <p>Percent Meet/Exceed ELA 19% - Gr. 6 10%, Gr. 7 18%, Gr. 8 15%, RFEP 42%, LEP 2%, Foster Youth 0%</p> <p>Percent Meet/Exceed Math 4% - Gr. 6 6%, Gr. 7 8%, Gr. 8 5%, RFEP 12%, LEP 0%, Foster Youth 0%</p> <p>Percent of ELs Met Their Annual CELDT Growth Target – 55.5%</p> <p>Percent of ELs Reclassification Rate Increased - 6% in 2015-2016 to 10.6% in 2016-2017</p> <p>Decrease Number of LTELs – 2016-2017 64 LTELs to 2016-2017 30 LTELs</p> <p>SMART Goals</p> <p>Year 1 - By June 2018, we will increase the percentage of students who earn meet/exceed on the SBAC in ELA to 25% and in Math to 10%.</p> <p>Year 2 - By June 2019, we will increase the percentage of students who earn meet/exceed on the SBAC in ELA to 30% and in Math to 15%.</p> <p>Assistant Principal, Instruction 1 FTE B-basis (8 hours / 5 days)</p> <ul style="list-style-type: none"> • Evaluate certificated and classified staff using the District's evaluation process as a way to ensure high quality instruction and support services are provided • Facilitate bi-weekly Instructional Rounds with the principal: Instructional Leadership Team observes teachers with an emphasis on a particular Teaching and Learning Framework focus element and school wide agreed upon strategies/resources (i.e. whiteboard configuration, Kagan strategies, use of rubrics, Reed strategies, student work posted, social emotional learning strategies (Quaglia/Dweck), Depth of Knowledge levels 3 and 4, project-based learning, etc.) • Monitor ELs, LTELs, Foster Youth academic performance via MiSiS Adhoc Dashboard in collaboration with Categorical Program Adviser • Coordinate peer-observations, coaching, demonstration lessons, for new/veteran teachers including those who demonstrate a need for intensive instructional support (i.e. PAR, CPES, Staff Relations) • Serve as Testing Coordinator in which train all teachers and classified staff in CAASPP testing procedures and security forms for IAB and SBAC, NAEP assessments including developing an exam schedule in coordination with ILT, unit plans and lessons aligned to CCSS/NGSS 	<p align="center"> <input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19 </p>	<p align="center"> Pro-rate salary to hire date \$108,013 \$144,546 </p>	<p align="center"> Low-income students, English Learners, RFEPs, & Foster Youth </p>	<ul style="list-style-type: none"> • 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% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%

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<p>Assistant Principal, Instruction (cont'd)</p> <ul style="list-style-type: none"> • Train new LAUSD teachers regarding District/school initiatives in collaboration with Reed Administrator and Reed Mentors • Develop/monitor TSP budget/modifications utilizing School Front End to ensure timely, accurate allocations as well as assist Categorical Program Adviser in the development of Title I. SPSA, budgets modifications, etc. • Coordinate during school and after school interventions to support students with demonstrated need for help in ELA and Math via Reading Inventory, LDS Math Assessments, and SBAC results (i.e. Tier 2 ELA/Math courses, Tier 3 ELA classes, tutoring program, Saturday School) • Ensure all mandates are met for the textbooks according to Williams legislation • Coordinate Core Waiver Partner School visits to review best practices with a school that has like demographics and report back to Gompers staff to implement on campus • In coordination with the Categorical Program Advisor, train teachers in administering CELDT and ELPAC as well as develop appropriate interventions based upon data for ELs, RFEPs, and LTELs not making adequate progress • Observe teachers for use of instructional best practices including standards-based instruction, designated or integrated English Language Development, Culturally and Linguistically Responsive Pedagogy, Multi-tiered System of Support, Positive Behavior Interventions and Support, Constructive Conversations, Visual Text, Academic Language, etc. • Provide constructive feedback in a timely manner to teachers following classroom observations • Facilitate staff professional developments regarding Schoology, Computational Thinking, designated/integrated English Language Development, language objectives for all core integrated ELD courses, providing targeted intervention for all TSP students based upon review of multiple measures, infusing technology into instruction, data-based decision making, multi-tiered instruction, social-emotional learning, student engagement, culturally and linguistically responsive pedagogy • Meet with ILT to plan and implement school wide instructional initiatives including calendar key instructional dates (formative/interim/summative assessments, NAEP testing, common planning, department meetings, Core Waiver visits, REED trainings, etc.) • Monitor implementation of newly adopted ELA/ELD curriculum in collaboration with Middle School College and Career Coach and Instructional Coach • Provide professional developments with Reed Administrator for the mandated 40-Hours of training for LAUSD Investment Schools 				
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<p>Assistant Principal, Instruction (cont'd)</p> <ul style="list-style-type: none"> In collaboration with the Categorical Program Adviser, review English Learner Progress Monitoring Reports to ensure ELs are properly enrolled in courses in accordance with the Master Plan as well as monitor RFEP students to ensure that they are successfully matriculating their classes after redesignating, along with accurate placement and progress in these courses. Collaborate with Middle School College Career Coach, Categorical Program Adviser, and Instructional Coach in developing school-wide targeted intervention to help students improve in their academic classes, particularly English and math Ensure that aforementioned support staff provide direct services to students and coaching for teachers via demonstration lessons, peer-observations with constructive feedback, etc. Write grants for instructional materials and student engagement activities to improve academic performance Monitor school wide Achieve 3000 implementation reviewing student/teacher data as well as scheduling/providing professional development to staff, students, parents Serve as Communication Lead in which work as webmaster for school website to publicize events on social media, Local District South's sites, and newsletters/flyers to inform parents, students, and community regarding upcoming events Monitor students' progress towards culmination rates and facilitate workshops for parents regarding culmination requirements, pre-requisites for high school, college, and career Review MyData At-Risk Reports/Early Warning Reports to generate D/F lists and ensure administrators and counseling staff have conversations early with parents/students Train teachers in Mastery Learning and Grading in alignment with District initiative of grading based upon mastery of standards Serve as Lead for the Breakthrough Math Team monitoring student progress, facilitate meetings, coordinate in school intervention and after school tutoring Provide professional development to teachers regarding purposeful grouping, intervention grouping, small group instruction, teacher-student conferences, cooperative learning Monitor Middle School College Career Coach and Categorical Program Coordinator's Individualized Graduation Plan meetings/documentation in MISIS <p>Breakthrough Team Professional Development & Challenge LAUSD mandated and selected professional development for focus schools: emphases are math and attendance for 10-weeks challenge</p>	<table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>2017-18</td> </tr> <tr> <td><input type="checkbox"/></td> <td>2018-19</td> </tr> </table>	<input checked="" type="checkbox"/>	2017-18	<input type="checkbox"/>	2018-19	<p>\$60,000</p>	<p>Low-income students, English Learners, RFEPs, & Foster Youth</p>	<ul style="list-style-type: none"> 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% Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17%
<input checked="" type="checkbox"/>	2017-18							
<input type="checkbox"/>	2018-19							

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<p>Teacher X-Time Tutoring (1 hour/day Wednesday & Thursday) Breakthrough Math Team afterschool tutoring Wednesday and Thursday (October 25-26, 2017; November 1-2, 8-9, 15-16, 29-30, 2017; December 6-7, 2017)</p>	<input checked="" type="checkbox"/> 2017-18	7 teachers \$6,552	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> 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% Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17%
<p>Middle School College Career Coach .5 FTE C-basis (3 hours / 5 days plus differential)</p>	<input checked="" type="checkbox"/> 2018-19	\$6,552		
<ul style="list-style-type: none"> Use data (multiple measures) to identify areas of strength and need for instruction and behavior for Targeted Student Population Implement multi-tiered instructional plan, intervention service, resources to support Targeted Student Population Deliver demonstration lessons that involve the direct instruction of pupils in ELA/ELD Deliver professional development in RTI² framework: problem solving model, analysis of data, differentiation instruction and strategies Develop and monitor student intervention plan utilizing integrated data and assessment system (i.e. MyData At-Risk Reports, MyData Early Warning Reports) Participate on the Student Success Progress Team (SSPT) Create individual intervention plans for TSP performing far below proficiency level Pull out small groups of students to work on specific ELD and ELA content standards in which students are struggling Coordinate intervention program to provide additional support for TSP beyond the regular school day Use data analysis to work with teachers in developing a curriculum for after school and Saturday intervention program Train teachers to access various computer based intervention programs that can be used to support the achievement of Targeted Student Population Build a college/career going culture via various instructional activities and events (i.e. Achieve 3000 Career Portal, College Day, College/Career Fair, College Tours, etc.) Serve on the Breakthrough Attendance Team Monitor progress of TSP students, particularly those children who need most intensive support using early alert systems to identify at-risk students, especially during transitional stages between elementary, middle and high school For all Targeted Student Populations (English Learners, RFEPs, Foster Youth, and Impoverished Students) provide parent/student workshops regarding tutoring for our targeted student population, an additional counselor will facilitate conversations about services and options In collaboration with Administrator of Instruction, arrange Saturday School Intervention Classes for Support, During/After-School Intervention classes, after school tutoring as well as collaborate with City Year to provide tutoring that meets our Targeted Student Population's needs 	<input checked="" type="checkbox"/> 2017-18	\$57,950 Differential \$756	Low-income students, English Learners, RFEPs, & Foster Youth	
	<input type="checkbox"/> 2018-19			

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<p>City Year 5 days/week, 8-hours a day (7 members/1 program manager)</p> <ul style="list-style-type: none"> • Provide tutoring and intervention in math and English classes during and after school • Ratio of student to core member is 11:1; students receive targeted intervention based upon assessment results • After school program is open to all students, but priority is given to targeted students • Mandate to provide 2 whole school events per year, with the goal of providing 7 or 8 this coming school • Greet student engagement before school and lunch time • Also, support science and history class • Drop-out prevention services via in school and after school tutoring • Co-sponsor 4 high school nights with the counseling office to help students navigate the matriculation process to high school as well as complete the Choices booklets and Zone of Choice applications 	<input checked="" type="checkbox"/> 2017-18	\$54,750	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> • 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% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
	<input checked="" type="checkbox"/> 2018-19	\$54,750		
<p>General Supplies</p> <ul style="list-style-type: none"> • Maintain the instructional programs at Samuel Gompers Middle School 	<input checked="" type="checkbox"/> 2017-18	\$10,000	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> • 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% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
	<input checked="" type="checkbox"/> 2018-19	\$10,000		
<p>IMA</p> <ul style="list-style-type: none"> • Maintain the instructional programs at Samuel Gompers Middle School 	<input checked="" type="checkbox"/> 2017-18	\$25,000	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> • 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% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
	<input checked="" type="checkbox"/> 2018-19	\$25,000		
<p>Teacher Professional Development X-Time (35 Teachers)</p> <ul style="list-style-type: none"> • Kagan Saturday trainings – Day 1 Fall, Day 2 Spring • Achieve 3000 Saturday Trainings – Day 1 Fall, Day 2 Spring • ST Math Saturday Trainings – Day 1 Fall, Day 2 Spring • Social Emotional Learning Trainings – Day 1 Fall, Day 2 Spring • STEAM PBL Community Partners Day – Day 1 Fall, Day 2 Spring 	<input checked="" type="checkbox"/> 2017-18	\$32,760	Low-income students, English Learners, RFEPs, & Foster Youth	
	<input checked="" type="checkbox"/> 2018-19	\$32,760		
<p>ST Math</p> <ul style="list-style-type: none"> • Utilize in math class as a supplement to core instruction to build deep conceptual understanding of mathematics • Use in Math Tutoring AB courses as an intervention to increase student achievement via rigorous learning and creative problem solving 	<input checked="" type="checkbox"/> 2017-18	\$3,499	Low-income students, English Learners, RFEPs, & Foster Youth	
	<input checked="" type="checkbox"/> 2018-19	\$3,499		
<p>MobyMax</p> <ul style="list-style-type: none"> • Use in Breakthrough Math Team after school tutoring classes to ensure that students receive a targeted intervention that is differentiated to their individual needs via an adaptive curriculum • Build math fact fluency, number sense, and word problem solving skill to move from the nearly met band on SBAC in math to met 	<input checked="" type="checkbox"/> 2017-18	\$1,295	Low-income students, English Learners, RFEPs, & Foster Youth	
	<input checked="" type="checkbox"/> 2018-19	\$1,295		

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<p>The Howard Group 3 sessions for Social Emotional Learning</p>	<input checked="" type="checkbox"/> 2017-18	\$10,000	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46%
<ul style="list-style-type: none"> Implicit Bias Race and Culture Trauma Informed Learning 	<input type="checkbox"/> 2018-19	Pro-rate salary to hire date \$46,002	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 36% EL reclassification rate: 22% Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17%
<p>Senior Office Tech 1 FTE (5 days/8 hours)</p>	<input checked="" type="checkbox"/> 2017-18	<input type="checkbox"/> 2018-19		
<ul style="list-style-type: none"> Prepares a variety of letters, memos, forms, reports, arithmetical summaries, and other material that supports the TSP Program typically using computer software Enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related TSP reports Checks TSP forms and records for completeness and accuracy Maintains files, records, and other TSP information such as student intervention, professional development, purchase orders Responds to school staff/parent inquiries by telephone and in person to provide or request information on the TSP program Orders, receives, and distributes supplemental instructional materials and equipment Receives, sorts, and distributes incoming and outgoing TSP correspondence May prepare, modify and update simple spreadsheets May assist in preparing employee time reports and maintaining routine bookkeeping and payroll records maintaining time-reporting documentation on TSP-funded employees 	<input type="checkbox"/> 2018-19			
<p>Day-to-Day Subs</p>	<input checked="" type="checkbox"/> 2017-18	\$7,283	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46%
<ul style="list-style-type: none"> To cover teachers for professional developments and peer observations. 	<input type="checkbox"/> 2018-19	\$5,000	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 36%
<p>Clerical Overtime</p>	<input checked="" type="checkbox"/> 2017-18	\$5,000	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> EL reclassification rate: 22%
<ul style="list-style-type: none"> Maintain timecards/sign-in sheets and report time for Saturday School, after-school tutoring, teacher professional development, teacher tutoring x-time, administrator x-time, clerical x-time, administrator x-time for TSP-funded positions and activities Process enrollment packets and update student cumulative records Prepare instructional materials for teachers/students Support instructional activities by keeping the office open 	<input checked="" type="checkbox"/> 2018-19	\$5,000	Low-income students, English Learners, RFEPs, & Foster Youth	<ul style="list-style-type: none"> Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17
<p>Custodial Overtime</p>	<input checked="" type="checkbox"/> 2017-18	\$5,000	Low-income students, English Learners, RFEPs, & Foster Youth	
<ul style="list-style-type: none"> Prepare campus for weekend and evening events Secure campus after weekend and evening events 	<input checked="" type="checkbox"/> 2018-19	\$5,000		
<p>Administrator X-time</p>	<input checked="" type="checkbox"/> 2017-18	\$5,000		
<ul style="list-style-type: none"> Facilitate professional development for teachers Supervise weekend, evening events, particularly extra-curricular activities 	<input checked="" type="checkbox"/> 2018-19			

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<p>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></p> <ul style="list-style-type: none"> - Percentage of students with a 96% (172-180 days) attendance rate - Percentage of students missing 16 days or more in a school year - Percentage of all staff attending 96% or above 	<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>Benchmark 2016-2017 Student Body: 49% of our students have an attendance rate of 96% or higher / 30% of our students have an attendance rate of 91% or less RFEPs: 65% of our students have a 96% or higher attendance rate / 20% of our students have 91% or lower attendance rate ELs: 52% of our students have an attendance rate of 96% or higher / 26% of our students have an attendance rate of 91% or lower Foster Youth: 31% of our students have an attendance rate of 96% or higher / 50% of our students have an attendance rate of 91% or less Low-income: 46% of our students have an attendance rate of 96% or higher / 34% of our students have an attendance rate of 91% or lower</p> <p>SMART Goals Year 1 – By June 2018, all TSP students will increase their attendance rates by 5% Year 2 – By June 2019, all TSP students will increase their attendance rates by 10%</p> <p>Staff Purchased with Reed Funds Pupil Services Attendance Counselor, who monitors student attendance.</p> <p>Pupil Services Attendance Counselor 1 FTE B-basis (8 hours / 5 days)</p> <ul style="list-style-type: none"> • Analyze assess, and share prior and current year student attendance data and trends with all stakeholders • Follow the protocols outlined in the current Attendance Policy and Procedures Manual including required parent notifications • Maintain a viable planning calendar as well as summaries and evidence of all services and activities provided at school site • Assess and create a list of school and community resources that serve students and families needs • Define data driven attendance improvement goals and objectives • Coordinate/participate in presentations and assemblies to engage stakeholders in attendance improvement • Hold a targeted Attendance Improvement Meeting for students/parents • Create and maintain site administrator approved attendance and dropout prevention events and activities throughout the year 	<p><input type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>Not Applicable</p> <p>\$121,022</p>	<p>Low-income students, English Learners, RFEPs, & Foster Youth</p> <p>Low-income students, English Learners, RFEPs, & Foster Youth</p>	<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% <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%

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<u>Pupil Services Attendance Counselor (cont'd)</u>				
<ul style="list-style-type: none">• Monitor and document progress and interventions for individual student attendance and academic progress and provide feedback to appropriate stakeholders• Lead or participate in school site efforts to locate No Show students at the beginning of the year and potential dropouts throughout the year• Participate on the Student Success Progress Team (SSPT), Instructional Leadership Team, Positive Behavior Support Team, Family Action Team (FAT)• Follow case management protocols to ensure that special student populations (e.g. students in foster care, experiencing homelessness, and/or involved in the juvenile justice system) are provided with appropriate services to meet their needs				

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<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> - 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>Benchmark Data 2016-2017 School Experience Survey – 88% of students, 26% of parents, and 64% of staff responded Parent Workshops – 100% of parent trainings are related to academic initiatives: 4 A-G & Culmination Requirements Night, 2 High School Articulation Nights, 2 SBAC Prep Nights, 2 Attendance Nights, 1 Math Night, 1 Literacy Night, 1 IEP Night, 2 STEAM & PBL Workshop SMART Goals Year 1 – By June 2018, the percentage of parent/caregiver participation on the School Experience Survey will increase to 62% Year 2 – By June 2019, the percentage of parent/caregiver participation on the School Experience Survey will increase to 75% Community Representative (.25 hours/ 5 days/week)</p> <ul style="list-style-type: none"> • Assists in identification and resolution of school-community problems • Participates in or leads discussions or workshops • Assists parents with communication to teachers and other school personnel • Participates on the Family Action Team in which students, parents, educators, administrators, and community agencies collaborate and provide events and outreach to serve the students of Gompers MS • Interprets to individuals or groups the community attitudes, needs, and desires as they relate to the local educational process • Collaborates with other school personnel to coordinate services for parents and provide additional resources • Participates with committees as members or advisers in matters concerning school programs and the community • Participates in meetings and individual discussions with pupils, parents, community, and ethnic organizations regarding District policies and school programs • Maintains the learning and instructional environment of the Parent/Family Center • Attends professional development and training offered by the Local District Parent and Community Engagement (PACE) Team • Writes or speaks on school-community relations matters 	<p><input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>\$773</p>	<p>Low-income students, English Learners, RFEPs, & Foster Youth</p>	<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%

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<p>Community Representative (cont'd)</p> <ul style="list-style-type: none"> Participate in Family Action Team (FAT) planning meetings under the direction of the chairperson to support parents, students, and community engagement by hosting events aligned to District academic initiatives In coordination with administration and Categorical Program Adviser foster a relationship of collaboration as well as decision-making among school staff, parents, students, and community via School Site Council, English Learner Advisory Council, PTA Offer opportunities for parents to volunteer at Gompers Middle School and be part of our school community co-laboring with the staff Promote mutual participation in the school's vision and active engagement in overall student success by increasing the instructional events during the evening hours which engage faculty, students, and parents as equal partners (i.e. Literacy/Math Nights, Science Fair, Parent College, Heritage Celebrations) <p>Teacher X-time</p> <ul style="list-style-type: none"> Facilitate professional development for parents, students, and community partners Host workshops on the weekend, evening events <p>Student Engagement Fieldtrip</p> <ul style="list-style-type: none"> Purchase four buses for academic fieldtrips to increase student achievement and engagement 	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p> <p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$2,332</p> <p>\$2,332</p> <p>\$1,480</p> <p>\$1,480</p>	<p>Low-income students, English Learners, RFEPs, & Foster Youth</p> <p>Low-income students, English Learners, RFEPs, & Foster Youth</p>	<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%
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(Name) Samuel Gompers Middle School

<p>implementation of the nine key LAUSD Restorative Justice practices</p> <ul style="list-style-type: none"> Collaborates with Student Health and Human Services personal and community agencies to provide a range of services that address psycho-social or educational needs of at-risk students <p>School Supervision Aide (4 aides - 3 hours 45 minutes / 5 days)</p> <ul style="list-style-type: none"> Assist in maintaining proper environment and student control at a secondary school Perform regularly scheduled non-classroom supervision duties, supervising students in the cafeteria, indoor assembly areas, outdoor eating areas, halls, restrooms, on the playground, and in other areas to which assigned Enforce activity and safety rules in school buildings and on school property Report problems of a serious nature, including recurring behavior problems and safety hazards to the Principal or other designated certificated employee. Work with the school staff in alleviating behavior problems occurring during supervision periods <p>Campus Aide Overtime Provide supervision for after school, evening, and weekend events for parent, student, community engagement</p> <p>B.A.B.Y. (Brothers Against Banging Youth)</p> <ul style="list-style-type: none"> Mentor at-risk youth to choose academics over gangs Monitor Alternative Learning Center with the Dean and Certificated Support Staff to provide a smaller environment to complete class work, homework, etc. Supervise before, during, and after school activities to ensure student safety 	<table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>2017-18</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2018-19</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2017-18</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2018-19</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2017-18</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2018-19</td> </tr> </table>	<input checked="" type="checkbox"/>	2017-18	<input checked="" type="checkbox"/>	2018-19	<input checked="" type="checkbox"/>	2017-18	<input checked="" type="checkbox"/>	2018-19	<input checked="" type="checkbox"/>	2017-18	<input checked="" type="checkbox"/>	2018-19	<table border="1"> <tr> <td>\$38,120</td> </tr> <tr> <td>\$38,120</td> </tr> <tr> <td>\$500</td> </tr> <tr> <td>\$500</td> </tr> <tr> <td>\$35,000</td> </tr> <tr> <td>\$70,000</td> </tr> </table>	\$38,120	\$38,120	\$500	\$500	\$35,000	\$70,000	<p>Low-income students, English Learners, RFEPs, & Foster Youth</p> <p>Low-income students, English Learners, RFEPs, & Foster Youth</p> <p>Low-income students, English Learners, RFEPs, & Foster Youth</p>	<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% <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%
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(Name) Samuel Gompers Middle 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.

Blanca R. Esquivel, Principal

Typed name of School Principal



Signature of School Principal

11/30/2017

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.

Typed name of Local District Superintendent / Designee

Signature of Local District Superintendent / Designee

Date

2017 OCT 30 PM 5:08