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

#### **Program Budget Code:**

10359 (School Innovation Funds)

Name of School	Local District	Principal
Mervyn M. Dymally High School	South	Simone Charles

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	
728	87.4%	27%	60	<b>Total</b> \$ 843,570	

Directions: Briefly describe, if applicable, the services being provided that are aligned to the District's LCAP goals and indicate the amount of School Innovation Funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth. NOTE: A minimum allocation of School Innovation Funds must be used for professional development activities in English language arts and mathematics, and at a minimum School Innovation funds must be used for improving school climate utilizing a required staffing level. Please see the SIF Planning and Guidance document to import appropriate staffing levels into the plan.

To create additional rows, click outside a row on the right side then press enter.

Description of Services that address:  100% Graduation  Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:  Graduation rate Percentage of high school students on-track for A-G with a "C" Percentage of students with an Individual Graduation Plan meeting	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
Assistant Principal The Assistant Principal will assist the principal to maintain a comprehensive, instructionally effective and compliant program that accelerates academic achievement, supervision of instruction, prepares for college readiness, and provides exposure to various careers for our targeted populations, including SEL, English Learners, low income, and foster youth sub groups. In order to best support the needs of these sub groups meeting the goal of 100% graduation, the AP will do the following:  Provide opportunities for parents and families of targeted population to be informed of ways to ensure students graduate on time  Counsel students and maintain counseling notes  Maintain consistent contact with parents to notify them of their student's ongoing progress towards graduation and current IGP status  Assist in coordinating workshops to educate parents of resources that may help improve their child's academic performance and credit recovery  Assist in facilitating workshops for parents of at risk youth during the regular school day/ after school/ Saturdays, to help support their child to be college and career ready:	X 2017-18 X 2018-19	\$144,546	Low-income, EL, RFEP, SEL and Foster Youth	<ul> <li>Graduation Rate: 81%</li> <li>Percentage of high school students ontrack for A-G with a "C": 50%</li> <li>Percentage of students with an Individual Graduation Plan meeting: 100%</li> </ul>

<b>†</b> •	Educate parents and students about the A-G Requirements			
	and district graduation requirements			
•	Work with students and parents to assist in the smooth			
	transition to high school			
•	Focus on college and career initiatives providing college			
	and career pathways for students			
•	Participate in SSPT meetings to provide the best support			
	from all stakeholders of the school, including parent, to			
	support low performing student and/or students behind on			
	credits			
•	Provide students and parents with information on			
	educational and career opportunities and choices,			
•	Assist in connecting parents and students with school and			
ļ	community programs and resources that identify and work			
	with students who are neglected, delinquent, and potential			
	school dropouts and assists those who have dropped out			
	of school in finding academic or training programs			
	appropriate to their interests and abilities.			
•	Assists in maintaining reports and student contact logs in			
	areas of college, career, academic, personal, and social			
	development, attendance, and behavior, including a			
	description of problems.			
•	Participates in staff development and in-service training			
	programs			
•	Conduct home visits to support and address the needs of			
	student when necessary on a bi-monthly basis and			
	additionally as needed			
•	Act as a liaison between the school and universities and			
	community based organizations to implement academic			
	and college preparatory programs on our campus			
•	Facilitate family workshops to provide information about	İ	ı	
	financial aid assistance			

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• Lead in the development and execution of a plan to				
transform the school's culture into college bound				
community				
Work collaboratively with A-G counselor				
Serve as a member on the SSPT				
Oversee AP course engagement				
Oversee Dual Enrollment Credit Recovery				
Counsel with students in regards to IGP				
Progress monitoring for students in danger of failing				
Conduct parent workshops on A-G, Diploma, Dropout				
Prevention and the Importance of School Attendance				
Meet with students outside of the regular school day				
		\$5,000	Low-income, EL,	
Clerical Overtime		40,000	RFEP, SEL and	
In order to maintain effective systems within the counseling/main			Foster Youth	
office that keeps Low Income students, Foster Youth, and English				
Learner students and parents informed about progress towards				
graduation, additional time will be allotted for office technicians to				
assist mainly during the Saturday School Edgenuity Program				
hours. Some of the responsibilities include, but not limited to:				
Preparing a variety of letters, memos, forms, reports,				
arithmetic summaries, and other materials as it relates to				
student grades				
Receiving, sorting, and distributing incoming and outgoing				
correspondence as it relates to progress towards				
graduation				
Entering information into MiSiS when necessary to help				
maintain accurate record keeping				
Preparing, modifying, and updating spreadsheets that				
relate to progress towards graduation				
Assisting in preparing materials and data used in				
graduation progress consultations and workshops				

· •	Assisting in maintaining Master Plan folder for EL students		
•	Assisting in maintaining records for SEL population		
•	Assisting in keeping records in student cuum files updated		
•	Assisting during school-wide events outside of the regular		
	school day such as Back to School Night, Open House,		
	graduation and 9th grade-orientation		

Description of Services that address:  Proficiency for All  Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English leamers, RFEPs and foster youth:  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  Percentage of students who met or exceeded standards in 3 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> grade mathematics  EL reclassification rate  Rate of ELs making annual progress on CELDT  Decrease in long-term English leamers (LTELs)	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
Tutor Teacher X Time  Teacher representatives from the various core content areas will develop and follow a tutoring schedule to provide intervention sessions for EL and low income students. Tutoring/intervention sessions will be provided after school and on Saturdays. These sessions will help students gain more understanding of content in efforts to pass their core classes, and provide more individualized instruction and practice for our newcomer and LTEL population. Having these sessions take place outside of the regular school day, will allow teachers to increase the time they are able to work with students.	X 2017- 18 X 2018- 19	\$15,000	Low-income, EL, RFEP, SEL and Foster Youth	<ul> <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> </ul>

PD Teacher X	\$25,000	Low-income, EL,	Decrease in long-
To help support our core academic program, teachers will		RFEP, SEL and	term English
participate in professional development sessions to help improve		Foster Youth	learners: 17%
instructional practices in efforts to achieve proficiency for all			
students in the TSP population. Professional Topics will include the			
following:			
- Kagen (student engagement)			
- Thinking Maps (cognitive strategies)			
- Achieve 3000 (reading literacy)			
- Character Counts (relational trust)			
- Shmoop (Advanced Placement)			
Admin X Time	\$10,000	Low income 5	
<ul> <li>Amin X Time will allow additional time for administrators to plan for staff Professional Development sessions throughout the school year to increase the academic achievement of our Targeted Student Population.</li> <li>Administrator(s) will arrive before and stay after designated PD times that are offered outside of teachers' contracted hours, including Saturdays</li> <li>Admin. X time will allow an administrator to be on campus while teachers use X-Time for common planning and data analysis</li> </ul>	\$10,000	Low-income, EL, RFEP, SEL and Foster Youth	
Intervention Supp. Coord. Diff.  To allow the TSP Adviser to work beyond the regular school hours to plan for professional development sessions, parent meetings, analyze student data, and perform other direct and non-direct instructional tasks such as	\$1,513	Low-income, EL, RFEP, SEL and Foster Youth	
Contract Instructional Services  To help to ensure academic proficiency for students apart of the Targeted Student Population, Dymally will open contracts with the following vendors:  - Amplify (\$5,000)	\$155,000	Low-income, EL, RFEP, SEL and Foster Youth	

- Discovery Education (\$101,000)				
- Achieve 3000 (\$5,000)				
- Kagen (\$5,000)				
- Math Breakthrough (\$30,000)				
Comicular Trins		00.000	1 1	
Curricular Trips	!	\$3,000	Low-income, EL,	
Curricular trips will allow SEL, Low Income, English Learners, and			RFEP, SEL and Foster Youth	
Foster Youth to apply content that has been learned in classroom to			roster fouth	
the outside world. The field trips will enhance students' learning				
experience and allow students to make a concrete connection				
between the classroom and the real world. Curricular trips will also				
serve as a motivational strategy to increase student engagement in				
the various content areas. Participation in field trips will cater to the				
academic achievement of Targeted School Population and				
proficiency for all. The following curricular trips will be planned for				
students:				
- Homeboy/Homegirl Industries				
- Latina Conference				
- Colleges/Universities (Dominguez Hills, UC Riverside, UC				
Santa Cruz, USC, UCLA, UC Irvine, Cal State LA,				
Claremont Colleges				
Claremont Colleges				
IMA				
To help support our core academic program in efforts to achieve		\$7,000	Low-income, EL,	
proficiency for all TSP students, the following instructional material			RFEP, SEL and	
will be purchased:			Foster Youth	
- student planners				
- novels	i			
- audio books				
- Shmoop (\$4,000)				
General Supplies				
General supplies will be purchased to support classroom		\$10,000	Low-income, EL,	
instruction. These supplies will enhance teachers' daily lessons			RFEP, SEL and	
and equip students amongst the Targeted Student Population with			Foster Youth	

<ul> <li>the necessary materials to maximize their learning during instruction.</li> </ul>			
Staff Conf. Attendance Staff members will attend conference(s) to learn about new relevant strategies to implement in the class that motivate achievement among students in TSP.  - COBA Conference	\$5,0	Low-income, EL, RFEP, SEL and Foster Youth	
Instructional Coach (Math) In order to supports students in math and increase the achievement of students apart of TSP, a full-time Instructional Math Coach will be funded. The Math Coach will assume the following duties to support our math program:	\$115	5,897 Low-income, EL, RFEP, SEL and Foster Youth	
Provide support and assistance to all school site mathematics teachers in the implementation of the District Mathematics Program including the Interim Assessment Blocks  Provide support and assistance to all school site mathematics teachers in the implementation of the District Blocks  Provide support and assistance to all school site mathematics teachers in the implementation of the District Blocks  Provide support and assistance to all school site mathematics teachers in the implementation of the District Mathematics Program including the Interim Assessment Blocks  Provide support and assistance to all school site mathematics teachers in the implementation of the District Mathematics Program including the Interim Assessment Blocks  Provide support and assistance to all school site mathematics teachers in the implementation of the District Mathematics Program including the Interim Assessment Blocks  Provide standards beautiful to the Interim Assessment  Blocks  Provide standards beautiful to the Interim Assessment  Blocks  Provide standards beautiful to the Interim Assessment  Blocks  Provide standards beautiful to the Interim Assessment  Blocks  Blo			
<ul> <li>Promote standards-based instruction by providing professional development on instructional strategies and research-based classroom practices</li> </ul>			
<ul> <li>Plan and facilitate mathematics department meetings to assist teachers in maintaining pacing of instruction, systematic examination of student work, and the analysis of assessment data to determine next instructional strategies for improving student achievement in mathematics</li> </ul>			
Utilize the coaching model to provide formal and informal feedback based on standards-based demonstration lessons			
<ul> <li>Conduct focused observations and provides "next step" support to mathematics teachers</li> </ul>			
<ul> <li>Assist teachers with the diagnosis of student difficulties in mathematics and the planning of appropriate intervention strategies of diverse learners</li> </ul>			
Assist with coordinating the administration of IABs			

•	Plan and conduct mathematics professional development for parents and community members			
•	Participate in Local District Mathematics Coach			
	Professional Development	1-		
•	Other duties relevant to the successful implementation of		. 1	
	the District Mathematics Plan and achieving the school			
	goals set for math			

Description of Services that address:  100% Attendance  Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English leamers, RFEPs and foster youth:  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	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
Counseling Assistant Counseling Assistant will support the PSA counselor in the following areas (with focused attention on the 9th grade population of TSP students).  • Assists certificated counseling personnel in enforcing school attendance laws and in providing aid to students with school attendance and behavioral problems by the performance of duties such as: Contacting students, parents, school personnel, law enforcement personnel and others to locate students with school attendance and behavioral problems  • Assists with contacting parents, school personnel, and others to obtain health, family, financial and other information  • Assists with providing information about State laws regarding school attendance and assistance available through school and social service agencies in accordance	X 2017-18 X 2018-19	\$17,958	Low-income, EL, RFEP, SEL and Foster Youth	<ul> <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>

	with established policies and procedures and specific			
	instructions from counseling personnel, making referrals to			
	and appointments with school and social service agency			
	personnel and offering suggestions to students and parents			
	about appropriate clothing for students, interpersonal	1		
	relationships, and other matters related to student			
	attendance and adjustment			
(	Assists with interviewing truant students who are cited by			
	law enforcement agencies to determine reasons for truancy			
	and reports student truancy to parents			
(	Assists with obtaining prescribed information from parents			
	for use in emergencies			
	Assists with consistently checking attendance, cumulative,			
	and other school records in order to provide counseling			
	personnel with information relative to student attendance			
	and adjustment			
	Assists with furnishing attendance information about			
	students receiving public assistance to the requesting			
	governmental agency			
	Assists with records prescribed information on			
	standardized forms, including dates and names of persons			
	contacted and results of contacts			
	Drives to schools, students' homes, and other locations in			
	order to obtain information about students with attendance			
	and behavioral problems and to provide students and			
	parents with transportation for appointments with school			/k
	and/or social service agency personnel			
	Meet with students about current IGP status and continue			
	progress monitoring for students off track	= 1		

Description of Services that address:	School Year	Amount of	Targeted Student	Related District-wide
Parent, Community and Student Engagement		School	Group(s):	SY17-18 LCAP Targets

Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English leamers, RFEPs, and foster youth:  - Percentage of parent/caregiver participation on School Experience Survey  - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)	[mark applicable year(s)]	Innovation Funds	Low-income, EL, RFEP, and/or Foster Youth	
SEL Community Rep The Community Rep will implement various measures to solicit parent engagement, and help improve parent involvement at Dymally to increase the achievement of our Targeted Student Population by doing the following:  • Assist to coordinate events to bring families and community members together to uplift school pride, and the climate and culture of the campus.  • Host parent workshops regularly to encourage parent investment in student progress. Specific workshop will be coordinated to provide parents and families with information and resources in the following areas:  - Social/Emotional Wellness  - College Career Readiness  - Importance of School Attendance  • Serve as the role of the parent lead for our Academic English Mastery Program (AEMP)  • Attend AEMP and SEL workshops to build capacity amongst our staff  • Coordinate and implement community engagement activities to celebrate and embrace all cultures across the campus  • Coordinate and implement community engagement activities that increase school pride  • Parent Rep will create flyers and other means of communication for students, staff, and parents to keep all Dymally stakeholders aware of events that affect our school community.	X 2017-18  X 2018-19	\$9,256	Low-income, EL, RFEP, SEL and Foster Youth	<ul> <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>

Use multiple forms of communication including Blackboard     Connect, and parent websites to maintain transparency among all     Dymally stakeholders	
Advisory Comm. Exp  Purchasing Advisory materials will help to attract and increase parent participation at Dymally Middle School. More parent participation will significantly affect the progress of our Low Income, English Learner, SEL and Foster Youth population. Students will feel a greater responsibility to do well in school by their parents and families being more involved with their education. Parents will also be able to hold their child(ren) to a higher level of accountability because of their awareness of their child's progress. In addition, attendance of parent workshops and other school events and involvement in school committees gives parents the opportunity to advocate for students and voices suggestions for improvements.	\$3,000 Low-income, EL, RFEP, SEL and Foster Youth

Description of Services that address: School Safety  Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:  - 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
Intervention Support Coord.  Currently, the discipline at Dymally is handled by the Assistant Principal. Since our school has considerably increased in student population over the course of the last few years, there is a need for a dean to address discipline in conjunction with Restorative Justice (RJ) practices. In order to help address our school wide discipline concerns and continuously monitor and support students displaying	X 2017-18 X 2018-19	\$115,897	Low-income, EL, RFEP, SEL and Foster Youth	<ul> <li>Suspension rate: .35%</li> <li>Expulsion rate: .01%</li> <li>Extent to which the school is implementing the Discipline Foundation Policy: 88%</li> </ul>

tier 2 and tier 3 behaviors, a full-time Dean will be hired. The Dean			Percentage of     students who feel
will assume the following responsibilities, but not limited to:  - Enforce and manage the Dymally progressive discipline			students who feel safe at school: 80%
procedures			
- Facilitate PD sessions with teachers to share classroom			
management strategies		•	
- Conduct parent conferences to create partnerships to			
support students with adhering to school rules	·		
- Facilitate on-going student assemblies to encourage			
positive behavior			
- Create and maintain a school-wide incentive program			
- Plan and execute activities that promote positive behavior			
- Lead the Positive Behavior Support (PBS) team			
- Work with outside organizations/agencies as a resource to			
encourage positive behavior			
- Work collaboratively with RJ coordinator	Sup Aide aid p/hr	Low-income, EL,	
	= \$17.14	RFEP, SEL and	
School Supervision Aides	3 hr/d = \$51.42	Foster Youth	
According to the most recent Dymally School Report Card, 39% of	180 days p/yr =		
students feel safe while on campus and 88% of staff feel safe while	\$9,255.60		
on campus. To help ensure that all individuals are safe while on	Total Cost for 8		
campus and to increase the confidence in safety across the campus, eight Supervision aids will be purchased for 3 hours each,	Sup Aides 3 hr.		
five days a week and three aides for 5 hours. Supervision aides	p/yr =		
will assume the following duties:	\$74,044.80		
- Performs regularly scheduled non-classroom supervision			
duties, supervising students in the cafeteria, indoor	5 hr/d = \$85.70		
assembly areas, outdoor eating areas, halls and restrooms,	180 day <b>s</b> p/yr =		
on the playground and in other areas to which assigned	\$15,426		
- Enforces activity and safety rules in school buildings and	Total Cost for 3		
on school property.	Sup Aides 5 hr.		
	p/yr = \$46,278		
	I		

- Reports problems of a serious nature, including recurring			
behavioral problems and safety hazards to the Principal, or	TOTAL CO		
another designated certificated employee	for Sup. Ald	es =	
<ul> <li>Works with the school staff in alleviating behavioral</li> </ul>	\$120,323	3	
problems occurring during supervision periods.			
- Assumes responsibilities in inclement weather as assigned			
by the Principal or other certificated employee			
<ul> <li>Performs related duties as assigned</li> </ul>	, man and	Low-income, EL,	
	\$66,692	I THE , OLL and	İ
Building and Ground Worker		Foster Youth	
Building and Grounds Worker will maintain building and grounds in			
a clean, sanitary, and safe			
condition for the assigned areas. B&G Worker will ensure that			
areas for students and staff are maintained to provide a clean and			
sanitary environment in which is conducive for students to learn			
and staff to complete assigned task to promote student		·	
achievement			
Duties include, but not limited to:			
<ul> <li>Sweeping, dusting, cleaning, scrubbing, stripping, sealing,</li> </ul>			
waxing, polishing, and mopping			
<ul> <li>Maintaining stocked restrooms and other areas/offices on</li> </ul>			
campus		Low-income, EL,	
	\$5,000	IN EI , OLL GIRG	
Custodial Overtime		Foster Youth	
To ensure that our campus maintains a clean, sanitary, and safe			
condition during school hours, as well as, during school events held			
outside the regular school day, additional hours will be allotted for		Low-income, EL,	
custodial duties.	\$2,000	RFEP, SEL and	
		Foster Youth	
Custodial Supplies			
	ĺ	<b>.</b>	1

Supplies will be purchase to all custodians to carry out their				1
cleaning and sanitation responsibilities, as well as, to ensure all				
restrooms are fully stocked at all times.				
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cortify that this Cahool Innovation Funds Plan incorporator	the minimum	roquiroment of fu	unding to be used t	fan muafa a ai a a al
certify that this School Innovation Funds Plan incorporates				
levelopment in English language arts and mathematics and				l climate personnel
er the School Innovation Funds guidance, and that the pla	n is based on a	an assessment o	f school needs.	
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