

**Mervyn M. Dymally High School**

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

**Program Budget Code:**

10359 (School Innovation Funds)

Name of School	Local District	Principal
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 \$ 843,570</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.**

# Mervyn M. Dymally High School

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

<p>Description of Services that address: <b>100% Graduation</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> <li>- Graduation rate</li> <li>- Percentage of high school students on-track for A-G with a "C"</li> <li>- Percentage of students with an Individual Graduation Plan meeting</li> </ul>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p><b><u>Assistant Principal</u></b> 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:</p> <ul style="list-style-type: none"> <li>● Provide opportunities for parents and families of targeted population to be informed of ways to ensure students graduate on time</li> <li>● Counsel students and maintain counseling notes</li> <li>● Maintain consistent contact with parents to notify them of their student's ongoing progress towards graduation and current IGP status</li> <li>● Assist in coordinating workshops to educate parents of resources that may help improve their child's academic performance and credit recovery</li> <li>● 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:</li> </ul>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$144,546</p>	<p>Low-income, EL, RFEP, SEL and Foster Youth</p>	<ul style="list-style-type: none"> <li>● Graduation Rate: 81%</li> <li>● Percentage of high school students on-track for A-G with a "C": 50%</li> <li>● Percentage of students with an Individual Graduation Plan meeting: 100%</li> </ul>

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<ul style="list-style-type: none"> <li>● Educate parents and students about the A-G Requirements and district graduation requirements</li> <li>● Work with students and parents to assist in the smooth transition to high school</li> <li>● Focus on college and career initiatives providing college and career pathways for students</li> <li>● 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</li> <li>● Provide students and parents with information on educational and career opportunities and choices,</li> <li>● Assist in connecting parents and students with school and 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.</li> <li>● 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.</li> <li>● Participates in staff development and in-service training programs</li> <li>● Conduct home visits to support and address the needs of student when necessary on a bi-monthly basis and additionally as needed</li> <li>● Act as a liaison between the school and universities and community based organizations to implement academic and college preparatory programs on our campus</li> <li>● Facilitate family workshops to provide information about financial aid assistance</li> </ul>				
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<ul style="list-style-type: none"> <li>● Lead in the development and execution of a plan to transform the school's culture into college bound community</li> <li>● Work collaboratively with A-G counselor</li> <li>● Serve as a member on the SSPT</li> <li>● Oversee AP course engagement</li> <li>● Oversee Dual Enrollment Credit Recovery</li> <li>● Counsel with students in regards to IGP</li> <li>● Progress monitoring for students in danger of falling</li> <li>● Conduct parent workshops on A-G, Diploma, Dropout Prevention and the Importance of School Attendance</li> <li>● Meet with students outside of the regular school day</li> </ul> <p><b><u>Clerical Overtime</u></b>          In order to maintain effective systems within the counseling/main 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:</p> <ul style="list-style-type: none"> <li>● Preparing a variety of letters, memos, forms, reports, arithmetic summaries, and other materials as it relates to student grades</li> <li>● Receiving, sorting, and distributing incoming and outgoing correspondence as it relates to progress towards graduation</li> <li>● Entering information into MiSiS when necessary to help maintain accurate record keeping</li> <li>● Preparing, modifying, and updating spreadsheets that relate to progress towards graduation</li> <li>● Assisting in preparing materials and data used in graduation progress consultations and workshops</li> </ul>		<p>\$5,000</p>	<p>Low-income, EL, RFEP, SEL and Foster Youth</p>	
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<ul style="list-style-type: none"> <li>Assisting in maintaining Master Plan folder for EL students</li> <li>Assisting in maintaining records for SEL population</li> <li>Assisting in keeping records in student cuum files updated</li> <li>Assisting during school-wide events outside of the regular school day such as Back to School Night, Open House, graduation and 9th grade-orientation</li> </ul>				
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<p>Description of Services that address: <b>Proficiency for All</b></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"> <li>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade English language arts</li> <li>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade mathematics</li> <li>EL reclassification rate</li> <li>Rate of ELs making annual progress on CELDT</li> <li>Decrease in long-term English learners (LTELs)</li> </ul>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>				
<p><b>Tutor Teacher X Time</b></p> <p>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.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>\$15,000</p>	<p>Low-income, EL, RFEP, SEL and 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> </ul>
X	2017-18							
X	2018-19							









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<ul style="list-style-type: none"> <li>Plan and conduct mathematics professional development for parents and community members</li> <li>Participate in Local District Mathematics Coach Professional Development</li> <li>Other duties relevant to the successful implementation of the District Mathematics Plan and achieving the school goals set for math</li> </ul>				
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Description of Services that address: <b>100% Attendance</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> <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>	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
<b><u>Counseling Assistant</u></b> Counseling Assistant will support the PSA counselor in the following areas (with focused attention on the 9th grade population of TSP students). <ul style="list-style-type: none"> <li>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</li> <li>Assists with contacting parents, school personnel, and others to obtain health, family, financial and other information</li> <li>Assists with providing information about State laws regarding school attendance and assistance available through school and social service agencies in accordance</li> </ul>	<input checked="" type="checkbox"/> 2017-18  <input checked="" type="checkbox"/> 2018-19	\$17,958	Low-income, EL, RFEP, SEL and Foster Youth	<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>

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<p>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 relationships, and other matters related to student attendance and adjustment</p> <ul style="list-style-type: none"> <li>● Assists with interviewing truant students who are cited by law enforcement agencies to determine reasons for truancy and reports student truancy to parents</li> <li>● Assists with obtaining prescribed information from parents for use in emergencies</li> <li>● Assists with consistently checking attendance, cumulative, and other school records in order to provide counseling personnel with information relative to student attendance and adjustment</li> <li>● Assists with furnishing attendance information about students receiving public assistance to the requesting governmental agency</li> <li>● Assists with records prescribed information on standardized forms, including dates and names of persons contacted and results of contacts</li> <li>● 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 and/or social service agency personnel</li> <li>● Meet with students about current IGP status and continue progress monitoring for students off track</li> </ul>				
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Description of Services that address: <b>Parent, Community and Student Engagement</b>	School Year	Amount of School	Targeted Student Group(s):	Related District-wide SY17-18 LCAP Targets
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<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>- <i>Percentage of parent/caregiver participation on School Experience Survey</i></li> <li>- <i>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</i></li> </ul>	<p>[mark applicable year(s)]</p>	<p>Innovation Funds</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	
<p><b>SEL Community Rep</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Assist to coordinate events to bring families and community members together to uplift school pride, and the climate and culture of the campus.</li> <li>• 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:               <ul style="list-style-type: none"> <li>- Social/Emotional Wellness</li> <li>- College Career Readiness</li> <li>- Importance of School Attendance</li> </ul> </li> <li>• Serve as the role of the parent lead for our Academic English Mastery Program (AEMP)</li> <li>• Attend AEMP and SEL workshops to build capacity amongst our staff</li> <li>• Coordinate and implement community engagement activities to celebrate and embrace all cultures across the campus</li> <li>• Coordinate and implement community engagement activities that increase school pride</li> <li>• 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.</li> </ul>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>\$9,256</p>	<p>Low-income, EL, RFEP, SEL 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>

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<ul style="list-style-type: none"> <li>Use multiple forms of communication including Blackboard Connect, and parent websites to maintain transparency among all Dymally stakeholders</li> </ul> <p><b>Advisory Comm. Exp</b>  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.</p>		\$3,000	Low-income, EL, RFEP, SEL and Foster Youth	
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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> <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>	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
<b>Intervention Support Coord.</b> 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	<input checked="" type="checkbox"/> 2017-18  <input checked="" type="checkbox"/> 2018-19	\$115,897	Low-income, EL, RFEP, SEL 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> </ul>

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<p>tier 2 and tier 3 behaviors, a full-time Dean will be hired. The Dean will assume the following responsibilities, but not limited to:</p> <ul style="list-style-type: none"> <li>- Enforce and manage the Dymally progressive discipline procedures</li> <li>- Facilitate PD sessions with teachers to share classroom management strategies</li> <li>- Conduct parent conferences to create partnerships to support students with adhering to school rules</li> <li>- Facilitate on-going student assemblies to encourage positive behavior</li> <li>- Create and maintain a school-wide incentive program</li> <li>- Plan and execute activities that promote positive behavior</li> <li>- Lead the Positive Behavior Support (PBS) team</li> <li>- Work with outside organizations/agencies as a resource to encourage positive behavior</li> <li>- Work collaboratively with RJ coordinator</li> </ul> <p><b><u>School Supervision Aides</u></b>          According to the most recent Dymally School Report Card, 39% of students feel safe while on campus and 88% of staff feel safe while on campus. To help ensure that all individuals are safe while on campus and to increase the confidence in safety across the campus, eight Supervision aides will be purchased for 3 hours each, five days a week and three aides for 5 hours. Supervision aides will assume the following duties:</p> <ul style="list-style-type: none"> <li>- Performs regularly scheduled non-classroom supervision duties, supervising students in the cafeteria, indoor assembly areas, outdoor eating areas, halls and restrooms, on the playground and in other areas to which assigned</li> <li>- Enforces activity and safety rules in school buildings and on school property.</li> </ul>		<p>Sup Aide aid p/hr = \$17.14            3 hr/d = \$51.42            180 days p/yr = \$9,255.60            Total Cost for 8 Sup Aides 3 hr. p/yr = \$74,044.80</p> <p>5 hr/d = \$85.70            180 days p/yr = \$15,426            Total Cost for 3 Sup Aides 5 hr. p/yr = \$46,278</p>	<p>Low-income, EL, RFEP, SEL and Foster Youth</p>	<ul style="list-style-type: none"> <li>● Percentage of students who feel safe at school: 80%</li> </ul>
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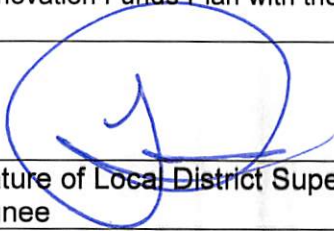
<ul style="list-style-type: none"> <li>- Reports problems of a serious nature; including recurring behavioral problems and safety hazards to the Principal, or another designated certificated employee</li> <li>- Works with the school staff in alleviating behavioral problems occurring during supervision periods.</li> <li>- Assumes responsibilities in inclement weather as assigned by the Principal or other certificated employee</li> <li>- Performs related duties as assigned</li> </ul>		<p><b>TOTAL COST for Sup. Aides = \$120,323</b></p>		
<p><b><u>Building and Ground Worker</u></b>          Building and Grounds Worker will maintain building and grounds in a clean, sanitary, and safe condition for the assigned areas. B&amp;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:</p> <ul style="list-style-type: none"> <li>- Sweeping, dusting, cleaning, scrubbing, stripping, sealing, waxing, polishing, and mopping</li> <li>- Maintaining stocked restrooms and other areas/offices on campus</li> </ul>		<p><b>\$66,692</b></p>	<p>Low-income, EL, RFEF, SEL and Foster Youth</p>	
<p><b><u>Custodial Overtime</u></b>          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 custodial duties.</p>		<p><b>\$5,000</b></p>	<p>Low-income, EL, RFEF, SEL and Foster Youth</p>	
<p><b><u>Custodial Supplies</u></b></p>		<p><b>\$2,000</b></p>	<p>Low-income, EL, RFEF, SEL and Foster Youth</p>	

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Supplies will be purchase to all custodians to carry out their cleaning and sanitation responsibilities, as well as, to ensure all restrooms are fully stocked at all times.				
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I certify that this School Innovation Funds Plan incorporates the minimum requirement of funding to be used for professional development in English language arts and mathematics and at a minimum, fulfills the requirements for school climate personnel per the School Innovation Funds guidance, and that the plan is based on an assessment of school needs.

<u>Simone Charles</u>		<u>10/30/17</u>
Typed name of School Principal	Signature of School Principal	Date

The Local District Superintendent or Designee has reviewed the School Innovation Funds Plan with the principal and agreed to support and provide feedback for implementation.		
<u>Reginald A. Sampth</u>		<u>10/31/17</u>
Typed name of Local District Superintendent / Designee	Signature of Local District Superintendent / Designee	Date