

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

**Program Budget Code:**  
10359 (School Innovation Funds)

Name of School	Local District	Principal
Dorsey High School	West	Dr. Sean Gaston

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
856	78%	16%	7%	
				Total \$ 1,047,742.00

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

## Dorsey 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></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>- 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>A needs assessment was conducted at Dorsey High School and the two Magnet Schools (Law and Public Service and Math and Science Magnet) and results analyzed to suggest priorities for this and other budgets in the upcoming 2019-2020 academic school year.</p> <p>When analyzing graduation data, this was our finding:</p> <p>Dorsey High School community has looked at current data from the California Dashboard and noticed that our current data shows a 73.9% graduation rate. That's an increase of 7% (268 students).</p> <p>Although this rate puts Dorsey HS and the Magnet Schools in the yellow performance level, we understand that we are not meeting the 81% LCAP Goal.</p> <p>As we continue to study our data, we observed the California Dashboard student group performance levels data. Our data shows an alarming rate of English Learners, Hispanics, and Students with Disabilities in the red performance level. Although many logical reason can explain the current red status, we at Dorsey HS and Magnet Schools are proud of our diversity and will plan to increase the number of students on track to 100% graduation. Our next steps are to target these subgroups and use these funds to identify the root cause, target the students, develop an intervention plan, and implement and review progress.</p> <p>Our goal is to have our school-wide graduation rate to increase significantly, 6.1%, moving into the medium performance level and green band.</p> <p>English Learner sub-group will increase percentage graduation by 10% moving closer to exiting the RED lowest performing category. Hispanic sub group (at 66%) will increase significantly, by 5%, moving from very low to low performance level and to the YELLOW mid-performance category. In order to meet our goals, the assistant principal will work closely will all staff and coordinate resources. The assistant principal will coordinate and conduct professional development sessions, will collect, study, and analyze data for targeted groups, supervise credit recovery</p>				

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programs, and enhance the parent, student, and community engagement programs.				
<p>13049</p> <p><b>ASST PRIN, SECONDARY</b></p> <p>Our current plan includes an Assistant Principal (AP) that would coordinate all the programs budgeted for TSP—School Innovations Funds under the guidance of the Principal. The AP will coordinate the resources and be in charge of establishing targets, developing intervention plans for school-wide and targeted groups, coordinating professional development contracts, and collecting of data throughout the year to discuss progress. This AP will work directly with the counseling services, EL Designee, Testing Coordinator, Title I Coordinator, Standard English Learner Designee, Bridge Coordinator, and wraparound services for low-income and Foster Youth students. The goal will be to use all services and resources available to get English Learners, Hispanics, and SWD out of the red performance level and maintain our African American students in the green performance level.</p>	<p>x 2019-20</p>	\$155,855	Low-income, EL, RFEP, and/or Foster Youth	<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>
<p>11458</p> <p><b>ADMINISTRATOR X</b></p> <p>AP, in collaboration with the other administrators will support the extension of instructional days to support all the programs and execution of this plan. Administrators will coordinate, evaluate, and track programs that support staff beyond the scheduled administrator working hours.</p> <p>AP, in collaboration with the administrators will utilize the x-time to attend and coordinate Saturday student programs for credit recovery for students that still need A-G credit to get back on track obtaining "C" or better in A-G courses.</p>	<p>x 2019-20</p>	\$2,430	Low-income, EL, RFEP, and/or Foster Youth	<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>
<p>10559</p> <p><b>DAY TO DAY SUB</b></p> <p>In order to accomplish our goals and vision to have quality education for all, our teachers will attend conferences, attend PDs, get instructional coaching support, get hired consultants support, and attend conferences.</p> <p>In the academic year 2018-2019, we are proud to have sent a full team of parents, teachers, coordinators, and administrators to the California Association of Bilingual Education (CABE) and used available day-to-day substitute time to pay for their substitutes while our staff learned from experts on how to address our current issue with English Learners, Hispanics, and SWD (classified ELs).</p>	<p>x 2019-20</p>	\$23,882	Low-income, EL, RFEP, and/or Foster Youth	<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>



## Dorsey High School

<p>50002 <b>CONTR INSTRL SVC</b> Our Dorsey HS Community agrees that we need additional resources to teach 21th Century to our students and to address our need to attract more students to our Law and Public Service Magnet and Math and Science Magnet.</p> <p>We are contracting the partnership of UCLA Writing Project and UCLA Math Project to help us implement a full coaching / lesson study cycle with each teacher of our ELA and Math Department. Our Math and ELA teachers have been learning and building a PLC that will be sustainable and replicable in all content areas at Dorsey HS and Magnet Schools.</p> <p>We are contracting the services of UCLA to facilitate professional development sessions, coach, and analyze data for all ELA and Math teachers. A contract with UCLA will help our teachers learn how to respond to student writing and respond to CAASP established claims in ELA and Math. They will be providing the coaching model, and working directly with students and introducing the new CA CCSS ELA Standards. They will take the students to UCLA and participate in seminars with UCLA professors to better apply the skills taught in class.</p> <p>With the possibility to get one-to-one devices, opening of our Fire Academy, and expanding our career pathways in performing arts, video production, and culinary arts/food services and hospitality, our stakeholders have suggested professional development around integration of technology. We will use resources available to contract the services of professional development services to help us integrate technology in all content areas. We continue to struggle recruiting more students and our efforts could be supplemented by contracting experts to provide services that will support our Magnet Schools, CTE pathways, and Technology integration to compete with other schools.</p>	<div> <div>x</div> <div>2019-20</div> </div>	\$108,774	Low-income, EL, RFEP, and/or Foster Youth	<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>
<p>50243 <b>SOFTWARE LICNS MAINT</b> Stakeholders have found that there may be software that is research-based, available in all platforms, affordable, and sustainable that students may be able to use to obtain online credit that may be used independently if students are willing to do an independent contract as they attempt to obtain A-G credit such as Apex Learning or Edgenuity.</p> <p>Stakeholders believe that Dorsey High school and the two Magnet Schools need to provide students with additional support using new online programs. It has been proven that students do better if they use technology to study before and after school. We are planning on buying licenses of software such as Shmoop to provide those services. Shmoop has been used by teachers at Dorsey High School that demonstrated positive results in AP courses. We want to be able to buy enough licenses that can be used to target our targeted population. With a 1:1 device, our students will</p>	<div> <div>x</div> <div>2019-20</div> </div>	\$5,000	Low-income, EL, RFEP, and/or Foster Youth	<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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benefit from the Shmoop test-taking online trainings and pass with a "C" or better all their A-G courses thus getting us closer to 100% graduation.				
In order to accelerate the language acquisition of our English Learners and perhaps help our Standard English Learners to code-switch, we are looking into software licenses for programs that could help increase our reclassification rate to go up and move the EL population from Level 1 to Level 4 at a faster rate and get them closer to start getting "B" credit as they need four years of ELA to graduate and obtain "B" credit in A-G.				

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):	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>- <i>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</i></li> <li>- <i>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade mathematics</i></li> <li>- <i>EL reclassification rate</i></li> <li>- <i>Rate of ELs making annual progress on CELDT</i></li> <li>- <i>Decrease in long-term English learners (LTEs)</i></li> </ul>			Low-income, EL, RFEP, and/or Foster Youth	
<p>The following data was analyzed by the stakeholders.</p> <p>We had an increase of 24 points in ELA this year, however in ELA- we encountered that our students scored 81.7 points below standard in ELA. In regards to the Math assessment, our students increased 7.1 points, however we are still 181.1 points below standard. Our biggest concern this year is to increase our points to maintain our progress within the orange performance level to avoid moving backwards to the red performance level. We observed that our English Learners are underperforming.</p> <p>In terms of English Learners and their progress, we found the following data:</p> <p>English Learners breakdown</p> <p>52.3% Level 1—Beginning Stage</p> <p>22.1% Level 2—Somewhat Developed</p> <p>14.5% Level 3—Moderately Developed</p> <p>11% Level 4—Well Developed</p> <p>The data indicates that our population dropped from 20% to 16% due to reclassification which has increased to 15% this year. We are still not meeting our target rate of 22%, but we are working on identification of potential candidates classified ELs with an IEP. We are identifying all those LTEs that need language intervention and providing them with available</p>				

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<p>resources created by MMED, Local District West EL Staff, our Title III Coach, and our Intervention Coordinator. We are conducting SSPTs for LTELs to identified potential barriers as we have reclassified four ELs from last October to April 1, 2019.</p> <p>The percentage of English Learners at Dorsey HS scoring level 1 on ELPAC will decrease by 10% from 52% to 42%.</p> <p>The percentage of English Learners at Dorsey HS scoring Level 4 on ELPAC will increase by 5%, from 11% to 16%.</p> <p>EL students will decrease the distance from standard as measured by the ELA SBAC by 20 points, from -162.8 to -142.8 moving from RED to ORANGE on the CA DASHBOARD.</p> <p>EL students will decrease the distance from standard as measured by the MATH SBAC by 20 points, from -230.7 to -210.8 moving from RED to ORANGE on the CA DASHBOARD.</p> <p>The distance from standard on the ELA SBAC will decrease by 20 points moving Dorsey to -61.1 from standard and closer to exiting orange status. At 162.8 points below standard, the English Learners will move up 20 points to the orange performance level. At 99.7 points below standard, Hispanic students will move up 20 points to 79.1 and move to the orange performance level.</p> <p>Eleventh Grade students will decrease the distance from Standard by 15 points, to -166, and move away from red to maintain in the orange performance level.</p>						
<p>13297 <b>INSTRL COACH SEC C1T (Math and ELA)</b></p> <p>Dorsey High School and our two Magnet Schools' plan is to keep improving in ELA and Math instruction. We are looking at improving our A-G C or better grade in ELA and Math rate to move towards yellow performance level.</p> <p>Class of 2019-We are currently at 40% students with grades of C or better in A-G. In order to support teachers to improve their practice, support student success, and coordinate intervention in Math and ELA, Instructional Coaches are needed. We will look for two great instructional leaders that are knowledgeable of new Common Core Standards, math practices, experience in PD development, cognitive coaching, and data coordinating.</p>	<table><tr><td>x</td><td>2019-20</td></tr></table>	x	2019-20	<p>\$116,274 ELA Instructional Coach</p> <p>\$116,247 Math Instructional Coach</p>	<p><b>Low-income, EL, RFEP, and/or Foster Youth</b></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</li></ul>
x	2019-20					



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These individuals will work together to create data-based instructional decisions under the supervision of administrators in charge of ELA and Math departments. The Instructional Coaches will work with the departments to create common assessments, prepare students for the Interim Assessments, and SBAC. These individuals will have knowledge in ELD and support English Learners and SEL students in the acceleration of their ELD levels.				<ul style="list-style-type: none"> <li>CELDT: 57%</li> <li>Decrease in long-term English learners: 17%</li> </ul>
<b>10246</b> <b>DIFF INSTL COACH SEC</b> Differential will be provided for coaching ELA and Math in addition to teaching a period of English / Math.	<div>X 2019-20</div>	\$2,548	Low-income, EL, RFEP, and/or Foster Youth	<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 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>
<b>40342</b> <b>SAL INC-UTLA</b> Due to a recent agreement with UTLA to allow for a salary increase, all UTLA positions under this budget shall have a 6.5% increase to accommodate any benefits or salary increase during the next academic year.	<div>X 2019-20</div>	\$38,681	Low-income, EL, RFEP, and/or Foster Youth	<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 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>
<b>14564</b> <b>INTRVN SUP CRD 27/10</b> The student body consists of: 52.46% African American students; 45.55% Hispanic students; and 2% other. 16% are English Learners (136 students) 68 students are Newcomers; 52 students are LTEL. 20% RFEP (175 students) 20% are Special Education (177 students) Our students are linguistically diverse with Spanish, French, and many indigenous African, Mexican and Central American dialects spoken at home. The Dorsey community is an ethnically and socioeconomically	<div>X 2019-20</div>	\$116,274	Low-income, EL, RFEP, and/or Foster Youth	<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 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>

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<p>diverse community. Our number one ELAC recommendation has been to increase resources addressing the language demand of our school in other languages other than English.</p> <p>We are very excited to have a full time bilingual intervention coordinator. This person has been allowed to work in collaboration with the SSPT/Safety Team, Counselors, and Instructional Coaches to collaborate and develop targeted programs for identified subgroups.</p> <p>We would like to fund this position one more year to continue with the ability to address our English Learners (newcomer) population and Spanish-speaking parents and continue to have the intervention coordinator assigned as the EL Designee. Our goal is to increase parent engagement as the intervention coordinator can conduct bilingual meetings, address the EL programs, work with the SEL Coordinator and explore possibilities for PD and ELD and MELD instruction.</p> <p>The Intervention Coordinator will work in collaboration with the three Instructional Coaches (ELA, Math, and Title III) to maximize PD opportunities, school-wide and targeted intervention programs, oversee technology for language acceleration, access to the core for ELs, SELs, and SWD. This position is crucial in meeting our 100% graduation rate goal, proficiency for all, 100% attendance, and parent, community, and student engagement while maintaining a healthy, growth mindset, safe environment.</p>				
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<b>Description of Services that address:</b> <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>	<b>School Year</b> <b>[mark applicable year(s)]</b>	<b>Amount of School Innovation Funds</b>	<b>Targeted Student Group(s):</b> <b>Low-income, EL, RFEP, and/or Foster Youth</b>	<b>Related District-wide SY17-18 LCAP Targets</b>
<p>Attendance has been identified as the foundation for student achievement. Learning cannot take place when students are not in seat. The increased focus on attendance through meaningful intervention and effective incentive programs will assist the school in maintaining a 96% or higher attendance rate. Students who are deemed chronically absent will be tiered and provided with supports tailored to meet their needs.</p> <p>Attendance Data extracted from CA Dashboard indicates the following: 2.5% of all students were suspended at least once, increasing by 1.6%, placing Dorsey in the orange category. No sub-groups appeared in the RED category.</p> <p>47% of all students are chronically absent - less than 91% attendance.</p>				



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<p>41% of all students feel safe at school as reported in the Fall SES Survey; 73% did not encounter any school-site bullying. Over 80% of all students are confident in their abilities for learning</p> <p>Excessive absences are caused by unstable home life. Dorsey will educate parents and guardians on the importance of proficient attendance in all classes. We have a high population of Foster Youth and in need to use these resources to support our students going through tough socio-emotional transitions.</p> <p>Our established goal is to reduce chronic absenteeism by .03% or better, moving Dorsey from lowest performance level - RED - to at the very least YELLOW as measured by the dashboard.</p>				
<p>12103 ITIN COUNS PSA C</p> <p>PSA Counselor identifies students that are absent or tardy. Builds reports and develops intervention.</p> <p>Identified chronic absenteeism: Home visits twice a week. SART meetings identified chronic absenteeism; as needed to respond to home visits and phone calls.</p> <p>Incentives: Every 25<sup>th</sup> day of school we have an incentive project for those that are reaching the 96% or higher.</p> <p>Tardy at the beginning of school: keeping track of who is arriving late.</p>	<div>X 2019-20</div>	\$121,523	Low-income, EL, RFEP, and/or 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>

<p>Description of Services that address: <b>Parent, Community and Student Engagement</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 parent/caregiver participation on School Experience Survey</li> <li>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</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
<p>Partnerships forged with our parents and community members will open the doors of communication and close the communication gap between home and school. Parents and community members will become aware of and familiar with academic initiatives through workshops and community forums.</p> <p>62% of students saw opportunities for participation and leadership.</p> <p>75% of students have a "growth mindset."</p>				

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<p>92% of parents feel that staff treats them with respect; 88% feel welcomed at Dorsey. Over 50% of the parents responding visit the Parent Center often. 81% responded that Dorsey provides a high quality school.</p> <p>Dorsey will increase Parent Engagement as measured by the School Experience Survey by 7% going from 13% to 20%.</p>						
<p>11458</p> <p><b>ADMINISTRATOR X</b></p> <p>Part of the x-time budget will be allotted to increase parent, community and student engagement</p> <p>AP, in collaboration with the other administrators will support the extension of instructional days to support all the programs and execution of this plan. Administrators will coordinate, evaluate, and track programs that support parent, community and student engagement beyond the scheduled administrator working hours.</p> <p>Assistant Principal will collaborate with all agencies contracted and manage other budgets to maintain our yearly goals to provide professional development to community members and parents</p> <p>The administration will utilize the x-time to attend and coordinate Saturday parent and community meetings, and coordinate additional resources purchased with instructional or non-instructional contracts or LD West or District groups supporting our plan.</p>	<table><tr><td>X</td><td>2019-20</td></tr></table>	X	2019-20	\$2,430	Low-income, EL, RFEP, and/or Foster Youth	<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>
X	2019-20					

<p><b>Description of Services that address: 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><b>School Year</b> [mark applicable year(s)]</p>	<p><b>Amount of School Innovation Funds</b></p>	<p><b>Targeted Student Group(s):</b> Low-income, EL, RFEP, and/or Foster Youth</p>	<p><b>Related District-wide SY17-18 LCAP Targets</b></p>
<p>The current discipline data extracted from MiSiS Adhoc report reveals 74 Discipline Referrals to date. With the added supervision, discipline referrals will decrease. Monitoring will be ongoing and the impact of the increased supervision aides will be measured by tracking discipline referrals weekly and the number of students who participate in restorative justice practices.</p> <p>Although Dorsey is one percentage point below the state in suspension, the school did increase the suspension rate from 2017, Dorsey falls into the orange category. Five sub-groups are in this group and only one sub-group in yellow.</p>				

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<p>Based on the School Experience Survey: over 85% of students did not experience any bullying; 60% understood and followed school rules.</p> <p>Dorsey will decrease the rate of suspension by one percent moving from orange to green, as indicated on the CA SCHOOL DASHBOARD.</p>				
<p>12103 <b>ITIN PSYCH SOC WKR C</b> Our community has recognized the need for our students to get additional emotional and psychological support. The PSW will provide school-wide support and will help eliminate our student suspension rate to .35% and expulsion rate to .01% by attacking the root of many issues with our low-income, foster youth and newcomer students. These targeted student groups have extremely difficult lives and have lived through emotional distress situations growing up as children and now as adolescents the expectation is the same as other students that have not met the same experiences. Together with the RJ Teacher, our stakeholders believe that our teachers will have more resources to use in the classroom and someone on site that they can refer students for additional support. Our counselors will work together to streamline the SSPT process by having the RJ Teacher and PSW available when the Academic Counselor is in need of additional support to better assess the emotional needs of referred students.</p> <p>Restorative justice practice will be infused within the climate and culture of the school and we will continue with our plan to build capacity with teachers and staff over the three year implementation period. Year 1: Understanding Restorative Justice as a tool to address undesired behaviors or mediate conflict using 1 strategy; Year 2: Adopt 3 strategies to use schoolwide; Year 3: Revisit adopted strategies and refine.</p>	<div>X 2019-20</div>	<p>\$121,523</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<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>
<p>14564 <b>RJ TEACHER</b> The RJ Teacher will be a valuable resource to our school. Having the experience of having the Restorative Justice system in place at Dorsey High School, stakeholders appreciate and value and the resources that the process brings to our student population. The RJ Teacher not only will work directly with the students, but will develop professional development opportunities for teachers to access RJ resources (research-based) that work in the classroom before referral to the Dean's Office.</p> <p>The impact of the Restorative Justice Teacher will be measured by:</p> <ul style="list-style-type: none"> <li>The number of students who participate in restorative justice circles that yield positive results (i.e. fewer infractions).</li> <li>The effectiveness of the Tier 2 and Tier 3 interventions and supports.</li> </ul>	<div>X 2019-20</div>	<p>\$116,274</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<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>



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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.

Dr. Sean Gaston

Typed name of School Principal



Signature of School Principal

April 8, 2019

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.

Dr. Cheryl Hildreth

Typed name of Local District Superintendent / Designee



Signature of Local District Superintendent / Designee

4/9/19

Date