

Bethune 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
Bethune Middle School	South	Dr. L. Gail Garrett

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
1084	98%	21%	3.7%	Total \$ 1,433,769.00

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.**

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

<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></p> <ul style="list-style-type: none"> - 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>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>Detail the action: To support students who are deficient in middle school grades we will develop and implement a comprehensive counseling and academic guidance program that includes monitoring of student academic progress, early identification of students who are grade deficient and/or at-risk of being credit deficient and providing appropriate intervention(s) to maximize support to provide student with maximum opportunities to earn or recover middle school graduation credits through creating individual academic plans, goal setting, and enrollment in the various credit recovery programs through the year such, Saturday School and extended day (concurrent) and extended learning (summer).</p> <p>Counselor \$115,897 College/Career Coordinator \$68,332 Counselor X time \$1,500</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$185,729.00</p>	<p>Low Income, EL RFEP and/or Foster Students</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%
<p>Description of Services that address: Proficiency for All <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 (LTEs) 	<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>To support the students who are not meeting or nearly meeting grade level standards in English Language Arts, we will develop and implement a system of academic support for students in all classes and after school tutoring that focuses on comprehension of complex grade level texts, DOK level 3 and 4 tasks, and student ownership through student led inquiry/questioning and collaboration. Accountable</p>	<p><input type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$584,198.00</p>	<p>Low –income, EL, RFEP and/or Foster students</p>	<ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA:

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<p>Communities will develop common assessments for the purpose of monitoring progress and informing next steps instruction throughout the year, as well as analyzing DRP and Illuminate data to further uncover knowledge gaps and plan appropriate intervention as a team. As a result, our students' growth in English Language Arts will see a marked decrease in those not meeting standards on the CAASSP in the Spring.</p>				<p>46%</p> <ul style="list-style-type: none"> Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 36% 																																										
<p>Detail the action: 2016-2017 SBAC data suggest that 14% of students Met or Exceeded standards. Current and future intentional professional development, 7-8 grade math collaboration, focus on Challenging content, and mathematics implementation across content areas will promote growth in the 2017- 2018 Math SBAC assessment across grade levels. Collaboration with our Math Teams and intentional Team collaboration between science, math and design courses will be essential. By teaching math skills across content areas our students will benefit from exposure to math skills throughout the day and will see the application of mathematics in all content areas therefore practicing skills and seeing the relevance of mathematics in the real world.</p>				<ul style="list-style-type: none"> EL reclassification rate: 22% Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17% 																																										
<table border="0"> <tr><td>Office Technician</td><td>\$66,380</td></tr> <tr><td>Math Coach</td><td>\$115,897</td></tr> <tr><td>IMA</td><td>\$10,000</td></tr> <tr><td>Clerical Z Time</td><td>\$2,500</td></tr> <tr><td>Tutor Teacher X time</td><td>\$15,345</td></tr> <tr><td>Curricular Trips (20 trips)</td><td>\$7,400</td></tr> <tr><td>Admission Tickets</td><td>\$2,500</td></tr> <tr><td>Teacher Assistant (2)</td><td>\$18,766</td></tr> <tr><td>TSP Program Advisor</td><td>\$115,897</td></tr> <tr><td>Administrator X Time</td><td>\$27,000</td></tr> <tr><td>Teacher Professional Develop</td><td>\$22,500</td></tr> <tr><td>Teacher X Time</td><td>\$20,000</td></tr> <tr><td>ED ADE Avid CIT/4</td><td>\$44,179</td></tr> <tr><td>General Supplies</td><td>12, 500.00</td></tr> <tr><td>DAY TO DAY SUBS</td><td>\$3,694</td></tr> <tr><td>Non-Capitalized Equip</td><td>\$10,000</td></tr> <tr><td>IT SUPPORT TECH</td><td>\$73,127</td></tr> <tr><td>Software License Maintenance</td><td>\$5,000</td></tr> <tr><td>Instructional Materials</td><td>\$10,000</td></tr> <tr><td>Staff Conference</td><td>\$12,500</td></tr> <tr><td>GATE TEACHER DIFFERENTIAL</td><td>\$1,513</td></tr> </table>	Office Technician	\$66,380	Math Coach	\$115,897	IMA	\$10,000	Clerical Z Time	\$2,500	Tutor Teacher X time	\$15,345	Curricular Trips (20 trips)	\$7,400	Admission Tickets	\$2,500	Teacher Assistant (2)	\$18,766	TSP Program Advisor	\$115,897	Administrator X Time	\$27,000	Teacher Professional Develop	\$22,500	Teacher X Time	\$20,000	ED ADE Avid CIT/4	\$44,179	General Supplies	12, 500.00	DAY TO DAY SUBS	\$3,694	Non-Capitalized Equip	\$10,000	IT SUPPORT TECH	\$73,127	Software License Maintenance	\$5,000	Instructional Materials	\$10,000	Staff Conference	\$12,500	GATE TEACHER DIFFERENTIAL	\$1,513				
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<p align="center">Description of Services that address: 100% Attendance</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 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 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>Increase daily attendance for students in grades 7 and 8 currently meeting chronic absenteeism criteria by creating a system of support and accountability that includes all stakeholders. A procedure to ensure that students absent due to school related events are coded correctly along with social emotional support through our counselors for students missing more than 5 % of time in class will reduce the percentage of students who are chronically absent.</p> <p>Monthly Attention to Attendance meetings keep parents accountable for encouraging students to attend on time every day. This also clears up mislabeled tardies and absences due to school sports and events. • Daily attendance reports hold teachers accountable to take attendance within 30 minutes of the beginning of each period. • Accurate communication system of reporting students absent due to sports and school events prior to the events. In this way, teachers do not mark a student as absent instead of school business code. • Daily phone contact by attendance team to parents of absent students clears excused absences and clear erroneous marks prior to 24 hours • Home visits for chronic attendance referrals. These are students whose contacts are not active in ATLAS or yellow emergency cards. Community Liaison will visit home to determine appropriate code for multiple day absences and obtain up to date contact information. • Counselor phone or personal conference with parent for fourth tardy or uncleared absence. • PLUS Teachers mentor small groups of chronic attendance freshmen and provide incentives when attendance goals are achieved</p> <table border="0" style="width: 100%; margin-top: 20px;"> <tr> <td style="width: 70%;">General Supplies</td> <td align="right">\$10,000</td> </tr> <tr> <td>PSA Counselor</td> <td align="right">\$48,410</td> </tr> <tr> <td>IMA</td> <td align="right">\$5,000</td> </tr> </table>	General Supplies	\$10,000	PSA Counselor	\$48,410	IMA	\$5,000	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td align="center" style="width: 30px;">X</td> <td align="center">2017-18</td> </tr> <tr> <td align="center">X</td> <td align="center">2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p align="center">\$63,410.00</p>	<p>Low-income. EL, RFEP, and/or 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%
General Supplies	\$10,000													
PSA Counselor	\$48,410													
IMA	\$5,000													
X	2017-18													
X	2018-19													
<p align="center">Description of Services that address: Parent, Community and Student Engagement</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following</i></p>	<p align="center">School Year [mark</p>	<p align="center">Amount of School Innovation</p>	<p align="center">Targeted Student Group(s):</p>	<p align="center">Related District-wide SY17-18 LCAP Targets</p>										

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<i>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)	applicable year(s)]	Funds	Low-income, EL, RFEP, and/or Foster Youth													
<p>Presentations on support at home in SSC, ELAC, and Coffee with Principal Parent meetings. Our robust parent community has a meeting opportunity at least once per month. Workshops on parent support at home, • Data reported out at parent meetings such as CELDT, DRP, SBAC/CAASPP, Illuminate Benchmarks, keeps parents up to date on school-wide progress and what each piece of data means as a formative action.</p> <ul style="list-style-type: none"> • Counselors present evening parent meetings for each grade level that inform parents of the specific expectations for each year toward successful on-time graduation and a-g completion. • Back to School and Open House Nights provide opportunities for parents to connect with the individual teachers, counselors, and administrators to answer questions, discuss student issues, and schedule additional meetings as needed. • Parent Conferences with counselors, vice principals, teachers, throughout the school year provide specific information to parents as to the academic progress of their student(s), as well as create successful supports to fill gaps and overcome challenges. • School Messenger is used both as a site and by individual teachers to keep parents informed of specific assignments that are due, assessments coming up, parent events, etc. A weekly messenger is sent to all student and staff homes on Sunday evenings to inform all of the events and important assessments for the week to come. <table border="0" data-bbox="163 889 905 1057"> <tr> <td>Community Representative</td> <td>\$18,000</td> </tr> <tr> <td>Professional Dev. Teacher X Time</td> <td>\$35,000</td> </tr> <tr> <td>Postage</td> <td>\$1,000</td> </tr> <tr> <td>Advisory Board Expenses</td> <td>\$1,000</td> </tr> </table>	Community Representative	\$18,000	Professional Dev. Teacher X Time	\$35,000	Postage	\$1,000	Advisory Board Expenses	\$1,000	<table border="1" data-bbox="1108 347 1266 448"> <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	\$55,000.00	Low Income, EL, RFEP and Foster Youth	<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%
Community Representative	\$18,000															
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Postage	\$1,000															
Advisory Board Expenses	\$1,000															
X	2017-18															
X	2018-19															

Description of Services that address: School Safety <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> - 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

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<p>Bethune has reduced the number of suspensions by 90% with a focus on students by creating a system of support that allows students to work at resolving conflicts prior to actions leading to suspension. This will be accomplished by utilizing our Restorative Practices coach to be a positive presence in classrooms and in the restorative room, a fully trained RJ teacher advisor along with classroom teachers will lead restorative circles and conversations. We will leverage our leadership class to support the transition of incoming 7th grader into the middle school experience successfully, and finally, continue to build important relationships on our campus through month class meetings and activities</p> <p>All student conflict and verbal altercations will require referral for mediation and circle with Restorative Coordinator and/or Restorative Practices Counselor. Increase of Restorative Mediation and Circles facilitated by Restorative Coordinator and/or Restorative Practices Counselor. • Mandatory re-entry mediation circles for students returning from suspensions. • Student assemblies/activities with emphasis on conflict resolution • Teacher/Student mentoring. Weekly Class Meetings to promote positive relationships and transparent communication</p>	X	2017-18	\$545,423.00	Low Income, EL, RFEP and /or Foster Youth	<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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