

Hawkins - Community Health Advocates 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
Hawkins - CHAS	West	Claudia Rojas

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	% of Homeless Students	% of Students with Disabilities	Total Amount of School Innovation Funds Allocated to the School
450	100	36	2	2	8	\$ 653,020
Total						

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, RFEs, 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.**

School Year	Capacity	Expectations/Accountability	Sustainability

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Year 1: 2017-2018	<ul style="list-style-type: none"> • Conduct Needs Assessment to identify priorities and ensure that resources are targeted to meet measurable outcomes • Align Professional Development priorities to meet instructional goals with emphasis on developing systems rooted in student achievement • Engage stakeholders in school plan <p style="text-align: center;">Establish the Achievement Through Support Team</p>	<p>Discuss data & data analysis protocol</p> <p>Identify focus groups for instructional rounds</p> <ul style="list-style-type: none"> • Establish student leadership groups <p style="text-align: center;">Establish the Achievement Through Support Team</p>	<p>Provide professional development on initiatives</p> <p>Identify and review critical support for varied entry points of students, faculty, staff, and community</p> <p>Begin documentation of the narrative around collaborative systems of planning and ongoing assessment</p> <p style="text-align: center;">Establish the Achievement Through Support Team</p>
Year 2: 2018-2019	<ul style="list-style-type: none"> • PLCs and/or BTT protocol are effectively used in ELA & math • Schoolwide ELA & math initiatives • Frequent peer to peer observations • Quality parent workshops <p>Process for monitoring school plan implemented by teachers</p> <p style="text-align: center;">Utilize ATS Team for resource mapping and data review</p>	<ul style="list-style-type: none"> • Publicly display school data and progress • Implement instructional rounds <p>Student-led conferences, student data chats, and student monitoring</p> <ul style="list-style-type: none"> • Collaboration of all stakeholders to view and refine instructional plans based upon ongoing data analysis and review <p style="text-align: center;">Utilize ATS Team for resource mapping and data review</p>	<p>Review and publish documentation of narrative around collaborative systems</p> <ul style="list-style-type: none"> • Establish parent cadres <p>Protocols for school systems that are known by all stakeholders</p> <ul style="list-style-type: none"> • Utilize ATS Team for resource mapping and data review
Year 3: 2019-2020	<ul style="list-style-type: none"> • Highly qualified personnel to support instructional goals • Full implementation of school improvement plans • Teacher ownership of work at school site <p>School focused on continuous improvements</p> <p style="text-align: center;">Use results of ATS data review to guide data driven approaches</p>	<p>Mutual accountability shared amongst stakeholders</p> <ul style="list-style-type: none"> • Environment that supports regular observations and feedback • Student ownership of own learning through an awareness of academic goals and achievements <p style="text-align: center;">Utilize ATS Team for resource mapping and data review</p>	<ul style="list-style-type: none"> • Documentation of the journey <p>Maintain the collaborative systems of planning that are assessed</p> <ul style="list-style-type: none"> • Proactive parent advisory group <p style="text-align: center;">Utilize ATS Team for resource mapping and data review</p>

<p>Description of Services that address: 100% Graduation</p> <p><i>Budgeted priorities should be based upon the school's</i></p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation</p>	<p>Targeted Student Group(s): Low-income, EL,</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
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<p>analysis of the following disaggregated data of low-income, English learners, RFEs, and foster youth:</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>Funds</p>	<p>RFE, and/or Foster Youth</p>					
<p>A needs assessment was conducted analyzing data from SBA, IAB, mark analysis reports, WASC Report, Pilot School Quality Review, Single Plan for Student Achievement, and resources from the District Management Group. Staff was surveyed during professional development and parent/community members were surveyed using the following platforms: coffee with the principal and Saturday breakfast with the principal meeting/workshops. The needs assessment was needed to maximize our efforts and to align the plan to the foci area (mathematics). The needs assessment aided the school in determining data driven approaches to building capacity, establishing expectations & accountability systems, and in creating systems that will deem sustainable over time. School site leaders across the 12 schools will meet quarterly as a professional learning community to measure impact of implementation on student achievement. To ensure our school makes substantial progress towards meeting the graduation goal of 100% the following has been identified as an area of need:</p>							
<table border="1"> <thead> <tr> <th data-bbox="990 115 1079 462">ELA</th> <th data-bbox="990 462 1347 462">Math</th> </tr> </thead> <tbody> <tr> <td data-bbox="1079 115 1193 462"> <ul style="list-style-type: none"> • 6.6% Standard Exceeded • 18.87% Standard Met • 31.13% Standard Nearly Met </td> <td data-bbox="1193 115 1347 462"> <ul style="list-style-type: none"> • 0% Standard Exceeded • 1.9% Standard Met • 20% Standard Nearly Met • 78.1% Standard Not Met </td> </tr> </tbody> </table>	ELA	Math	<ul style="list-style-type: none"> • 6.6% Standard Exceeded • 18.87% Standard Met • 31.13% Standard Nearly Met 	<ul style="list-style-type: none"> • 0% Standard Exceeded • 1.9% Standard Met • 20% Standard Nearly Met • 78.1% Standard Not Met 			
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10 Week Mark Analysis Results ELA:

Course Name	Course Number	A-G Course	A	B	C	D	F
AM LIT COMP	230111	B	7	18	46	6	8
AP ENG LANG A	230125	B	3	14	1		
AP ENG LIT A	230117	B		27	9		1
ENGLISH 10A	230109	B	14	26	40	20	29
ENGLISH 9A	230107	B	8	22	39	16	4
ERWCA	230231	B	30	11	15	2	11
H ENGLISH 9A	230107H	B		1			

10 Week Mark Analysis Results Math:

Course Name	Course Number	A-G Course	A	B	C	D	F
AP CALCULUS A	310701	C		1			
AP STATISTICS A	310609	C	1	1	9	3	
CC ALGEBRA 1	310341	C	15	32	23	19	10

x 2017-18

\$8,333

Low-income, EL, RFEF, and/or

• Graduation Rate: 81%

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CC ALGEBRA 2A	310343	C	6	17	30	32	4					
CC GEOMETRY A	310423	C	12	14	48	25	46					
PRECALCA	310711	C	1	6	23	5	5					
<p>Professional Development Teacher Regular (8,333) Teachers will attend Professional Development and will focus on:</p> <ul style="list-style-type: none"> • Developing strategies to make content instruction accessible to students with diverse learning needs • Providing students with metacognitive skills to identify different types of useable knowledge and skill sets that promote accessibility and transference of learning <ul style="list-style-type: none"> ○ Recognition (the <i>what</i> of learning) ○ Effective (the <i>why</i> of learning) ○ Strategic (the <i>how</i> of learning) • Strategies to successfully implement the full integration of all students in the general education program 												
<p>Professional Development Teacher x-time (40,150) Time will be set aside for Teacher-Led Professional Developments and Collaboration time in the following strategies and instructional practices:</p> <ul style="list-style-type: none"> • Interdisciplinary project-based learning • Integration of interactive technology • Critical media/21st Century Literacy skills development • Content area and academic vocabulary instruction • Participatory Action Research (student inquiry) 												
<p>Advisor Registration Prep (5,333)</p> <ul style="list-style-type: none"> • Support A-G completion of all grade levels <ul style="list-style-type: none"> ○ at the beginning of the school year 												
									<input checked="" type="checkbox"/> 2018-19	\$8,333	Foster Youth	<ul style="list-style-type: none"> • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%
									<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$40,150 \$40,150		
									<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$5,333 \$5,333		
									<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$5,000 \$5,000		

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<ul style="list-style-type: none"> ○ beginning of the Spring Semester ● Monitor A-G completion on a semester basis <ul style="list-style-type: none"> ○ grade analysis ● Programming students for upcoming year <p>Staff Conference Attendance (5,000)</p> <ul style="list-style-type: none"> ● Attendance to Conferences: California Writing Project and California Math Council to support teachers in: ● Integration of interactive technology, ● Critical media/21st Century Literacy skills development, ● Content area and academic vocabulary instruction, Socratic Seminars, using explicit rubrics 				
<p>Description of Services that address:</p> <p>Proficiency for All</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students who met or exceeded standards in 3rd - 8th, 1st grade English language arts - Percentage of students who met or exceeded standards in 3rd - 8th, 1st grade mathematics - EL reclassification rate - Rate of ELs making annual progress on CELDT - Decrease in long-term English learners (LTELs) 				
<p>Upon close analysis of SBA data, reclassification rate, and grade distribution reports more opportunities for professional growth for administration and teachers and strategic intervention for students must be systemized in an effort to maximize and align resources. Protocols learned from the District Management Group will be replicated to include all content areas – Year 1: Mathematics; Year 2: English; Year 3: Science & Social Science. This will include the development of SMART Goals for all content areas, targeting a specific group of students. Break Through Teams (BTT) will be developed for each area of focus. Content BTT members will serve as the ambassadors for change in their perspective content areas.</p>				

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SBA Data reveals the following results:

Proficiency for All	16-17 School Actual
Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th , 11 th Grade ELA	25%
Percentage of Students Who Met or Exceeded Standards in 3 rd -8 th , 11 th Grade Math	2%
Percentage of English Learners Who Reclassify as Fluent English Proficient	4%
Percentage of English Learners Who Have Not Reclassified in 5 Years	49%
Percentage of English Learners Making Annual Progress on CELDT	39%
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	100%

The impact of the effectiveness of the Tutor Teacher X-Time will be measured by mark analysis reports at the 5 week, 10 week, 15 week, and 20 week report card as well as on the SBA.

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<p>Teacher X-Time is needed to develop teachers understanding of best practices for diverse learners. The professional development will transfer in the classroom in the form of increased student engagement which will have a positive impact on student achievement.</p> <p>Teacher Assistant (10,616) Teacher Assistants will:</p> <ul style="list-style-type: none"> • Provide 100 percent direct instructional support in the classroom to students during content instruction • Provide tutoring during advisory and during teacher PD meetings after school <p>Tutor Teacher X time (8,333) Morning Lab and After School Tutoring will be provided to students focusing on:</p> <ul style="list-style-type: none"> • A-G classes • SBAC preparation after school • Language acquisition • Saturday SBAC classes • Summer Bridge program for incoming 9th graders <p>Noncapital Equipment (263,000) Classroom Technology will benefit students by:</p> <ul style="list-style-type: none"> • helping at-risk students more fully engage in the learning process • assisting students in conducting advanced online research for reports and presentations • allowing students to create documents using word processing programs and other web based writing support tools • Provide access to technology • Mac books (120 @ \$1,300 ea), Mac carts (6 total @ \$1,200 ea, iPADS (150 total), Smart boards (3 @ \$5,000), Projectors (20 @ \$750), Document readers (20 @ \$750) <p>General Supplies (34,180)</p> <ul style="list-style-type: none"> • Industry-standard Pen Tablets for digital illustration, DSLR camera kits, camera lenses and accessories, Studio 	<p>x 2017-18</p> <p>x 2018-19</p> <p>x 2017-18</p> <p>x 2018-19</p> <p>x 2017-18</p> <p>2018-19</p> <p>x 2017-18</p> <p>x 2018-19</p>	<p>\$10,616</p> <p>\$10,616</p> <p>\$8,333</p> <p>\$8,333</p> <p>\$233,000</p> <p>\$34,180</p> <p>\$30,180</p>	<p>Low-income, EL, RFP, and/or Foster Youth</p> <ul style="list-style-type: none"> • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46% • Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 36% • EL reclassification rate: 22% • Rate of ELs making annual progress on CELDT: 57% • Decrease in long-term English learners: 17%
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<p>Lighting Kit for portraiture, Digital Heat Press (to create custom shirts, mugs, hats), button machines, vinyl/fabric cutters and scanners, laser cutters, pixelstick light painting tools, cell phone camera lens adaptors sets, 3D printers, AA battery charger</p> <p>IMA (40,000)</p> <ul style="list-style-type: none"> Teachers will use instructional materials that support student achievement of ELA Common Core Standards Dictionaries (Longman) Novels aligned with reading and writing goals (including Audiobooks for selected titles to provide access for all learners) Grammar Reference books to support effective writing across the content areas Consumable materials- Grammar practice books for students in ELD 1, 2, 3 and 4 Advanced ELD Consumables Novels- School will purchase novels that build resiliency and language development aspects of LTEL framework. Novels will provide opportunity for LTEL teachers to build students' academic language skills while exploring resiliency in literature and life Novels- High Interest low lexile independent reading books in order to run literature circles for our Tier III Advisory Literacy Intervention Spanish/English dictionaries and thesauruses will support English Learners in ELD and core content Classroom Libraries- Independent reading books at a variety of reading levels will support teachers' ability to help students read books in their zone of proximal development <p>Contracts Instructional Services</p> <ul style="list-style-type: none"> Kagan Training (7,000 Year 1) <ul style="list-style-type: none"> provide training to all staff members for Kagan instructional strategies Increase student participation support ELA and Mathematics courses Engaging All Learners Training (17,000 Year 1) <ul style="list-style-type: none"> Training for all teachers 	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px;">X 2017-18</div> <div style="border: 1px solid black; padding: 2px;">X 2018-19</div> </div> <p style="text-align: right;">\$40,000 \$40,000</p>		
	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 2px;">X 2017-18</div> <div style="border: 1px solid black; padding: 2px;">X 2018-19</div> </div> <p style="text-align: right;">\$54,000 \$223,000</p>		

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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.

Attendance Data extracted from MyData indicates the following:

Cumulative Attendance Rate			
Name of School	AUGUST	SEPTEMBER	OCTOBER
Hawkins - CHAS	97.1%	96.1%	95.5%

Attendance Data extracted from the LCAP Scorecard indicates the following:

100% Attendance	16-17 School Actual
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	58%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	24%

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Percentage of All Staff Attending 96% or Above	62%																							
<p>Pupil Services & Attendance (PSA) Counselor PSA Counselor will focus on chronically absent students by doing the following:</p> <ul style="list-style-type: none"> a) develop and monitor student attendance plans utilizing a three-tiered approach focusing on dropout prevention b) develop and implement attendance, motivation, and incentive programs for chronically absent students c) provide supplemental parent education d) participate in SSPT e) provide referrals to school and community services (e.g. home visits, in-home counseling for parents of chronically absent students) <p>Clerical overtime (8,333)</p> <ul style="list-style-type: none"> • short-term clerical help to directly impact educational program <p>Clerical z-time (5,333)</p> <ul style="list-style-type: none"> • update student cumulative records • update contact phone numbers <p>Admission Tickets (1,000)</p> <ul style="list-style-type: none"> • Admission fees for curricular trips are to enhance the core instructional program and to improve academic achievement for participating students <p>Curricular Trips (8,000) Curricular trips to supplement the core instructional program and to improve academic achievement for participating students.</p> <ul style="list-style-type: none"> • Eaton Canyon • Griffith Park • Natural History Museum • USC School of Social Work 	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table> <table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> <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	X	2017-18	X	2018-19	X	2017-18	X	2018-19	X	2017-18	X	2018-19	X	2017-18	X	2018-19	<p>\$77,000</p> <p>\$121,000</p> <p>\$8,333</p> <p>\$8,333</p> <p>\$5,333</p> <p>\$5,333</p> <p>\$1,000</p> <p>\$1,000</p> <p>\$8,000</p> <p>\$8,000</p>	<p>Low-income, EL, RFP, 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%
X	2017-18																							
X	2018-19																							
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X	2018-19																							

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Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs, and foster youth:</i>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<ul style="list-style-type: none"> - Percentage of parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually) <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>Community Representative (12,340) Community Representatives will:</p> <ul style="list-style-type: none"> • Provide Master Plan program-related services • Support parent training and involvement activities • Provide a welcoming environment in the Parent Center 	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$63,137 \$63,137	Low-income, EL, RFE, and/or 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%
<p>Building & Grounds Worker (44,464)</p> <ul style="list-style-type: none"> • A Building and Grounds Worker will maintain the campus clean, sanitary, and safe condition 	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$44,464 \$44,464		
<p>Custodial Overtime (5,333) Custodial Overtime to:</p> <ul style="list-style-type: none"> • Pay for Buildings and Grounds workers to prepare campus facilities to welcome parents, community groups/organizations, and district personnel to campus • Provide a safe, clean, and welcoming space in which to host workshops, trainings, classes, and conferences designed to provide targeted support to English Learners, low income, and foster youth, parents/guardians and the school 	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$5,333 \$5,333		

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	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$1,000 \$1,000			
<p>Advisory Committee Expenses (1,000)</p> <ul style="list-style-type: none"> Engage families in data analysis, development of interventions and improving family engagement Advisory Committee Expenses will support operating costs of parent committees <p>The impact of the aforementioned budgeted items will surface in the form of increased parent involvement at school events. By the close of the 2017-2018 school year, there will be a 5% increase in parent attendance at school events as evidenced by sign in sheets and parent participation on surveys.</p>					
<p>Description of Services that address: School Safety</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs, and foster youth:</i></p> <ul style="list-style-type: none"> 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 <p>The current discipline data extracted from Misis Adhoc reveals 28 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>Restorative justice practice will be infused within the climate and culture of the school as capacity is built with teachers and staff over a 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> <p>The impact of the Restorative Justice Teacher will be measured by:</p>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets	

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<ul style="list-style-type: none"> The number of students who participate in restorative justice circles that yield positive results (i.e. fewer infractions). The effectiveness of the Tier 2 and Tier 3 interventions and supports. 	<p style="text-align: center;">\$108,000</p>	<p style="text-align: center;"> <input type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19 </p>	<p style="text-align: center;"> Low-income, EL, RFEF, and/or Foster Youth </p>	<p style="text-align: center;"> 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% </p>
<p>Restorative Justice Teacher</p> <ul style="list-style-type: none"> Assists School staff with the implementation of the Discipline Foundation Policy and assist teachers with classroom management and restorative practices. Reviews school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated schools. Supports school administrators and other key staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support. Provide professional development, trainings, and/or presentations to assist school site personnel in the implementation of Restorative Justice practices. Assists in developing strategies that emphasize prevention and whole school implementation of Restorative Justice practices. <p><i>The position will be shared during Year 1 and will be paid for by another school on our co-located, pilot school campus.</i></p> <p>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.</p>				
<p>Claudia Rojas</p>	<p>Signature of School Principal</p>	<p>11-9-17</p>	<p>Date</p>	<p>Signature of Local District Superintendent / Designee</p>
<p>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.</p>				
<p>Cheryl Hildreth</p>	<p>Signature of Local District Superintendent / Designee</p>	<p>11-9-17</p>	<p>Date</p>	<p>Signature of Local District Superintendent / Designee</p>