

**Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS**

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

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

Name of School	Local District	Principal
RISE	West	Pablo Mejia

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
385	100	31	1	.3	8	Total \$ 552,080 (Year 1)

**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.**

**Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS**

School Year	Capacity	Expectations/Accountability	Sustainability
<p><b>Year 1: 2017-2018</b></p>	<p>Conduct Needs Assessment to identify priorities and ensure that resources are targeted to meet measurable outcomes</p> <ul style="list-style-type: none"> <li>Align Professional Development priorities to meet instructional goals with emphasis in developing systems rooted in student achievement</li> </ul> <p>Engage stakeholders in school plan</p> <p><b>Establish the Achievement Through Support Team</b></p>	<p>Discuss data &amp; data analysis protocol</p> <p>Identify focus groups for instructional rounds</p> <p>Establish student leadership groups</p> <p><b>Establish the Achievement Through Support Team</b></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 round collaborative systems of planning and ongoing assessment</p> <p><b>Establish the Achievement Through Support Team</b></p>
<p><b>Year 2: 2018-2019</b></p>	<p>PLCs and/or BTT protocol are effectively used in ELA &amp; math</p> <ul style="list-style-type: none"> <li>Schoolwide ELA &amp; math initiatives</li> <li>Frequent peer to peer observations</li> <li>Quality parent workshops</li> </ul> <p>Process for monitoring school plan implemented by teachers</p> <p><b>Utilize ATS Team for resource mapping and data review</b></p>	<ul style="list-style-type: none"> <li>Publicly display school data and progress</li> <li>Implement instructional rounds</li> </ul> <p>Student-led conferences, student data chats, and student monitoring</p> <ul style="list-style-type: none"> <li>Collaboration of all stakeholders to review and refine instructional plans based upon ongoing data analysis and review</li> </ul> <p><b>Utilize ATS Team for resource mapping and data review</b></p>	<p>Review and publish documentation of the narrative around collaborative systems</p> <ul style="list-style-type: none"> <li>Establish parent cadres</li> </ul> <p>Protocols for school systems that are known by all stakeholders</p> <ul style="list-style-type: none"> <li><b>Utilize ATS Team for resource mapping and data review</b></li> </ul>

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<p><b>Year 3: 2019-2020</b></p>	<p>Highly qualified personnel to support instructional goals          Full implementation of school improvement plans          Teacher ownership of work at school site          School focused on continuous improvements          Use results of ATS data review to guide data driven approaches</p>	<p>Mutual accountability shared amongst stakeholders          Environment that supports regular observations and feedback          Student ownership of own learning through an awareness of academic goals and achievements          Utilize ATS Team for resource mapping and data review</p>	<p>Documentation of the journey          Maintain the collaborative systems of planning that are assessed          Proactive parent advisory group          Utilize ATS Team for resource mapping and data review</p>	
<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, RFEFs, 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>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 with the principal 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 &amp; accountability systems, and in creating systems that will deem sustainable over time. School site leaders across the 12 schools will meet quarterly as a</p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s):          Low-income, EL, RFEF, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>

## Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS

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:

ELA	Math
<ul style="list-style-type: none"> <li>• 2.13% Standard Exceeded</li> <li>• 14.89% Standard Met</li> <li>• 22.34% Standard Nearly Met</li> <li>• 60.4% Standard Not Met</li> </ul>	<ul style="list-style-type: none"> <li>• 0% Standard Exceeded</li> <li>• 1.06% Standard Met</li> <li>• 10.64% Standard Nearly Met</li> <li>• 88.3% Standard Not Met</li> </ul>

### 10 Week Mark Analysis Results ELA:

Course Name	Course Number	A-G Course	A	B	C	D	F
AM LIT COMP	230111	B	21	23	14	3	9
AP ENG LANG A	230125	B	21	15	5	4	2
CONTEMP COMP	230201	B					1
ENGLISH 10A	230109	B	4	19	16	18	49
ENGLISH 9A	230107	B	13	32	30	11	7
ENGLISH 9B	230108	B		1			
ERWC A	230231	B	8	20	22	3	3

### 10 Week Mark Analysis Results Math:

Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS

Course Name	Course Number	A-G Course	A	B	C	D	F
CC ALGEBRA 1	310342	C		1			
CC ALGEBRA 2A	310343	C					1
CC GEOMETRY A	310423	C	14	32	52	15	11
FINANCIAL ALGEBRA 1A	310233	C	13	18	28	20	7
FINANCIAL ALGEBRA 2A	310239	C	26	25	22	5	2
H ADV MATH A	310507H	C	7	6	2		

**Psychiatric Social Worker**

- Provides individual, group and family treatment targeting students who are at risk
- Provides student and parent psycho-education
- Promotes parent engagement in the educational process.
- Provides parent education programs.
- Utilizes electronic health records for documentation pertaining to programmatic requirements.
- Conducts staff development to address barriers to learning

**Professional Development Teacher Regular**

Teachers will attend Professional Development and will focus on:

- 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
  - o Recognition (the **what** of learning)
  - o Effective (the **why** of learning)
  - o Strategic (the **how** of learning)

2017-18

2018-19

78,000.00

121,203.00

Low-income, Foster Youth, EL, RFEP

- 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%

2017-18

2018-19

8,333.00

8,333.00

**Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS**

<ul style="list-style-type: none"> <li>Strategies to successfully implement the full integration of all students in the general education program</li> </ul> <p><b>Professional Development Teacher x-time</b> 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"> <li>Interdisciplinary project-based learning</li> <li>Integration of interactive technology</li> <li>Critical media/21<sup>st</sup> Century Literacy skills development</li> <li>Content area and academic vocabulary instruction</li> <li>Participatory Action Research (student inquiry)</li> </ul>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>12,826.00</p> <p>42,826.00</p>	
<p><b>Advisor Registration Prep</b></p> <ul style="list-style-type: none"> <li>Support A-G completion of all grade levels             <ul style="list-style-type: none"> <li>at the beginning of the school year</li> <li>beginning of the Spring Semester</li> </ul> </li> <li>Monitor A-G completion on a semester basis             <ul style="list-style-type: none"> <li>grade analysis</li> </ul> </li> <li>Programming students for upcoming year</li> </ul>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>5,333.00</p> <p>5,333.00</p>	
<p><b>Staff Conference Attendance</b></p> <ul style="list-style-type: none"> <li>Attendance to Conferences: California Writing Project and California Math Council to support teachers in:</li> <li>Integration of interactive technology.</li> <li>College Board: AP workshops</li> <li>Critical media/21<sup>st</sup> Century Literacy skills development,</li> <li>Content area and academic vocabulary instruction, Socratic Seminars, using explicit rubrics</li> </ul> <p>Based on the SBA results and 10 week mark analysis report targeted intervention is needed during the school day in a smaller setting. In addition, the CSR Teachers will allow for reduced class sizes. Monitoring of student progress will be ongoing using the following metrics: student grades, benchmark assessments, BTT Math assessments, and IAB results.</p>	<p><input checked="" type="checkbox"/> 2017-18</p> <p><input checked="" type="checkbox"/> 2018-19</p>	<p>5,000.00</p> <p>5,000.00</p>	

**Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS**

<p>Description of Services that address:  <b>Proficiency for All</b>  <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"> <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 (LTELs)</i></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, RFE, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<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 &amp; 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> <p>SBA Data reveals the following results:</p>				
<p><b>Proficiency for All</b></p>	<p>16-17 School Actual</p>			
<p><b>Percentage of Students Who Met or Exceeded Standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> Grade ELA</b></p>	<p>16%</p>			

Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS

<p>Percentage of Students Who Met or Exceeded Standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> Grade Math</p>	<p>1%</p>				
<p>Percentage of English Learners Who Reclassify as Fluent English Proficient</p>	<p>6.7%</p>				
<p>Percentage of English Learners Who Have Not Reclassified in 5 Years</p>	<p>36%</p>				
<p>Percentage of English Learners Making Annual Progress on CELDT</p>	<p>33%</p>				
<p>Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day</p>	<p>88%</p>				
<p>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.</p> <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><b>Teacher Assistant</b> Teacher Assistants will:</p> <ul style="list-style-type: none"> <li>Provide 100 percent direct instructional support in the classroom to students during content instruction</li> </ul>			<p>14,810.00</p> <p>14,810.00</p>	<p>X 2017-18</p> <p>X 2018-19</p>	<p>Low-income, EL, RFP, and/or 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> </ul>



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<ul style="list-style-type: none"> <li>• Provide tutoring during advisory and during teacher PD meetings after school</li> </ul> <p><b>Tutor Teacher X time</b> Morning Lab and After School Tutoring will be provided to students focusing on:</p> <ul style="list-style-type: none"> <li>• A-G classes</li> <li>• SBAC Preparation</li> <li>• Language Acquisition</li> <li>• Saturday SBAC classes</li> <li>• Summer Bridge program for incoming 9<sup>th</sup> graders</li> </ul> <p><b>Noncap equipment</b> Classroom Technology will benefit students by:</p> <ul style="list-style-type: none"> <li>• helping at-risk students more fully engage in the learning process</li> <li>• assisting students in conducting advanced online research for reports and presentations</li> <li>• allowing students to create documents using word processing programs and other web based writing support tools</li> <li>• Provide access to technology</li> </ul> <p><b>General Supplies</b></p> <ul style="list-style-type: none"> <li>• Industry-standard Pen Tablets for digital illustration, DSLR camera kits, camera lenses and accessories, Studio Lighting Kit for portraiture, Digital Heat Press (to create custom shirts, mugs, hats), button machines, vinyl/fabric cutters and scanners, laser cutters, pixelstick lightpainting tools, cell phone camera lens adaptors sets, 3D printers, AA battery charger</li> </ul> <p><b>IMA</b></p> <ul style="list-style-type: none"> <li>• Teachers will use instructional materials that support student achievement of ELA Common Core Standards Dictionaries (Longman)</li> <li>• Novels aligned with reading and writing goals (including Audiobooks for selected titles to provide access for all learners)</li> </ul>	<p style="text-align: center;"><input checked="" type="checkbox"/> 2017-18</p> <p style="text-align: center;"><input checked="" type="checkbox"/> 2018-19</p>	<p style="text-align: right;">8,333.00</p> <p style="text-align: right;">8,333.00</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 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>
<p style="text-align: center;"><input checked="" type="checkbox"/> 2017-18</p> <p style="text-align: center;"><input checked="" type="checkbox"/> 2018-19</p>	<p style="text-align: right;">112,454.00</p> <p style="text-align: right;">5,979</p>	<p style="text-align: right;">34,180.00</p> <p style="text-align: right;">8,180.00</p>	
<p style="text-align: center;"><input checked="" type="checkbox"/> 2017-18</p> <p style="text-align: center;"><input checked="" type="checkbox"/> 2018-19</p>	<p style="text-align: right;">12,250.00</p> <p style="text-align: right;">5,250.00</p>		

**Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS**

<ul style="list-style-type: none"> <li>• Grammar Reference books to support effective writing across the content areas</li> <li>• Consumable materials- Grammar practice books for students in ELD 1, 2, 3 and 4</li> <li>• Advanced ELD Consumables</li> <li>• 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</li> <li>• Novels- High interest low lexile independent reading books in order to run literature circles for our Tier III Advisory</li> <li>• Literacy Intervention</li> <li>• Spanish English dictionaries and thesauruses will support English Learners in ELD and core content</li> <li>• 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.</li> </ul>			<div style="border: 1px solid black; padding: 2px; display: inline-block;">X 2017-18</div>  <div style="border: 1px solid black; padding: 2px; display: inline-block;">X 2018-19</div>	<p style="text-align: right;">50,000.00</p> <p style="text-align: right;">94,475.00</p>
<p><b>Contracts Instructional Services</b></p> <ul style="list-style-type: none"> <li>• Kagan Training (8,000 Year 1)             <ul style="list-style-type: none"> <li>○ provide training to all staff members for Kagan instructional strategies</li> <li>○ Increase student participation</li> <li>○ support ELA and Mathematics courses</li> </ul> </li> <li>• Engaging All Learners Training (12,000 Year 1)             <ul style="list-style-type: none"> <li>○ Training for all teachers</li> <li>○ Strategies to engage diverse learners in classroom community</li> </ul> </li> <li>• Educare (64,975.00 Year 2)             <ul style="list-style-type: none"> <li>○ Supports community building in classroom</li> <li>○ provide in class interventions and support for EL reclassifications and SBAC proficiency</li> </ul> </li> <li>• Center for Powerful Public Schools (29,500) Year 2)             <ul style="list-style-type: none"> <li>○ support for Student Social Emotional Support                 <ul style="list-style-type: none"> <li>▪ support for implementation of Peer Mentor program</li> <li>▪ Implementation of Social Emotional Learning in College and Career Readiness classes</li> </ul> </li> </ul> </li> </ul>				

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<ul style="list-style-type: none"> <li>▪ Support for Summer Bridge - Prep for Success</li> <li>• Math Break-Through Team (Year 1)             <ul style="list-style-type: none"> <li>◦ Support Math Initiatives to increase proficiency rates in Mathematics SBAC</li> </ul> </li> </ul> <p><b>Repair of Equipment</b></p> <ul style="list-style-type: none"> <li>• maintain and repair equipment</li> </ul> <p><b>Day to Day Subs</b></p> <ul style="list-style-type: none"> <li>• instructional rounds</li> <li>• PD-pullout</li> <li>• visit schools with similar Linked Learning Pathway</li> </ul>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">X</div> 2017-18  <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">X</div> 2018-19  <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">X</div> 2017-18  <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">X</div> 2018-19	<p style="text-align: center;">2,500.00</p> <p style="text-align: center;">2,500.00</p> <p style="text-align: center;">5,333.00</p> <p style="text-align: center;">5,333.00</p>		
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<p>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, RFEFPs and foster youth:</i></p> <ul style="list-style-type: none"> <li>- <i>Percentage of students with a 96% (172-180 days) attendance rate</i></li> <li>- <i>Percentage of students missing 16 days or more in a school year</i></li> <li>- <i>Percentage of all staff attending 96% or above</i></li> </ul> <p><b>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.</b></p>	<p style="text-align: center;">School Year [mark applicable year(s)]</p>	<p style="text-align: center;">Amount of School Innovation Funds</p>	<p style="text-align: center;">Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth</p>	<p style="text-align: center;">Related District-wide SY17-18 LCAP Targets</p>
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**Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS**

Attendance Data extracted from MyData indicates the following:

Cumulative Attendance Rate			
Name of School	AUGUST	SEPTEMBER	OCTOBER
Hawkins - RISE	96.3%	94.9%	94.2%

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)	48%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	29%
Percentage of All Staff Attending 96% or Above	49%

**Office Technician**

The Office Technician will:

- provide clerical services in connection with 100% attendance

**Clerical overtime (8,333)**

- Short-term clerical help to directly impact educational program

2017-18

44,254.00

Low-income, EL, RFP, and/or Foster Youth

- Percentage of students with a 96% or higher attendance rate: 75%
- Percentage of students missing 16 days or more

2018-19

44,254.00

2017-18

8,333.00

2018-19

**Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS**

<p><b>Clerical z-time (5,333)</b></p> <ul style="list-style-type: none"> <li>• update student cumulative records</li> <li>• update contact phone numbers</li> </ul> <p><b>Admission Tickets (1,000)</b></p> <ul style="list-style-type: none"> <li>• Admission fees for curricular trips are to enhance the core instructional program and to improve academic achievement for participating students.</li> </ul> <p><b>Curricular Trips (8,000)</b></p> <p>Curricular trips to supplement the core instructional program and to improve academic achievement for participating students.</p> <ul style="list-style-type: none"> <li>• Eaton Canyon</li> <li>• Aquarium of the Pacific</li> <li>• Colleges and Universities</li> <li>• Griffith Park</li> <li>• Natural History Museum</li> <li>• USC School of Social Work</li> </ul>	<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> </table>	X	2017-18	X	2018-19	X	2017-18	X	2018-19	X	2017-18	X	2018-19	<p>8,333.00</p> <p>5,333.00</p> <p>5,333.00</p> <p>1,000.00</p> <p>1,000.00</p> <p>8,000.00</p> <p>8,000.00</p>		<p>in a school year:</p> <p>9%</p> <ul style="list-style-type: none"> <li>• Percentage of all staff attending 96% or above: 78%</li> </ul>
X	2017-18															
X	2018-19															
X	2017-18															
X	2018-19															
X	2017-18															
X	2018-19															

<p>Description of Services that address:</p> <p><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, RFEs, 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> <p><b>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.</b></p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>

## Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS

<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><b>Community Representative (12,340)</b> Community Representatives will:</p> <ul style="list-style-type: none"> <li>• Provide Master Plan program-related services</li> <li>• Support parent training and involvement activities.</li> <li>• Provide a welcoming environment in the Parent Center</li> </ul> <p><b>Building &amp; Grounds Worker (44,464)</b></p> <ul style="list-style-type: none"> <li>• A Building and Grounds Worker will maintain the campus clean, sanitary, and safe condition.</li> </ul> <p><b>Custodial Overtime (5,333)</b> Custodial Overtime to:</p> <ul style="list-style-type: none"> <li>• Pay for Buildings and Grounds workers to prepare campus facilities to welcome Parents, Community Groups and Organizations, and Local Agencies to campus</li> <li>• Provide Parents, Community Groups and Organizations, and Local Agencies with 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</li> </ul> <p><b>Advisory Committee Expenses (1,000)</b></p> <ul style="list-style-type: none"> <li>• Engage families in data analysis, development of interventions and improving family engagement</li> <li>• Advisory Committee Expenses will support operating costs of parent committees</li> </ul>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 2017-18</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 2018-19</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 2017-18</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 2018-19</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 2017-18</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 2018-19</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 2017-18</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> 2018-19</div> </div>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">12,340</div> <div style="margin-bottom: 10px;">12,340</div> <div style="margin-bottom: 10px;">44,464</div> <div style="margin-bottom: 10px;">44,464</div> <div style="margin-bottom: 10px;">5,333</div> <div style="margin-bottom: 10px;">5,333</div> <div style="margin-bottom: 10px;">1,000</div> <div style="margin-bottom: 10px;">1,000</div> </div>	<p style="text-align: center;">Low-income, EL, RFEF and/or 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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<p>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, RFEFs, and foster youth:</i></p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s):</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
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## Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS

<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>			Low-income, EL, RFEF, and/or Foster Youth	
<p>The current discipline data extracted from Misis Adhoc reveals 13 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> <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> <p><b>Restorative Justice Teacher</b></p> <ul style="list-style-type: none"> <li>• Assists School staff with the implementation of the Discipline Foundation Policy and assist teachers with classroom management and restorative practices.</li> <li>• Reviews school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated schools.</li> <li>• Supports school administrators and other key staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support.</li> </ul>		55,389.00  120,000.00	Low-income, EL, RFEF, and/or 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>
	X 2017-18  X 2018-19			

**Responsible Indigenous Social Entrepreneurship (RISE) at A. Hawkins HS**

<ul style="list-style-type: none"> <li>• Provide professional development, trainings, and/or presentations to assist school site personnel in the implementation of Restorative Justice practices.</li> <li>• Assists in developing strategies that emphasize prevention and whole school implementation of Restorative Justice practices.</li> </ul>			<ul style="list-style-type: none"> <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.

Pablo Mejia

Typed name of School Principal



Signature of School Principal

11/28/17  
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.

Cheryl Hildreth

Typed name of Local District Superintendent / Designee



Signature of Local District Superintendent / Designee

11/28/17  
Date