

# Critical Design and Gaming School @ Augustus F. Hawkins High School

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

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

Name of School	Local District	Principal
Critical Design and Gaming School @ Augustus F. Hawkins High School	West	Patricia Hanson

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
537	88.76%	189	1.5%	1%	11.4%	Total \$ 639,630

Overarching Plan that that is rooted in Sustainability, Capacity and Expectations/Accountability

This plan is designed to address student socio-emotional needs while equipping students and staff with the ability to engage in 21st century learning.

**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.*

## Critical Design and Gaming School @ Augustus F. Hawkins High School

Yearly Look fors:

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

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<p><b>Year 3: 2019-2020</b></p>	<ul style="list-style-type: none"> <li>• Highly qualified personnel to support instructional goals</li> <li>• Full implementation of school improvement plans</li> <li>• Teacher ownership of work at school site</li> <li>• School focused on continuous improvements</li> <li>• Use results of ATS data review to guide data driven approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual accountability shared amongst stakeholders</li> <li>• Environment that supports regular observations and feedback</li> <li>• Student ownership of own learning through an awareness of academic goals and achievements</li> <li>• Utilize ATS Team for resource mapping and data review</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of the journey</li> <li>• Maintain the collaborative systems of planning that are assessed</li> <li>• Proactive parent advisory group</li> <li>• Utilize ATS Team for resource mapping and data review</li> </ul>	
<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, RFEs, 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, RFE, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p> <ul style="list-style-type: none"> <li>• Graduation Rate: 81%</li> <li>• Percentage of high school students on-track for A-G with a "C": 50%</li> <li>• Percentage of students with an Individual Graduation Plan meeting: 100%</li> </ul>
<p><b>A needs assessment was conducted analyzing data from SBA, IAB, mark analysis reports, Single Plan for Student Achievement, Pilot School Quality Review 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 &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 professional learning community to measure impact of implementation on student achievement. To ensure our</b></p>				

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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>• 2.94% Standard Exceeded</li> <li>• 23.53% Standard Met</li> <li>• 21.97% Standard Nearly Met</li> <li>• 51.96% Standard Not Met</li> </ul>	<ul style="list-style-type: none"> <li>• 0.99% Standard Exceeded</li> <li>• 11.88% Standard Met</li> <li>• 14.85% Standard Nearly Met</li> <li>• 72.78% 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	1	10	40	9	44
AP ENG LANG A	230125	B		9	15	4	1
AP ENG LIT A	230117	B		7	12	8	1
ENGLISH 10A	230109	B	14	33	45	34	12
ENGLISH 9A	230107	B	17	30	25	11	45

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ERWCA	230231	B	12	21	18	15	7
WRIT SEMINAR A	230221	B	7	2	1		

### 10 Week Mark Analysis Results Math:

Course Name	Course Number	A-G Course	A	B	C	D	F
ALG 2 21CENT A	310905	C	25	7	16	18	98
AP CALCULUS A	310701	C	1	3	4	2	3
AP STATISTICS A	310609	C		1	1		
CC ALG 1 TUT LAB A	312613		39	23	14	7	17
CC ALGEBRA 1	310341	C	22	35	65	20	71
CC GEOMETRY A	310423	C	21	7	5		4

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.



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<p><b>Professional Development Teacher Regular (8,333)</b></p> <p>Teachers will attend Professional Development and will focus on:</p> <ul style="list-style-type: none"> <li>• Developing strategies to make content instruction accessible to students with diverse learning needs</li> <li>• 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"> <li>◦ Recognition (the <i>what</i> of learning)</li> <li>◦ Effective (the <i>why</i> of learning)</li> <li>◦ Strategic (the <i>how</i> of learning)</li> </ul> </li> <li>• Strategies to successfully implement the full integration of all students in the general education program</li> </ul>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">X</td> <td style="width: 50%;">2017-2018</td> </tr> <tr> <td>X</td> <td>2018-2019</td> </tr> </table>	X	2017-2018	X	2018-2019	\$8666		
X	2017-2018							
X	2018-2019							
<p><b>Professional Development Teacher x-time (40,150)</b></p> <p>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>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">X</td> <td style="width: 50%;">2017-18</td> </tr> <tr> <td>X</td> <td>2018-2019</td> </tr> </table>	X	2017-18	X	2018-2019	\$5333		
X	2017-18							
X	2018-2019							
<p><b>Day to Day Subs for professional development during the school day.</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>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">X</td> <td style="width: 50%;">2017-18</td> </tr> <tr> <td>X</td> <td>2018-2019</td> </tr> </table>	X	2017-18	X	2018-2019	\$5333		
X	2017-18							
X	2018-2019							
<p><b>Advisor Registration Prep (5,333)</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> </ul>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">X</td> <td style="width: 50%;">2017-18</td> </tr> <tr> <td>X</td> <td>2018-2019</td> </tr> </table>	X	2017-18	X	2018-2019	\$5333		
X	2017-18							
X	2018-2019							

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<ul style="list-style-type: none"> <li>Programming students for upcoming year</li> </ul>				
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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, RFEs and foster youth.</i></p> <ul style="list-style-type: none"> <li>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade English language arts</li> <li>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade mathematics</li> <li>EL reclassification rate</li> <li>Rate of ELs making annual progress on CELDT</li> <li>Decrease in long-term English learners (LELs)</li> </ul> <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><b>SBA Data reveals the following results:</b></p>			<p>Low-income, EL, RFE, 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> <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</li> </ul>

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Proficiency for All	16-17 School Actual				<ul style="list-style-type: none"> <li>• rate: 22%</li> <li>• Rate of ELS making annual progress on CELDT: 57%</li> <li>• Decrease in long-term English learners: 17%</li> </ul>
Percentage of Students Who Met or Exceeded Standards in 3 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> Grade ELA	17%				
Percentage of Students Who Met or Exceeded Standards in 3 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> Grade Math	13%				
Percentage of English Learners Who Reclassify as Fluent English Proficient	9%				
Percentage of English Learners Who Have Not Reclassified in 5 Years	41%				
Percentage of English Learners Making Annual Progress on CELDT	41%				
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	96%				



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<p><b>Instructional Coach</b></p> <ul style="list-style-type: none"> <li>Writing Coach for School site to lead staff workshops on writing strategies, writing rubric calibration, data-driven decision making, monitoring of fidelity of Step Up to Writing intervention and other writing strategies</li> </ul>	<table border="1"> <tr> <td></td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>		2017-18	X	2018-19	<p style="text-align: center;">\$115,897</p>		
	2017-18							
X	2018-19							
<p><b>MICRO SUP AST C1T (25691)</b></p> <ul style="list-style-type: none"> <li>Technology Support staff to provide instruction (projectors, speakers, computer/ laptop, Smartboard, document camera, Apple TV, etc.)</li> </ul>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p style="text-align: center;">\$73,127</p>		
X	2017-18							
X	2018-19							
<p><b>Non-cap equipment (285,000)</b></p> <p>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>Development of recording studio to support student interest in arts.</p>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td></td> <td>2018-19</td> </tr> </table>	X	2017-18		2018-19	<p style="text-align: center;">\$250,000</p>		
X	2017-18							
	2018-19							
<p><b>Repair of Equipment</b></p> <ul style="list-style-type: none"> <li>maintain and repair equipment - projectors, laptops, desktops, copy machines</li> </ul>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p style="text-align: center;">\$5000</p>		
X	2017-18							
X	2018-19							
<p><b>IMA (\$55,172)</b></p> <ul style="list-style-type: none"> <li>Teachers will use instructional materials that support student achievement of ELA Common Core Standards</li> <li>Dictionaries (Longman)</li> <li>Novels aligned with reading and writing goals (including Audiobooks for selected titles to provide access for all learners)</li> <li>Grammar Reference books to support effective writing across the content areas</li> </ul>	<table border="1"> <tr> <td>X</td> <td>2017-18</td> </tr> <tr> <td></td> <td>2018-19</td> </tr> </table>	X	2017-18		2018-19	<p style="text-align: center;">\$55,172</p>		
X	2017-18							
	2018-19							

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<ul style="list-style-type: none"> <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 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>								
<p><b>Contracts Instructional Services (130,000)</b></p> <ul style="list-style-type: none"> <li>• District Management Group (30,000 Year 1)               <ul style="list-style-type: none"> <li>◦ Provide strategies through professional development and coaching to improve math proficiency</li> <li>◦ Math Breakthrough Team work</li> <li>◦ Professional Learning Community support</li> </ul> </li> <li>• Educare (65,000 Year 2)               <ul style="list-style-type: none"> <li>◦ provide in class interventions and support for EL reclassifications and SBAC proficiency</li> </ul> </li> <li>• Center for Powerful Public Schools (38,080)               <ul style="list-style-type: none"> <li>◦ career and college support</li> <li>◦ monitor student progress toward high school diplomas and college matriculation</li> <li>◦ develop and maintain key contacts at community-based organizations, high school and colleges/universities</li> </ul> </li> </ul>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">X</td> <td style="text-align: center;">2018-19</td> </tr> </table>	X	2017-18	X	2018-19	\$133,000		
X	2017-18							
X	2018-19							

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<ul style="list-style-type: none"> <li>○ track and analyze data to monitor progress toward goals</li> <li>○ support for Student Social Emotional Support</li> <li>○ support for implementation of Peer Mentor program</li> <li>○ Implementation of Social Emotional Learning in College and Career Readiness classes</li> <li>○ support for Summer Bridge - Prep for Success</li> </ul>				
<p>Description of Services that address:</p> <p><b>100% Attendance</b></p> <p><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>- 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> <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 MyData indicates the following:</p>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p> <p style="text-align: center;">●</p>
<p><b>Cumulative Attendance Rate</b></p>				

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Name of School	AUGUST	SEPTEMBER	OCTOBER
Hawkins - CDAGS	96.6%	95.0%	94.7%

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)	55%
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	27%
Percentage of All Staff Attending 96% or Above	59%

**Pupil Services & Attendance (PSA) Counselor**  
PSA Counselor will focus on chronically absent students by doing the following:

X	2017-18
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\$77,000  
\$121,000

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<ul style="list-style-type: none"> <li>a) develop and monitor student attendance plans utilizing a three-tiered approach focusing on dropout prevention</li> <li>b) develop and implement attendance, motivation, and incentive programs for chronically absent students</li> <li>c) provide supplemental parent education</li> <li>d) participate in SSPT</li> <li>e) provide referrals to school and community services (e.g: home visits, in-home counseling for parents of chronically absent students)</li> </ul>	<table border="1"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2018-19</td> </tr> </table>	x	2018-19					
x	2018-19							
<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>	<table border="1"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2018-19</td> </tr> </table>	x	2017-18	x	2018-19	\$5333		
x	2017-18							
x	2018-19							
<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>	<table border="1"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2018-19</td> </tr> </table>	x	2017-18	x	2018-19	\$1000		
x	2017-18							
x	2018-19							
<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>• UC Irvine</li> <li>• Nickelodeon Studios</li> <li>• Museum of Latin American Art</li> <li>• Los Angeles County</li> </ul>	<table border="1"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2018-19</td> </tr> </table>	x	2017-18	x	2018-19	\$5000		
x	2017-18							
x	2018-19							
<p style="text-align: center;">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, RFEFPs, 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): Low-income, EL, RFEFP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>				



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<ul style="list-style-type: none"> <li>- <i>Percentage of parent/caregiver participation on School Experience Survey</i></li> <li>- <i>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</i></li> </ul>				<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>				
<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>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>Low-income, EL, RFEF and/or Foster Youth</p>					
<p><b>Custodial Overtime (5,333)</b></p> <p>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>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2018-18</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2018-19</td> </tr> </table>	x	2018-18	x	2018-19	\$5333	<p>Low-income, EL, RFEF, and/or Foster Youth</p>	
x	2018-18							
x	2018-19							
<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>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2018-19</td> </tr> </table>	x	2017-18	x	2018-19	\$1000	<p>Low-income, EL, RFEF, and/or Foster Youth</p>	
x	2017-18							
x	2018-19							

## Critical Design and Gaming School @ Augustus F. Hawkins High School

<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, RFEs, 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>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>The current discipline data extracted from Misis Adhoc reveals 4 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>Low-income, EL, RFE, 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>Restorative Justice Teacher (55,389)</p>			<p>Low-income, EL,</p>	

## Critical Design and Gaming School @ Augustus F. Hawkins High School

<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> <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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%; text-align: center;">2017-18</td> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">2018-19</td> </tr> </table>		2017-18	x	2018-19	RFEF, and/or Foster Youth	
	2017-18						
x	2018-19						
	\$108,000						

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.

Patricia Hanson

Typed name of School Principal


  
Signature of School Principal

10-31-17

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.

Typed name of Local District Superintendent / Designee

Signature of Local District Superintendent / Designee

Date