

# Crenshaw 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
CRENSHAW HIGH SCHOOL	LD WEST	L. REMON CORLEY

  

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
797	92%	13%	7%	6%	19%	Total \$ 1,034,120

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

# Crenshaw High School

Yearly Look fors:

School Year	Capacity	Expectations/Accountability	Sustainability
<b>Year 1: 2017-2018</b>	<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><b>Establish the Achievement Through Support Team</b></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><b>Establish the Achievement Through Support Team</b></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><b>Establish the Achievement Through Support Team</b></li> </ul>
<b>Year 2: 2018-2019</b>	<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><b>Utilize ATS Team for resource mapping and data review</b></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><b>Utilize ATS Team for resource mapping and data review</b></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><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>	<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>
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<p>Description of Services that address:</p> <p><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>A needs assessment was conducted analyzing data (SBA, IAB, mark analysis reports, 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 &amp; accountability systems, and in creating systems that will deem sustainable over time. School site leaders across the 12 schools will meet four times throughout the year as a professional learning community to measure the impact of implementation on teaching and learning. 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>	<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>
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# Crenshaw High School

ELA		Math																																																																	
<ul style="list-style-type: none"> <li>• 5.41% Standard Exceeded</li> <li>• 26.49% Standard Met</li> <li>• 31.35% Standard Nearly Met</li> <li>• 36.76% Standard Not Met</li> </ul>	<ul style="list-style-type: none"> <li>• 0% Standard Exceeded</li> <li>• 2.14% Standard Met</li> <li>• 16.04% Standard Nearly Met</li> <li>• 81.82% Standard Not Met</li> </ul>																																																																		
<p>10 Week Mark Analysis Results ELA:</p> <table border="1"> <thead> <tr> <th>Course Name</th> <th>Course Number</th> <th>A-G Course</th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>AM LIT</td> <td>230111</td> <td>B</td> <td>1</td> <td>11</td> <td>16</td> <td>11</td> <td>20</td> </tr> <tr> <td>AP ENG COMP</td> <td>230125</td> <td>B</td> <td>13</td> <td>10</td> <td>11</td> <td>11</td> <td>3</td> </tr> <tr> <td>LANG A</td> <td>230117</td> <td>B</td> <td>3</td> <td>8</td> <td>32</td> <td>12</td> <td>1</td> </tr> <tr> <td>AP ENG LIT A</td> <td>230201</td> <td>B</td> <td>7</td> <td>17</td> <td>26</td> <td>33</td> <td>23</td> </tr> <tr> <td>CONTEMP COMP</td> <td>230109</td> <td>B</td> <td>9</td> <td>13</td> <td>29</td> <td>42</td> <td>49</td> </tr> <tr> <td>ENGLISH 10A</td> <td>230107</td> <td>B</td> <td>3</td> <td>13</td> <td>33</td> <td>32</td> <td>27</td> </tr> <tr> <td>ENGLISH 9A</td> <td>230205</td> <td>B</td> <td>9</td> <td>20</td> <td>43</td> <td>41</td> <td>20</td> </tr> </tbody> </table>				Course Name	Course Number	A-G Course	A	B	C	D	F	AM LIT	230111	B	1	11	16	11	20	AP ENG COMP	230125	B	13	10	11	11	3	LANG A	230117	B	3	8	32	12	1	AP ENG LIT A	230201	B	7	17	26	33	23	CONTEMP COMP	230109	B	9	13	29	42	49	ENGLISH 10A	230107	B	3	13	33	32	27	ENGLISH 9A	230205	B	9	20	43	41	20
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CC GEOMETR Y A	310423	C	10	17	46	57	66
DEV MATH SH A	310127		4	13	11	4	7
FINANCIAL ALGEBRA 2A	310239	C		1			

  

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.

**Intervention Coordinator** to provide academic support through tutoring, credit recovery, and/or behavior intervention during the school day for students who are in danger of failing core academic courses, not meeting standards on SBAC, and/or students who are not on track to meet A-G requirements. The coordinator will also plan and implement professional development for special and general education teachers on implementing effective instructional strategies, classroom management, accommodations and/or modifications, lesson design, and in the use of instructional evidence-based interventions for ELA and/or math for special education students (1 FTE)

**Intervention Program** will provide students with access to math tutoring, core-subject intervention, and credit recovery on Saturdays, at the end of Fall Semester, and at the end of Spring Semester. This program will require the following:

**Administrator X- Time:** 126hrs @ \$77/hr. = \$9,702  
**Counselor X-Time:** 50hrs @ \$77/hr. = \$3,850  
**Teacher X-Time:** 300hrs @ \$77/hr. = \$23,100  
**Clerical OT:** 50hrs @ \$47/hr. = \$2,350  
**Custodial OT:** 50hrs @ \$47/hr. = \$2,350  
**General Supplies:** \$5,000

	<input type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$55,709 \$115,897	Low-income EL RFEP Foster Youth	<ul style="list-style-type: none"> <li>Graduation Rate: 81%</li> <li>Percentage of high school students on-track for A-G with a "C": 50%</li> </ul>
	<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$46,352 \$46,352	Low-income EL RFEP Foster Youth	<ul style="list-style-type: none"> <li>Graduation Rate: 81%</li> <li>Percentage of high school students on-track for A-G with a "C": 50%</li> </ul>

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<p><b>Curricular Trips (College and Career)</b> Students will be provided with Curricular trips that will expose them to, prepare them for, and encourage them to pursue post-secondary educational opportunities. Curricular trips will be aligned to CCSS, magnet pathways, and/or Advanced Placement coursework. Probable trips include UC/CSU campuses, Black College Expo, local Private colleges, Community Colleges, Saturday AP Readiness at UCLA, and local businesses.</p> <p><b>Independent Contracts (Career Readiness)</b> Magnet Index reflects a need to improve Average Attendance Rate for BET and VAPA magnet students. To improve student interest in improving attending school regularly, the school will contract with community organizations to provide students with a variety of career readiness experiences that are aligned to our magnet pathways in BET, STEMM, and VAPA. The experiences will be focused on providing students with additional training in business, robotics/computer science, and the arts. The goal is to motivate students to graduate from high school by exposing them to potential career opportunities that they may pursue, if they earn their high school diploma and/or pursue a post secondary education.</p>	<table border="1" style="width: 100%;"> <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	<p style="text-align: center;">\$15,000</p> <p style="text-align: center;">\$18,800</p>	<p>Low-income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> <li>Graduation Rate: 81%</li> </ul>
x	2017-18							
x	2018-19							
<p><b>Description of Services that address:</b> <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>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>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17- 18 LCAP Targets</p>				

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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 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> Grade ELA	31%				
Percentage of Students Who Met or Exceeded Standards in 3 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> Grade Math	2%				
Percentage of English Learners Who Reclassify as Fluent English Proficient	10.1%				
Percentage of English Learners Who Have Not Reclassified in 5 Years	37%				
Percentage of English Learners Making Annual Progress on CELDT	24%				
Percentage of Students with Disabilities Who Are in the General Education Program at Least 80% of the School Day	87%				
CSR Teacher for English Language Arts: Magnet Index reflects a need to improve student the number of achievement in ELA for BET and VAPA magnet students. To provide students with more, personalized and targeted academic support, we will reduce student to teacher ratio in ELA courses.				<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<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>
CSR Teacher for Mathematics: Magnet Index reflects a need to improve student the number of achievement in Math for BET and VAPA magnet students. To provide students with more, personalized and targeted academic support, we will reduce student to teacher ratio in Math courses.				<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<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> </ul>
CSR Teacher for English Language Development reduce student to teacher ratio in ELD courses, which will provide students with more, personalized and targeted academic support.				<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	<ul style="list-style-type: none"> <li>EL reclassification rate: 22%</li> <li>Rate of ELs making annual progress on CELDT: 57%</li> <li>Decrease in long-term English learners: 17%</li> </ul>

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<p><b>Instructional Coach Math:</b> We are currently at a 2% proficiency rate in Mathematics. In order to support teachers to improve their practice, support student success, and coordinate intervention in Math, an Instructional Coach is needed. We will seek an instructional leader who is knowledgeable of new Common Core Standards, math practices, has experience in PD development, cognitive coaching, and data coordinating. These individuals will work together to create data-based instructional decisions under the supervision of administrators in charge Math departments. The Instructional Coach will work with the departments to create common assessments, prepare students for the Interim Assessments, and SBAC. These individuals will have knowledge in ELD and support English Learners and SEL students in the acceleration of their ELD levels.</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 100px; text-align: center;">2017-18</td> </tr> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 100px; text-align: center;">2018-19</td> </tr> </table>	x	2017-18	x	2018-19	<p style="text-align: center;">\$55,709 \$117,718</p>	<p style="text-align: center;">Low-income RFEP 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 math: 36%</li> </ul>
x	2017-18							
x	2018-19							
<p><b>Principal (Basis Change)</b> to provide additional time for planning to ensure the goals of increasing the percentage of students who meet or exceed standards in ELA/Math and to increase EL reclassification rates the school principal will change basis from E-Basis to A-Basis assignment. <b>Note:</b> Crenshaw's status as the LAUSD high school with the highest need for academic improvement points to a need for new strategies to improve academic outcomes. This additional time will provide time to research and vet these new strategies for implementation.</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 100px; text-align: center;">2017-18</td> </tr> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 100px; text-align: center;">2018-19</td> </tr> </table>	x	2017-18	x	2018-19	<p style="text-align: center;">\$7,477 \$14,954</p>	<p style="text-align: center;">Low-income EL RFEP 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 rate: 22%</li> <li>• Rate of ELs making annual progress on CELDT: 57%</li> <li>• Decrease in long-term English learners: 17%</li> </ul>
x	2017-18							
x	2018-19							
<p><b>Assistant Principal</b> to assist the Principal with meeting the goals of increasing the percentage of students who meet or exceed standards in ELA/Math and to increase EL reclassification rates. An Assistant Principal will support by monitoring and supervising the implementation of the school's instructional program. The selected administrator will, on a weekly basis, assist teachers with lesson planning, provide feedback from classroom observations, and engage teachers in reflections about their teaching practice. The Assistant Principal will provide targeted support and guidance to teachers who are struggling to assist students in meeting content standards. This targeted support will place special emphasis on ELA, Mathematics, and EL reclassification. <b>Note:</b> Crenshaw's status as the LAUSD high school with the highest need for academic improvement points to a need for new strategies to improve academic outcomes. This</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 100px; text-align: center;">2017-18</td> </tr> <tr> <td style="width: 20px; text-align: center;">x</td> <td style="width: 100px; text-align: center;">2018-19</td> </tr> </table>	x	2017-18	x	2018-19	<p style="text-align: center;">\$69,480 \$144,546</p>	<p style="text-align: center;">Low-income EL RFEP 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 rate: 22%</li> <li>• Rate of ELs making</li> </ul>
x	2017-18							
x	2018-19							



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<p>additional administrative support will assist with ensuring that these new strategies are properly implemented.</p> <p><b>Technology Integration (Google Certification – Educator Levels 1 &amp; 2)</b>  Certificated Staff will be provided with the opportunity to participate in Google Educator certification training. This training will allow teachers to learn how to integrate Google tools into their classroom instruction.</p> <p><b>Admin X- Time:</b> \$77/hr. (2 Admin, 12 hrs. each =\$1,848)  <b>Teacher X- Time:</b> \$77/hr. (10 Teachers, 12 hrs. each =\$9,240)  <b>Counselor X-Time:</b> \$77/hr. (2 Counselors, 12 hrs. each \$1,848)</p> <p><b>Coordinator X- Time:</b> \$77/hr. (3 Coordinators, 12hrs. per each =\$2,772)</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">x <input type="checkbox"/> 2017-18</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">x <input type="checkbox"/> 2018-19</div> </div>	<p style="text-align: center;">\$15,708</p> <p style="text-align: center;">\$15,708</p>	<p style="text-align: center;">Low-income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> <li>• annual progress on CELDT: 57%</li> <li>• Decrease in long-term English learners: 17%</li> <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>• 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><b>PD: ELA MMED Integrated ELA/ELD</b> Through a book study and action cycle, English teachers will read sections of Chapters 2, 6, and 7 of the ELA/ELD Framework on Integrated and Designated ELD as well as the CA ELD Standards. Given their learning, they will explore their newly-adopted ELA/Integrated ELD textbooks to identify supports for English Learners per the Framework.</p> <p><b>Teacher X- Time:</b> \$77/hr. (5 teachers, 20 hrs. per teacher =\$7,773)</p> <p><b>IMA:</b> \$120 per teacher Estimated: \$30/book (4 books) through Reprographics (5 teachers = \$600)  <b>ELA/ELD Framework Executive Summary</b>  <b>ELA/ELD Framework Chapters 2, 6, and 7</b></p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">x <input type="checkbox"/> 2017-18</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><input type="checkbox"/> 2018-19</div> </div>	<p style="text-align: center;">\$8,373</p>	<p style="text-align: center;">Low-income EL RFEP 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>• 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><b>PD: Math MMED Integrated ELD/Math</b> Through a book study and action cycle, Math teachers will read sections of Chapters 2, 6, and 7 of the ELA/ELD Framework on Integrated and Designated ELD as well as the CA ELD Standards. Given their learning, they will explore their math textbooks/curriculum to identify supports for English Learners per the Framework.</p> <p><b>Teacher X- Time:</b> \$77/hr. (5 teachers, 20 hrs. per teacher =\$7,773)</p> <p><b>IMA:</b> \$120 per teacher Estimated: \$30/book (4 books) through Reprographics (5 teachers = \$600)  <b>ELA/ELD Framework Executive Summary</b>  <b>ELA/ELD Framework Chapters 2, 6, and 7</b></p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">x <input type="checkbox"/> 2017-18</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><input type="checkbox"/> 2018-19</div> </div>	<p style="text-align: center;">\$8,373</p>	<p style="text-align: center;">Low-income EL RFEP 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 math: 36%</li> <li>• EL reclassification rate: 22%</li> </ul>

## Crenshaw High School

<p><b>PD: Mastery Learning and Grading Initial PD</b> Teachers will learn a growth-mindset approach to teaching and learning that refocuses grading, assessment, instruction, and lesson planning on clear learning targets and honors students' variables necessary for learning. It helps to ensure that ALL students succeed academically and are able to take charge of their own learning.</p> <p><b>Staff Trng Rate:</b> \$535/teacher (25 Teachers x \$535 = \$13,375)</p>	<p>X <input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>\$13,375</p>	<p>Low-income EL RFEP 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> </ul>
<p><b>PD: Mastery Learning and Grading Implementation PD</b> These working sessions provide teachers with an opportunity to create new Mastery Learning and Grading (MLG) instructional materials such as standards-based learning targets, syllabi, rubrics, tiered assessments, to set up mastery grade books, to share implementation successes or challenges, and to advance their MLG implementation through informed feedback from either a Mastery Learning and Grading Instructional Coach or a certified Mastery Learning and Grading facilitator.</p> <p><b>Staff TRNG Rate:</b> \$594/teacher (25 Teachers x \$594 = \$14,850) 10 hours of PD per teacher participant per semester (20 hours per year).</p> <p><b>PD: AEMP – Classroom Management (Winter 18' PD Institute)</b> Practitioners will explore: 1. The definition of culturally responsive classroom management and how to implement it in any classroom; 2. The importance of establishing the Three Rs and Ps for effective classroom management; 3. The use of purposeful attention signals and protocols; 4. Strategies for defusing disruptive classroom behavior</p> <p><b>Prof. Dev Teacher X-Time:</b> \$466.41/tchr (25 teachers = \$11,660) <b>Coordinator X-Time:</b> \$466.41/each (2 Coordinators = \$933) <b>Admin X-Time:</b> \$466.41/each (3 Admin = \$1400) <b>IMA:</b> \$400 per classroom (30 teachers = \$12,000) <b>acher X-Time (Facilitator):</b> \$933 (6 hrs to deliver PD + 6 hrs to prepare for PD)</p>	<p><input type="checkbox"/> 2017-18 X <input type="checkbox"/> 2018-19</p>	<p>\$14,850</p>	<p>Low-income EL RFEP 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> </ul>
<p><b>PD: AEMP – SEL 2 (Winter 18' PD Institute)</b> Practitioners will explore: 1. Trauma-informed practices and ways to respond to the Social-Emotional needs of their students and school community in order to ensure every student has access to high-quality instruction; 2. Application of Culturally and Linguistically responsive pedagogy to ensure that all learners share</p>	<p>X <input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>\$26,926</p>	<p>Low-income EL RFEP 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 rate: 22%</li> <li>Rate of ELs making annual progress on CELDT: 57%</li> <li>Decrease in long-term English learners: 17%</li> </ul>
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# Crenshaw High School

<p>ownership and have active roles in their learning; 3. Application of Culturally and Linguistically responsive pedagogy to ensure that all learners share ownership and have active roles in their learning</p> <p><b>Prof. Dev Teacher X-Time:</b> \$933/tchr (25 teachers = \$23,325)  <b>Coordinator X-Time:</b> \$933/each (2 Coordinators = \$1,866)  <b>Admin X-Time:</b> \$933/each (3 Admin = \$2,800)  <b>IMA:</b> \$400 per classroom (10 teachers = \$4,000)  <b>Tchr X-Time (Facilitator):</b> \$1,866 (12 hrs to deliver PD + 12 hrs to prepare for PD)</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><b>PD: AEMP – Notice and Note (Winter 19' PD Institute)</b>  The training will identify evidence-based interlocking scaffolds that students can use to go beyond a superficial reading. Practitioners will explore: 1. 3 essential questions that set students up for closer, more attentive readings of nonfiction texts; 2. 5 Notice &amp; Note nonfiction signposts that cue students to apply the skills and processes that sophisticated readers use instinctively; 3. 7 proven strategies readers can use to clear up confusions when the text gets tough</p> <p><b>Prof. Dev Teacher X-Time:</b> \$466.41/tchr (25 teachers = \$11,660)  <b>Coordinator X-Time:</b> \$466.41/each (2 Coordinators = \$933)  <b>Admin X-Time:</b> \$466.41/each (3 Admin = \$1400)  <b>IMA:</b> \$400 per classroom (10 teachers = \$4,000)  <b>Tchr X-Time (Facilitator):</b> \$933 (6 hrs to deliver PD + 6 hrs to prepare for PD)</p>	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>2017-18</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2018-19</td> </tr> </table> <p>\$18,926</p>	<input type="checkbox"/>	2017-18	<input checked="" type="checkbox"/>	2018-19	<p>Low-income EL RFEP 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 rate: 22%</li> <li>Rate of ELs making annual progress on CELDT: 57%</li> <li>Decrease in long-term English learners: 17%</li> </ul>
<input type="checkbox"/>	2017-18							
<input checked="" type="checkbox"/>	2018-19							
<p><b>PD: AEMP – Responsive Vocabulary (Winter 19' PD Institute)</b>  The training will identify research-based strategies that assist students in enlarging their vocabulary, and notice, understand and use new words. Practitioners will explore: 1. Selecting words in all content areas for instruction; 2. Introducing the various shades of meaning; 3. Creating engaging learning activities that promote both word knowledge and reading comprehension affirm and build on students' existing conceptual knowledge base.</p> <p><b>Prof. Dev Teacher X-Time:</b> \$933/tchr (25 teachers = \$23,325)  <b>Coordinator X-Time:</b> \$933/each (2 Coordinators = \$1,866)  <b>Admin X-Time:</b> \$933/each (3 Admin = \$2,800)  <b>IMA:</b> \$400 per classroom (10 teachers = \$4,000)</p>	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>2017-18</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2018-19</td> </tr> </table> <p>\$33,857</p>	<input type="checkbox"/>	2017-18	<input checked="" type="checkbox"/>	2018-19	<p>Low-income EL RFEP 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>Decrease in long-term English learners: 17%</li> </ul>
<input type="checkbox"/>	2017-18							
<input checked="" type="checkbox"/>	2018-19							

## Crenshaw High School

<p><b>Tchr X-Time (Facilitator):</b> \$1,866 (12 hrs to deliver PD + 12 hrs to prepare for PD)</p>			
<p><b>PD: Magnet School of America (MSA) Conference</b> MSA's annual meeting features keynote speakers and sessions on best practices in curriculum and instruction, technology integration, school leadership and magnet school design. Magnet lead teachers and counselors from the BET and VAPA magnets will attend this conference to gain insight on best practices for addressing the areas rated WATCH on the Magnet Index. (up to 6 participants)</p> <p><b>Staff Conference Attendance:</b> 6 participants, \$3000/each = \$18,000</p>	<p style="text-align: center;"><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p style="text-align: center;">\$18,000 \$18,000</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> </ul>
<p><b>PD: College Board - AP by the Sea Summer Institute (San Diego) AP</b> Magnet Index reflects a need for increased AP class enrollment for BET and VAPA magnet programs. Teachers from these magnets will attend the AP Summer Institute to receive 30 hours of pedagogical- and content-rich training designed to strengthen how they teach AP courses. (up to 6 participants)</p> <p><b>Staff Conference Attendance:</b> 6 participants, \$2000/each = \$12,000</p>	<p style="text-align: center;"><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p style="text-align: center;">\$12,000 \$12,000</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> </ul>
<p><b>PD: College Board - AP Annual Conference</b> Magnet Index reflects a need for increased AP class enrollment for BET and VAPA magnet programs. Teachers from these magnets will attend the AP Annual Conference, the largest professional development gathering of the Advanced Placement Program® (AP) and Pre-AP® communities, to gain insight on developing a successful AP program. (up to 6 participants)</p> <p><b>Staff Conference Attendance:</b> 6 participants, \$3000/each = \$18,000</p>	<p style="text-align: center;"><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p style="text-align: center;">\$18,000 \$18,000</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> </ul>
<p><b>PD: College Board - A Dream Deferred Conference</b> The College Board's A Dream Deferred™ conference is for education professionals who want to make a difference in post-secondary outcomes for African American students. (up to 6 participants)</p> <p><b>Staff Conference Attendance:</b> 6 participants, \$3000/each = \$18,000</p>	<p style="text-align: center;"><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p style="text-align: center;">\$18,000 \$18,000</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> </ul>

## Crenshaw High School

<p><b>PD: Pre-School Year PD Institute:</b> Crenshaw HS will hold a three day school-wide Professional Development Institute prior to the beginning of the school year to provide additional staff collaboration time for school initiatives.</p> <p><b>Staff Trng Rate:</b> 25 Teachers @ \$535/each = \$13,375 (3 days, 6 hours each day)</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">2017-18</td> <td style="width: 50%;"></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	<p>\$13,375</p>	<p>Low-income EL RFEP 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 rate: 22%</li> <li>• Rate of ELs making annual progress on CELDT: 57%</li> <li>• Decrease in long-term English learners: 17%</li> </ul>
2017-18								
x	2018-19							
<p><b>PD: Crenshaw Staff Retreat</b> Crenshaw High School will host an end of the school year retreat for reflection, data-analysis, and planning for the upcoming school year, as part of a cycle of continuous improvement. An approved school leadership vendor (ASCD Learning Services) will lead Crenshaw High School's leadership team through professional development, goal-setting, and action-plan writing during the retreat.</p> <p>Contracted Instructional Services: \$18,000 Staff Conference Attendance: \$15,000</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">x</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>	x	2017-18	x	2018-19	<p>\$33,000 \$33,000</p>	<p>Low-income EL RFEP 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 rate: 22%</li> <li>• Rate of ELs making annual progress on CELDT: 57%</li> <li>• Decrease in long-term English learners: 17%</li> </ul>
x	2017-18							
x	2018-19							
<p><b>Day to Day Substitutes</b> will be used to facilitate the development of effective Professional Learning Communities (PLCs). Teachers in each department will use release time for collaborative lesson planning, data-analysis/problem-solving, and to conduct classroom observations. (50 Day-to-Day Subs @ \$366/day = \$21,960)</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">x</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>	x	2017-18	x	2018-19	<p>\$12,810 \$18,300</p>	<p>Low-income EL RFEP 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</li> </ul>
x	2017-18							
x	2018-19							

Crenshaw High School

				<p>in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade math: 36%</p> <ul style="list-style-type: none"> <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><b>Personalized Learning: Contracted Instructional Services/IMA:</b> Crenshaw HS will purchase site licenses for digital content or contract with an approved vendor to provide personalized academic support in reading and math who are in danger of not meeting standards on the SBAC.</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$25,000 \$25,000</p>	<p>Low-income EL RFEP 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 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><b>Academic Incentives:</b> Student incentives will be purchased to encourage students to strive for high academic achievement in all A-G courses, as well, as reclassification to FEP.</p>	<p><input type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>\$5,000 \$10,000</p>	<p>Low-income EL RFEP 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 rate: 22%</li> <li>• Rate of ELs making annual progress on CELDT: 57%</li> <li>• Decrease in long-</li> </ul>

**Crenshaw High School**

	<p><b>Non-Cap Equipment:</b> Technology to access digital content from Schoology and other sources (Tablets, computers, laptops, etc.)</p>	<p><input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>\$75,000</p>	<p>Low-income EL RFEP Foster Youth</p>	<p>term English learners: 17%</p> <ul style="list-style-type: none"> <li>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade ELA: 46%</li> <li>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade math: 36%</li> <li>EL reclassification rate: 22%</li> <li>Rate of ELs making annual progress on CELDT: 57%</li> <li>Decrease in long-term English learners: 17%</li> </ul>
	<p><b>Micro Support Assistant:</b> Technology Support staff to provide technical assistance for equipment used to support classroom instruction (projectors, speakers, computer/laptop, Smartboard, document camera, Apple TV, etc.)</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>\$35,153 \$73,127</p>	<p>Low-income EL RFEP Foster Youth</p>	<p>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade ELA: 46%</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><b>BreakThrough Team - Math</b></p>	<p><input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19</p>	<p>\$30,000</p>	<p>Low-income EL RFEP Foster Youth</p>	<p>Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade math: 36%</p>

Crenshaw High School

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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, RFEFs 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>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, RFEF, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>											
<table border="1"> <thead> <tr> <th colspan="3">Cumulative Attendance Rate</th> </tr> <tr> <th>Name of School</th> <th>AUGUST</th> <th>SEPTEMBER</th> <th>OCTOBER</th> </tr> </thead> <tbody> <tr> <td>Crenshaw HS</td> <td>96.7%</td> <td>95.8%</td> <td>95.6%</td> </tr> </tbody> </table> <p>Attendance Data extracted from the LCAP Scorecard indicates the following:</p>	Cumulative Attendance Rate			Name of School	AUGUST	SEPTEMBER	OCTOBER	Crenshaw HS	96.7%	95.8%	95.6%				
Cumulative Attendance Rate															
Name of School	AUGUST	SEPTEMBER	OCTOBER												
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# Crenshaw High School

100% Attendance	16-17 School Actual				
Percentage of Students Attending 172-180 Days Each School Year (96% or Higher Attendance Rate)	54%				
Percentage of Students with Chronic Absence (Missing 16 Days or 91% or Lower Attendance)	26%				
Percentage of All Staff Attending 96% or Above	68%				
<b>Attendance Incentives:</b> Student incentives will be purchased to encourage students to maintain regular attendance at school.		<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$5,000 \$10,000	Low-income EL RFEP Foster Youth	<ul style="list-style-type: none"> <li>Percentage of students with a 96% or higher attendance rate: 75%</li> <li>Percentage of students missing 16 days or more in a school year: 9%</li> <li>Percentage of all staff attending 96% or above: 78%</li> </ul>
<b>PSA Counselor:</b> an additional PSA counselor to focus on chronically-absent students by doing the following: a) develop and monitor student attendance plans utilizing a three-tiered approach focusing on drop-out 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 (.2 FTE)		<input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19	\$12,102 \$24,204	Low-income EL RFEP Foster Youth	<ul style="list-style-type: none"> <li>Percentage of students with a 96% or higher attendance rate: 75%</li> <li>Percentage of students missing 16 days or more in a school year: 9%</li> <li>Percentage of all staff attending 96% or above: 78%</li> </ul>
<b>BreakThrough Team - Attendance</b>		<input checked="" type="checkbox"/> 2017-18 <input type="checkbox"/> 2018-19	\$30,000	Low-income EL RFEP Foster Youth	<ul style="list-style-type: none"> <li>Percentage of students with a 96% or higher attendance rate: 75%</li> <li>Percentage of students missing 16 days or more in a school year: 9%</li> </ul>

# Crenshaw High School

Description of Services that address: <b>Parent, Community and Student Engagement</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>	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"> <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>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><b>Senior Office Tech:</b> the Senior Office Tech will support parent and student engagement by maintaining parent contact information, communicating with parents regarding school events, and distributing school correspondence in a timely manner.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20px;">x</td> <td style="width: 100px;">2017-18</td> </tr> <tr> <td style="width: 20px;">x</td> <td style="width: 100px;">2018-19</td> </tr> </table>	x	2017-18	x	2018-19	<p style="text-align: center;">\$46,002</p> <p style="text-align: center;">\$69,000</p>	<p style="text-align: center;">Low-income EL RFE 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>
x	2017-18							
x	2018-19							

# Crenshaw High School

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>	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"> <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>The current discipline data extracted from Misis Adhoc reveals 106 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><b>Restorative Justice Advisor:</b> Restorative Justice Teacher Adviser will support school community building efforts, including augmenting staff capacity to identify and use restorative strategies to address student misconduct, enhancing interpersonal relationships and connections among students, staff, parents/caregivers, and families.</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>	<table border="1" style="width: 100%;"> <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	<p style="text-align: center;">\$55,709</p> <p style="text-align: center;">\$115,897</p>	<p style="text-align: center;">Low-income EL RFE 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>
x	2017-18							
x	2018-19							

# Crenshaw High School

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.

\_\_\_\_\_  
L. Remon Carley  
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

\_\_\_\_\_  
11/29/17  
Date