

## HAWKINS HS - Community Health Advocates School

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

**Program Budget Code:**

10359 (School Innovation Funds)

Name of School	Local District	Principal
Hawkins HS - Community Health Advocates School	West	Glynetta Fletcher, Ed. D

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of School Innovation Funds Allocated to the School
396	88%	33%	6%	Total \$ 558,382

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

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

<b>Description of Services that address:</b> <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, RFEPs, and foster youth:</i> <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>	<b>School Year</b> <b>[mark applicable year(s)]</b>	<b>Amount of School Innovation Funds</b>	<b>Targeted Student Group(s):</b> <b>Low-income, EL, RFEP, and/or Foster Youth</b>	<b>Related District-wide SY17-18 LCAP Targets</b>
<p>According to Focus.LAUSD the class of 2019 has 80% of students on track to graduate. There are 72 students on track and 18 students off track. Of the 18 students off track, 4 are missing 1-2 classes and 4 of the 6 Tier 3 students are identified students with disabilities. Each student has been provided a individual plan for graduation either individually or through their IEP with parent/guardian. Additionally, most students have met with the A-G counselor to discuss alternative options to graduation, for example, Summer Graduation.</p> <p>The CA <b>Dashboard</b> indicates that our graduation score for the 2017-2018 school year was 75.4% with a decline overall by 5.2%, however, the EL student group graduation rate declined by 10.7%.</p> <p>100% Graduation Goals for 2019-2020 -</p> <ul style="list-style-type: none"> <li>• English Learner subgroup will improve by 6 % graduation rate from 61% to 67%</li> <li>• Socio economic subgroup will improve by 1.8 % graduation rate from 78.2 %-80%.</li> <li>• hispanic subgroup will improve by 3% graduation rate from 77% to 80%.</li> </ul> <p>To meet our goals we are funding :</p>	<div> <span>x</span> 2019-20 </div>		Low-income, EL, RFEP, and/or 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> <li>• Percentage of students with an Individual Graduation Plan meeting: 100%</li> </ul>



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<p>COUNS SEC C1T 27/10 - Counselor will -</p> <ul style="list-style-type: none"> <li>Using all available data to program and place all students into academically appropriate and rigorous classes that will prepare them to meet all graduation and A-G requirements.</li> <li>Provides guidance to students in matters regarding graduation, college entrance requirements, and scholarships; consults with parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.</li> <li>Monitors and case manages student progress for targeted students.</li> </ul>		\$116,274	Low-income, EL, RFEP, and/or Foster Youth	
<p>COUNS SEC X TIME</p> <ul style="list-style-type: none"> <li>to ensure counselors have time during the summer to create student schedules</li> <li>to ensure counselors have time to work on IGPs</li> <li>provides time for counselors to meet in weekends to support working parents/families to discuss IGPs</li> </ul>		\$2,000	Low-income, EL, RFEP, and/or Foster Youth	
<p><b>ASSIGNON CLA X TIME</b></p> <p>Classified X time will be used to support the goals of 100% graduation by -</p> <ul style="list-style-type: none"> <li>maintaining cums</li> <li>provide clerical services in connection</li> <li>make contact with parents and partners to help with the development and continuous of our parent and community engagement.</li> </ul>		\$2,000	Low-income, EL, RFEP, and/or Foster Youth	

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, RFEPs and foster youth:</i>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<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> </ul>				

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- Rate of ELs making annual progress on CELDT - Decrease in long-term English learners (LTELs)				
<p>ELA SBAC DATA - Current IAB data indicates that 51% of current 11th graders are Below Standard, 48% are Near Standard and 1% and is Above Standard. The CA Dashboard indicated that the 2017-2018 school year, students were 64.8% below the standard.</p> <p>MATH SBAC DATA - Overall the 2017-2018 data indicates that students are 160 points below the standard of proficiency indicating a decline of 6.4 points.</p> <p><b>ELs</b></p> <p>CHAS ELs were 212.9 points below standard in ELPAC, SBAC in the 11th grade, a 30.4 point decline for the 30 students tested.</p> <p>English Language Proficiency Assessments for California Results</p> <p>Number of Students tested with the ELPAC - 115</p> <p>Level 4 - Well Developed - 7.8%</p> <p>Level 3 - Moderately Developed - 19.1%</p> <p>Level 2 - Somewhat Developed - 25.2%</p> <p>Level 1 - Beginning Stage - 47.8%</p> <p>Goals -</p> <ul style="list-style-type: none"> <li>By June of 2020 is to increase reclassification from 11% to 16% by targeting those students that are close to reclassification .</li> </ul> <p>TARGET: LTELs/IEPs/ELD 4 (approx. 20 students)</p> <ul style="list-style-type: none"> <li>ELPAC Improvement Goal - CHAS will increase the percentage of students scoring well developed (Level 4) on ELPAC by 5% from 7.8% to 12.8% out of 130 LEP students (61 are newcomers, 31 are LTELs)</li> </ul>	<div>X 2019-20</div>		Low-income, EL, RFEP, and/or Foster Youth	<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>
<b>Professional Development Teacher X-time</b> Time will be set aside for Teacher Led Professional Development and Collaboration time -		\$6,000	Low-income, EL, RFEP,	



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<p>PD will be centered around</p> <ul style="list-style-type: none"> <li>• Mastery Learning and Grading</li> <li>• RJ Practices</li> <li>• Students in Crisis</li> <li>• Importance of Accurate Attendance</li> <li>• Why Attendance Matters</li> <li>• Addressing the Needs of ELs</li> </ul> <p>The 60,000 professional development will be Mastery Learning and Grading, which will provide teachers the time to analyze data, student work and identify strategies to help students improve academically. Additionally, professional development for culturally relevant and responsive pedagogy will take place to help teachers identify best practices to improve academic achievement.</p>		58,000 (carry over)	and/or Foster Youth	
<p><b>STAFF CONF ATTENDANCE</b></p> <p>Teachers will attend conferences to learn how to best support all students groups with special attention to subgroups that were red in the CA Dashboard. Our students have a number of academic and socioemotional needs. Our staff will attend conferences geared to better preparing them to understand those unique academic and socioemotional needs to improve both A-G pass rate and positive engagement with the school.</p>		\$2,147	Low-income, EL, RFEP, and/or Foster Youth	

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, RFEPs and foster youth:</i>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<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>According to MyData the current attendance data is as follows: 43% chronic 23% proficient 33% basic</p>	X 2019-20			<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>

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<p>Goals - By June 2020 our goal is to decrease our chronic absences by 23% from 43% to 20%.</p> <p>- <i>Percentage of all staff attending 96% or above</i> 23% of Staff attends at a rate of 96% or above</p>				<ul style="list-style-type: none"> <li>Percentage of all staff attending 96% or above: 78%</li> </ul>
<p><b>Pupil Services &amp; Attendance (PSA) Counselor</b> PSA Counselor will focus on chronically absent students by doing the following:</p> <p>a) develop and monitor student attendance plans utilizing a three-tiered approach focusing on dropout prevention</p> <p>b) develop and implement attendance, motivation, and incentive programs for chronically absent students</p> <p>c) provide supplemental parent education</p> <p>d) participate in SSPT</p> <p>e) provide referrals to school and community services (e.g: home visits, in-home counseling for parents of chronically absent students)</p>	<div style="border: 1px solid black; padding: 2px;">x   2019-20</div>	\$121,527	Low-income, EL, RFEP, and/or Foster Youth	

<p><b>Description of Services that address:</b> <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, RFEPs, and foster youth:</i></p> <p>- <i>Percentage of parent/caregiver participation on School Experience Survey</i></p> <p>- <i>Percentage of schools training parents on academic initiatives (minimum 4 workshops annually)</i></p>	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets
<p>The School Experience Survey for the 2018-2019 school year indicates that 39% of our parents completed the survey. 82% of students participate. Both stakeholder groups was an improvement from the year prior. parent responses were up by 1% and student participation was is up by 57%.</p> <p>According to the school experience survey, in Parent Engagement, the school needs to do a better job of recruiting parents to support the school.</p> <p>Additionally, 23% of parents are not aware or have visited the parent center. Therefore, we need to do a better job of showing parents about the resources on campus.</p>	<div style="border: 1px solid black; padding: 2px;">X   2019-20</div>			<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>Some of the ways we will address our goals are as follows:</p> <ul style="list-style-type: none"> <li>-Family Picnic to Start year</li> <li>-Family Fun Night (1x) -Bingo, Yoga, Sip n' Paint, Movie Night, Concert, Talent Show</li> <li>-Data Nights</li> <li>-Community Walk to meet parents</li> <li>-CCR Parent Connections</li> <li>-Adult Classes</li> <li>-Parent Challenges (across grade levels)</li> <li>-Home to School ( technology program )</li> <li>-Parent Lead PDs</li> <li>-Parent Award Night</li> <li>-Community Partner Award Night</li> <li>-Parent Volunteers</li> <li>-Invite Parents to Presentations</li> <li>-Coffee with Principal on live feed</li> <li>-Coffee with the Principal in the evening</li> </ul>				
<p>BLDG&amp;GRD WRKR AGC/07</p> <ul style="list-style-type: none"> <li>• maintains building and grounds in a clean, sanitary, and safe condition</li> <li>• help with set up for parent meetings, student recognition ceremonies and for support during weekend intervention courses/classes</li> </ul>		\$70,633	Low-income, EL, RFEP, and/or Foster Youth	
<p><b>Psychiatric Social Worker</b></p> <ul style="list-style-type: none"> <li>• Provides individual, group and family treatment targeting students who are at risk</li> <li>• Provides student and parent psycho-education</li> <li>• Promotes parent engagement in the educational process.</li> <li>• Provides parent education programs.</li> <li>• Utilizes electronic health records for documentation pertaining to programmatic requirements.</li> <li>• Conducts staff development to address barriers to learning</li> </ul>		\$121,527	Low-income, EL, RFEP, and/or Foster Youth	


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, RFEPs, and foster youth:</i>	School Year	Amount of School	Targeted Student Group(s):	Related District-wide
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## HAWKINS HS - Community Health Advocates School

<i>Single student suspension rate</i> <i>Expulsion rate</i> <i>Extent to which the school is implementing the Discipline Foundation Policy</i> <i>Percentage of students who feel safe at school</i>	[mark applicable year(s)]	Innovation Funds	Low-income, EL, RFEP, and/or Foster Youth	SY17-18 LCAP Targets
 <p><b>Hispanic - Yellow</b></p> <p>■% suspended at least once, Increased ■% , 429 students</p> <p><b>Socioeconomically Disadvantaged - Yellow</b></p> <p>■% suspended at least once, Increased ■% , 476 students</p> <hr/>  <p><b>African American - Green</b></p> <p>1.5% suspended at least once, Maintained ■% , 68 students</p> <hr/> <p><b>English Learners - Green</b></p> <p>■% suspended at least once, Maintained ■% , 193 students</p>	<div>X   2019-20</div>		Low-income, EL, RFEP, 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> <li>Percentage of students who feel safe at school: 80%</li> </ul>



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<p>Students with Disabilities - Blue</p>  <p>■% suspended at least once, Maintained ■%, 67 students</p>				
<p><b>RJ TEACHER -</b></p> <ul style="list-style-type: none"> <li>Assists school staff with the implementation of the Discipline Foundation Policy at designated school site.</li> <li>Reviews school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated school site.</li> <li>Supports classroom teachers with the implementation of Restorative Justice practices.</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>Provides professional development, trainings, and/or presentations to assist school staff in the implementation of Restorative Justice practices.</li> </ul>		\$116,274	Low-income, EL, RFEP, and/or Foster Youth	

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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.

Glynetta Fletcher

Typed name of School Principal



Signature of School Principal

April 8, 2019

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

4/9/19

Date