

HAWKINS HS - Critical Design and Gaming 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 - Critical Design and Gaming School	West	Patricia Hanson

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
488	89%	30%	3.80%	Total \$ 666,181

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.

Description of Services that address: 100% Graduation <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"> - Graduation rate - Percentage of high school students on-track for A-G with a "C" - Percentage of students with an Individual Graduation Plan meeting 	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>According to Lausd focus, 81% of seniors are not missing any courses needed to graduate as of fall 2018. 67% of seniors have met all graduation requirements. 14% of all students are off track in social sciences. 38 Newcomer 10th graders enrolled in 2017-2018, 40% of the class of 2020 is on track to graduate.</p> <p>According to MyData, 57% of students of all grade levels are on track to graduate as of fall 2018.</p> <p>According to the California DashBoard, 73% of all students graduated in 2018, which is an decrease of 6.2%. 65.6% of English Learners graduated, which is an increase of 7.7% from the year prior. 74.5% of Socioeconomically Disadvantaged students graduated in 2018, which is a 6.6% decrease from the prior year. 74.4 of Hispanic students graduated which is a 3.9% decrease from the prior year.</p> <p>2019-2020 SPSA Goals -</p> <ul style="list-style-type: none"> • In order to move from orange in the 2nd column to orange in the 3rd column we will maintain our 73% Graduation Rate on the California Dashboard in 2020-2021 for all student groups. • In order to move from red to yellow on the Graduation California Dashboard by 2020-2021, the CDAGS graduation rate for English learners will increase by 2% from 65.6% to 67.6%. 	<div> x 2019-20 </div>		Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> • Graduation Rate: 81% • Percentage of high school students on-track for A-G with a "C": 50% • Percentage of students with an Individual Graduation Plan meeting: 100%
2 Classroom Size Reduction Teachers - <ul style="list-style-type: none"> • This position allows room in our matrix to allow students to retake classes during the school day to support our 100% graduation goal. 		\$178,608	Low-income, EL, RFEP, and/or Foster Youth	

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<ul style="list-style-type: none"> • Reduce class size will provide direct services for 100 percent of the six-hour work day, • Provide direct instruction and intervention to address the targeted needs of specific students • Possess knowledge of the multi-tiered approach to instruction/problem-solving model that differentiates instruction for students not meeting grade-level standards • Provide academic rigor through a Common Core State Standards Curriculum. • Provide intervention/Tutoring to students in danger of Failing 				
Day to Day Substitute for CSR teacher <ul style="list-style-type: none"> • Day to day substitute, benefitted absence to cover the benefitted absence of register carrying class size reduction teacher. 		\$3,803	Low-income, EL, RFEP, and/or Foster Youth	
Professional Development Teacher X-time Addresses the 10% required PD Allocation Time will be set aside for Teacher Led Professional Developments and Collaboration time in the following strategies and instructional practices: <ul style="list-style-type: none"> • Interdisciplinary project-based learning • Integration of interactive technology • Critical media/21st Century Literacy skills development • Content area and academic vocabulary instruction • Participatory Action Research (student inquiry) PD X time is essential to meeting the graduation goals in that it gives teachers collaboration time to work on Career Pathway Projects, Service Learning in their A-G courses, and support students to meet graduation requirements.	2019-20	\$66,000 (carryover)	Low-income, EL, RFEP, and/or Foster Youth	

Description of Services that address: Proficiency for All <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> - Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade English language arts	School Year [mark applicable year(s)]	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or	Related District-wide SY17-18 LCAP Targets	
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<ul style="list-style-type: none">- Percentage of students who met or exceeded standards in 3rd-8th, 11th grade mathematics- EL reclassification rate- Rate of ELs making annual progress on CELDT- Decrease in long-term English learners (LTELs)			Foster Youth																								
<p>ELA SBAC Data</p> <p>According to the 2018 California Dashboard retrieved March 2019, the data shows scores for the SBAC are 51 points below standard. The score increased by 36 points from the previous year. According to SBAC data collected from Mydata March 2019, 9% of students exceeded standard, 27% of students met standard, 24% of students nearly met the standard, and 40% did not meet the standard.</p> <p>Student group by Language Classification</p> <p>Based on the 2018 ELA SBAC data reported on the California Dashboard, our current English Learners performed 151.2 points below standard, which maintained the decline of 1.7 points from the previous year. Although our English Only students performed 8.6 points below standard, there was an increase of 73.8 points. Our RFEP students scored 102.4 points below standard, which reflects a 16 point decline. According to the SBAC data reported on MyData, 36% of our IFEP students met and exceeded the standard, whereas 3% of our LEP students met and exceeded the standard.</p> <p>Math SBAC Data - Hispanic</p> <table><tr><td>Hispanic</td><td>% not met</td><td>% nearly met</td><td>% met</td><td>% exceeded</td></tr><tr><td>11th grade:</td><td>57%</td><td>29%</td><td>14%</td><td>%</td></tr></table> <p>African American Students</p> <table><tr><td>11th Grade</td><td>% not met</td><td>% nearly met</td><td>% met</td><td>% exceeded</td></tr><tr><td>%</td><td>88%</td><td>13%</td><td>%</td><td>%</td></tr></table>	Hispanic	% not met	% nearly met	% met	% exceeded	11th grade:	57%	29%	14%	%	11th Grade	% not met	% nearly met	% met	% exceeded	%	88%	13%	%	%	<table><tr><td>x</td><td>2019-20</td></tr></table>	x	2019-20		Low-income , EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none">• Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46%• Percentage of students who met or exceeded standards in 3rd-8th, 11th grade math: 36%• EL reclassification rate: 22%• Rate of ELs making annual progress on CELDT: 57%• Decrease in long-term English learners: 17%	
Hispanic	% not met	% nearly met	% met	% exceeded																							
11th grade:	57%	29%	14%	%																							
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<p>English Learners</p> <p>LEP % not met 95% % nearly met 5% % met ■% % exceeded ■%</p> <p>ELPAC</p> <p>English Learners (CA Dashboard March 2019)</p> <p>The 31 11th grade EL students who took the ELA SBAC and ELPAC were 217.9 points below standard, representing a decline of 25.9 points.</p> <p>ELPAC scores by Level as reported in the CA Dashboard</p> <p>Level 4 - Well Developed - 9.2%</p> <p>Level 3 - Moderately Developed -16.6%</p> <p>Level 2 - Somewhat Developed- 23.9%</p> <p>Level 1 - Beginning Stage - 50.3%</p> <p>EL Goals -</p> <ul style="list-style-type: none"> School's Measurable Objective - By June of 2020, the CDAGS reclassification rate will increase by 2%, from 16% to 18%. We did not set the goal to increase by 5% to reach the LAUSD Benchmark of 22% because over 50% of our ELs are currently at ELPAC Level 1. ELPAC Improvement Goal - CDAGS will increase the percentage of students scoring well developed (Level 4) on ELPAC by 5% from 9.2% to 14.2% (# of ELs 144, 78 newcomers, 42 LTELs) 					
<p>Teacher Assistant (3) - Teacher assistants directly support student mastery of standards and learning targets. They are assigned to rooms to support students with language needs and assigned to math classes to provide direct support in Algebra 1 to ensure student foundational understanding of math.</p> <ul style="list-style-type: none"> Assist students with diverse needs and academic backgrounds in multiple subjects to ensure A-G progress Encourage students to stay focused on challenging tasks 			\$55,926	Low-income, EL, RFEP, and/or Foster Youth	

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<ul style="list-style-type: none"> • Facilitate Spanish speaking students' collaboration with peers • Work one on one with individuals, small groups and by leading learning stations. • Assist students in organizing their time and materials • Learn about students' assets and help them connect to extracurricular and support systems • Make referrals to school counselors and psychologists when students appear unwell • Participate in community building circles and restorative justice circles • Participate in school-based professional development • Provide tutoring on early release days 					
<p>Classroom Size Reduction Math Teacher - Through the additional math CSR teacher we are able to provide an Algebra 1 tutorial lab which students who are below grade level in math are assigned as 9th graders. This supports proficiency for all as it keeps all math class sizes down to ensure support for mastery of math standards and works to ensure all students are at grade level math by the end of their 9th grade year.</p> <ul style="list-style-type: none"> • Reduce class size will provide direct services for 100 percent of the six-hour work day, • Provide direct instruction and intervention to address the targeted needs of specific students • Possess knowledge of the multi-tiered approach to instruction/problem-solving model that differentiates instruction for students not meeting grade-level standards • Provide academic rigor through a Common Core State Standards Curriculum. • Provide intervention/Tutoring to students in danger of Failing • Create academic assessments to monitor student standards attainment, Leverage new instructional models, technology & resources 			\$112,153	Low-income, EL, RFEP, and/or Foster Youth	Classroom Size Reduction Math Teacher - <ul style="list-style-type: none"> •

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<p>IT Support Technician - This position ensures that our technology to support language acquisition and assessing student proficiency levels are available and up to date. Our staff regularly use programs such as STAR testing to determine proficiency levels and intervention needs that require technology such as laptops and ipads as well as our computer labs.</p> <ul style="list-style-type: none"> • Leverage technology & resources • Provide teachers with IT support • Assist with One to One/ Sprint 1 Million LAUSD programs • Ensure students have access to working technology to facilitate access to Schoology, Google Drive/MyMail, and other applications which will increase A-G pass rate 			\$77,890	Low-income, EL, RFEP, and/or Foster Youth	
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<p>Description of Services that address: 100% Attendance</p> <p><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> <ul style="list-style-type: none"> - Percentage of students with a 96% (172-180 days) attendance rate - Percentage of students missing 16 days or more in a school year - Percentage of all staff attending 96% or above 	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"> • Graduation Rate is at 73.3%, well below our goal of 100%. • 43.8% of students are at 91% or lower attendance. • Almost 78% of students are habitually truant with 9 or more occasions. • The LCAP Score Card indicates a change in Chronic Absenteeism from 2017-18 to 2018-19 of an increase of 30% and a decrease of students with Proficient or Advanced attendance of down 45%. • As of January 2019, the percentage of Proficient/Advanced attendance is 4% below the LAUSD average and 3% below the LD West average. • As of January 2019, the percentage of students with Chronic Absenteeism is 8.7% above the LAUSD average and 6.6% above the LD West average. 	<div>x 2019-20</div>		Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> • Percentage of students with a 96% or higher attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9% • Percentage of all staff attending 96% or above: 78%
Pupil Services & Attendance (PSA) Counselor		\$121,527	Low-income, EL, RFEP,	

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PSA Counselor will focus on chronically absent students by doing the following: a) develop and monitor student attendance plans utilizing a three-tiered approach focusing on dropout prevention b) develop and implement attendance, motivation, and incentive programs for chronically absent students c) provide supplemental parent education d) participate in SSPT e) provide referrals to school and community services (e.g: home visits, in-home counseling for parents of chronically absent students)			and/or Foster Youth	
Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> <ul style="list-style-type: none"> - Percentage of parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually) 	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
47% of the CDAGS Parents participated in the School experience survey. As evidenced by the snapshot of the school experience survey below, parents agree or agree strongly to academic foci and cognitive engagement.	<div>x</div> <div>2019-20</div>	The school will be funding parent, community and student engagement from other budgets.	Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> • Percentage of parent/caregiver participation on School Experience Survey: 62% • Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%

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		Students	Parents				
		Strongly Disagree	Strongly Agree	Total Responses	AC		
Academic Focus	A. In my class, my teachers tell me how I can make my work better	10%	90%	91,210			
	B. The teachers at this school grade me fairly.	10%	90%	91,210			
	C. This school is a supportive and inviting place for my child to learn	10%	90%	91,210			
	D. My teachers work hard to help me with my schoolwork when I need it.	10%	90%	91,210			
	E. Teachers give students a chance to take part in classroom decisions or activities	10%	90%	91,210			
	F. Teachers go out of their way to help students	10%	90%	91,210			
	Covered Academic Focus	22%	78%	91,210			
Cognitive Engagement	A. When learning new information, I try to put the ideas into my own words	10%	90%	91,210			
	B. In my class, I use evidence or correct data to come to my own conclusions	10%	90%	91,210			
	C. In my class, I work on projects or assignments with other students	10%	90%	91,210			
	D. For my assignments, I explain my thinking in writing	10%	90%	91,210			
	E. In my class, I think about how to solve problems in my class	10%	90%	91,210			
	Covered Cognitive Engagement	22%	78%	91,210			
<p>The community representatives are funded by the school in other areas and they will plan, coordinate, and promote the following:</p> <ul style="list-style-type: none"> • A-G workshop • CA Dashboard workshop • ELPAC/SBAC Awareness • Attendance Workshops (with PSA) • Attending College Workshop • Financial Aid Workshops • Helping your child with Homework Workshops <p>and more offered to all parents during first semester.</p>							

<p>Description of Services that address: School Safety</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Single student suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy - Percentage of students who feel safe at school 	<p>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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According to the California Dashboard -
African American



5% suspended at least once, Increased 5% , 80 students

Students with Disabilities



3.1% suspended at least once, Increased 3.1%, 64 students

Socioeconomically Disadvantaged



5% suspended at least once, Maintained 5%, 535 students

English Learners




x 2019-20

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

- Suspension rate: .35%
- Expulsion rate: .01%
- Extent to which the school is implementing the Discipline Foundation Policy: 88%
- Percentage of students who feel safe at school: 80%

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<p>■% suspended at least once, Declined ■%, 214 students</p> <p>Hispanic</p>  <p>■% suspended at least once, Declined ■%, 491 students</p> <p>30% of students said they feel safe on the campus</p> <p>Our PBIS team comprised of our AP, RJ Advisor, Academic Counselors, PSW and PSA have met weekly to analyze our Discipline Foundation Policy to plan professional development, targeted staff and student support. We discuss student safety issues and implement action plans.</p>				
<p>Restorative Justice Teacher -</p> <p>Ensure students feel safe on the school campus. Provide intervention for students with behavioral concerns. Work with teachers to implement Restorative Practices in the classroom. In addition to increase attendance and student engagement.</p> <ul style="list-style-type: none"> Assists school staff with the implementation of the Discipline Foundation Policy at designated school site. Reviews school data and reports to provide support, monitor implementation progress and effectiveness of the Discipline Foundation Policy at designated school site. Supports classroom teachers with the implementation of Restorative Justice practices. Supports school administrators and other key staff in developing the infrastructure needed to provide Tier 2 and Tier 3 interventions and support. 		\$116,274	Low-income, EL, RFEP, and/or Foster Youth	

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<ul style="list-style-type: none">Provides professional development, trainings, and/or presentations to assist school staff in the implementation of Restorative Justice practices.				
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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.

Patricia Hanson

Typed name of School Principal



Signature of School Principal

4/8/19

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