

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

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

Program Budget Code:

10359 (School Innovation Funds)

Name of School	Local District	Principal
RISE	West	Pablo Mejia

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of School Innovation Funds Allocated to the School
319	100	31	■	Total \$ 459, 114.00

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 Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth: <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								
100% Graduation (RISE SPSA Goal) <div><div>1.</div><div>In order to improve from orange to yellow on the ELA CA Dashboard in 2019-20 the RISE graduation rate will increase by 2.9% from 77.1% to 80%, by June of 2020.</div></div> <div><div>2.</div><div>In order to improve from orange to yellow on the CA Dashboard in 2019-20, the Socioeconomically Disadvantaged subgroup will increase by 1.4% from 78.6% to 80%</div></div> <div><div>3.</div><div>In order to improve from orange to yellow on the CA Dashboard in 2019-20, the Hispanic subgroup will increase by 4.7% from 75.3% to 80.6%</div></div> <table><tr><th>Year</th><th>Graduation %</th></tr><tr><td>15-16</td><td>78.5</td></tr><tr><td>16-17</td><td>79.2</td></tr><tr><td>17-18</td><td>77.1</td></tr></table> <p>RISE is identified as Orange on the CA Dashboard.</p>	Year	Graduation %	15-16	78.5	16-17	79.2	17-18	77.1	2019-20		Low-income, Foster Youth, EL, RFEP	<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%
Year	Graduation %											
15-16	78.5											
16-17	79.2											
17-18	77.1											
Professional Development Teacher X-time 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	<div><div>x</div><div>2019-20</div></div>	\$11,544	Low-income, EL, RFEP, and/or Foster Youth									

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<ul style="list-style-type: none"> Content area and academic vocabulary instruction Participatory Action Research (student inquiry) <p>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</p>				
<p>Professional Development Teacher X-time Addresses the 10% required PD Allocation</p> <p>Time will be set aside for Teacher Led Professional Developments and Collaboration time in the following strategies and instructional practices:</p> <ul style="list-style-type: none"> 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) <p>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</p>	2019-20	\$45,911 (carryover)	Low-income, EL, RFEP, and/or Foster Youth	
<p>Psychiatric Social Worker</p> <ul style="list-style-type: none"> Provide the socio-emotional support for students. Provides individual, group and family treatment targeting students who are at risk Provides student and parent psycho-education Promotes parent engagement in the educational process Provides parent education programs. Utilizes electronic health records for documentation pertaining to programmatic requirements Conducts staff development to address barriers to learning <p>A PSW improves graduation rates by counseling and referring students and families to meet their socioemotional needs, which in turn improves focus and engagement in class and attendance.</p>	2019-20	\$121,527	Low-income, EL, RFEP, and/or Foster Youth	

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Secondary Counselor <ul style="list-style-type: none"> Using all available data to program and place all students into academically appropriate and rigorous classes that will ensure that they meet all graduation and A-G requirements 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. Monitors and case manages student progress for targeted students 		\$59,771 (carry over .5 FTE)	Low-income, EL, RFEP, and/or Foster Youth	
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Description of Services that address: Proficiency for All Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:	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"> Percentage of students who met or exceeded standards in 3rd-8th, 11th grade English language arts 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) 				
English Language Arts (SPSA Goal) <ol style="list-style-type: none"> In order to improve from orange to yellow on the ELA CA Dashboard in 2020-21, all students in grade 11 will increase the average distance from standard on the ELA SBAC by 3 points from -84.6 to -81.6 points. In order to improve from orange to yellow on the ELA CA Dashboard in 2020-21, Hispanic students in grade 11 will increase the average distance from standard on the ELA 	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%

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3.	SBAC by 3 points from -88.5 to -85.5 points. In order to improve from orange to yellow on the ELA CA Dashboard in 2020-21, Socioeconomically Disadvantaged students in grade 11 will increase the average distance from standard on the ELA SBAC by 15 points from -88.5 to -73.5 points.				<ul style="list-style-type: none">• EL reclassification rate: 22%• Rate of ELs making annual progress on CELDT: 57%• Decrease in long-term English learners: 17%
Year	% Met or Exceeded				
15-16	23				
16-17	16				
17-18	26				
Mathematics (SPSA Goal)					
1.	In order to improve from red to red on the Math CA Dashboard in 2019-20, students in grade 11 will increase the average distance from standard by 3 points on the Math SBAC from -204.1 points below standard to -201.1points				
2.	In order to improve from red to red on the Math CA Dashboard in 2019-20, Hispanic students in grade 11 will increase the average distance from standard by 3 points on the Math SBAC from -201.9 points below standard to -198.9 points				
3.	In order to improve from red to orange on the Math CA Dashboard in 2019-20, Socioeconomically Disadvantaged students in grade 11 will increase the average distance from standard by 3 points on the Math SBAC from -202.7 points below standard to -199.7 points				
Year	% Met or Exceeded				
15-16	5				
16-17	1				
17-18	1				
EL Reclassification Rate					

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<p>ELPAC Improvement Goal - RISE will increase the percentage of students scoring well developed (Level 4) on ELPAC by 5% from 4.1% to 9.1%</p> <ul style="list-style-type: none"> Key Findings: It is possible to move up, given the data from EL reclassification Root Causes: New Test (new format), students and teachers adapting to new format Steps we have taken: Modeling Assessments to reflect the LPAC -lesson planning that allows us to practice the multiple skills <p>RISE will increase the reclassification rate by 2%, from 10% to 12% by June 2020</p> <ul style="list-style-type: none"> Key Finding-Data Observations: EL Reclassification increased we believe it is possible to increase Root Causes: New Comers who are initially tested, new to the country. LTEL's do not recognize the value of the test. Steps we have taken: CCR and teacher campaign to inform them about the importance of the test; Guided PD's that include lesson plan strategies to help increase reclassification; PD's that include data analysis to work with targeted students who are very close to reclassify; Individualized tutoring. 					
Year	Reclassification				
15-16	15.2				
16-17	6.7				
17-18	11				
English Language Proficiency Assessments for California					

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<p>Results (CA Dashboard)</p> <hr/> <p>Level 4 - Well Developed 4.1%</p> <p>Level 3 - Moderately Developed 11.2%</p> <p>Level 2 - Somewhat Developed 22.4%</p> <p>Level 1 - Beginning Stage 62.2%</p> <p>Upon close analysis of SBA data, reclassification rate, and grade distribution reports more opportunities for professional growth for administration and teachers and strategic intervention for students must be systemized in an effort to maximize and align resources. The instructional coach will provide support with ELA, Math and EL Teams.</p>				
<p>Instructional Coach- Instructional coach to support new teachers and veteran teachers in meeting student learning needs. Supporting implementation of technology, rigor and mastery learning and grading</p> <p>Instructional Coaches help teachers become analytical of their best practices and pedagogy. They observe and give constructive feedback. In doing so, this will support our school's focus on Discussion Techniques and Student Participation.</p> <p>Furthermore they will support ELD teachers implementing ELD standards, best practices and ensure that the school is fulfilling the requirements stated in the EL Master Plan.</p>	<div>x 2019-20</div>	<p>\$116,274</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	
<p>Instructional Coach Differential</p>		<p>\$1,861</p>		

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Description of Services that address: 100% Attendance Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth: <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												
Attendance (SPSA Goal): By June of 2020, the percentage of students with 96% or higher (Proficient + Advanced) will increase by 1.7% from 58.3% to 60% as measured by the April report in MyData. RISE has struggled with attendance over the past couple of years. <table><tr><th>Year</th><th>Proficient %</th><th>Chronic %</th></tr><tr><td>16-17</td><td>48.5</td><td>28.8</td></tr><tr><td>17-18</td><td>46.9</td><td>36.0</td></tr><tr><td>18-19</td><td>44.55</td><td>33.02 (up to date)</td></tr></table>	Year	Proficient %	Chronic %	16-17	48.5	28.8	17-18	46.9	36.0	18-19	44.55	33.02 (up to date)	2019-20			<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%
Year	Proficient %	Chronic %														
16-17	48.5	28.8														
17-18	46.9	36.0														
18-19	44.55	33.02 (up to date)														
Pupil Services & Attendance (PSA) Counselor PSA Counselor will focus on chronically absent students by doing the following: <ul style="list-style-type: none">a) develop and monitor student attendance plans utilizing a three-tiered approach focusing on dropout preventionb) develop and implement attendance, motivation, and incentive programs for chronically absent studentsc) provide supplemental parent educationd) participate in SSPTe) provide referrals to school and community services (e.g: home visits, in-home counseling for parents of chronically absent students)	<div><div>x</div>2019-20</div>	\$121,527	Low-income, EL, RFEP, and/or Foster Youth													
Office Technician The Office Technician will:	2019-20	\$69,314	Low-income, EL, RFEP,													

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<ul style="list-style-type: none"> provide clerical services in connection with 100% attendance by making phone calls home to parents, following up with teachers regarding attendance discrepancies and ensuring all teachers take accurate attendance. Support PSA with activities, assemblies and incentive rewards that create and maintain a focus on improving student attendance 			and/or Foster Youth	
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Description of Services that address: Parent, Community and Student Engagement Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth: - 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	
Parent, Community and Student Engagement (SPSA Goal) New Goal: Currently achieved 56% for parent participation on school experience survey; Increase participation by 5% through June 2020. Steps to be taken: with effort to expand use of the Parent Center, for example, by increasing the reliance on the work of the Community Representatives. Percentage of parent participation for School Experience Survey: Parent Participation in the survey has increased over the last couple of years <table><tr><th>YEAR</th><th>% participation</th></tr></table>	YEAR	% participation	2019-20		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%
YEAR	% participation				

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2016-2017	32				
2017-2018	13				
2018-2019	56% (SPSA Goal # 6 18-19 25%)				
Community Representative <ul style="list-style-type: none"> Support parent training and involvement activities Provide a welcoming environment in the Parent Center Outreach (i.e. newsletters, calling home) to parents for activities to improve parental engagement (Coffee with the Principals, Parent Workshops/Trainings, Student Awards, Parent recognition) 		<input checked="" type="checkbox"/> 2019-20	\$17,067	Low-income, EL, RFEP, and/or Foster Youth	

Description of Services that address: School Safety Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:	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"> 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 	<input checked="" type="checkbox"/> 2019-20		Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> 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%
Suspension Rate: 2017-2018 School year Currently RISE is in the Green for the CA Dashboard Suspension rates went down by █% 1.4% of all students have been suspended at least once.	<input checked="" type="checkbox"/> 2019-20		Low-income, EL, RFEP, and/or Foster Youth	
RJ TEACHER -Ensure students feel safe on the school campus. Provide intervention for students with behavioral concerns. Work with teachers to implement Restorative	2019-20	\$116,274 (carryover)	Low-income, EL, RFEP, and/or Foster Youth	

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<p>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. 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.

Pablo Mejia

Typed name of School Principal

Signature of School Principal

4/5/19

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