

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

Program Budget Code:  
 10359 (School Innovation Funds)

Name of School	Local District	Principal
Jordan High School	LD South	Carlos A. Montes

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
<b>532</b>	<b>100%</b>	<b>32.3%</b>	<b>.01%</b>	Total \$ <b>629,330</b>

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

**Jordan High School**

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

<p><b>Description of Services that address: 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, RFEFPs, and foster youth:</i></p> <ul style="list-style-type: none"> <li>- Graduation rate</li> <li>- Percentage of high school students on-track for A-G with a "C"</li> <li>- Percentage of students with an Individual Graduation Plan meeting</li> </ul>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p><b>Contracted Instructional Services (City Year):</b> City Year services will provide intervention and assistance during the day in our English and Math classes. City Year services will remain under the direct supervision of our teachers and credentialed staff, and coordination will occur to focus on addressing the school's Math and ELA progress. City Year will also engage in attendance monitoring and engagement, in coordination with the PSA, and will provide socio-emotional support to students. City Year has a strong track record of working with high needs schools and creating a positive learning environment. For example, 62% of middle and high school students who received intensive support from a City Year AmeriCorps member ended the year with a "C" or better in English Language Arts. Further, City Year data indicates that more than half of students improved self-control in the classroom when City Year is on campus, and 98% of principals agreed that the City Year members served as positive role models for students.</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>City Year: \$57,688 \$57,688</p>	<p>Low-income, EL, RFEFP, and/or Foster Youth</p>	<ul style="list-style-type: none"> <li>• Graduation Rate: 81%</li> <li>• Percentage of high school students on-track for A-G with a "C": 50%</li> <li>• Percentage of students with an Individual Graduation Plan meeting: 100%</li> </ul>
<p><b>Non-Cap Equipment Instructional/Classroom:</b></p> <p>In order to teach 21<sup>st</sup> century skills, support proficiency in all content areas and provide blended learning opportunities as well as other technology enabled instruction, several technology purchases will be made, such as classroom sets of iPad Carts, ChromeBook Carts, iMacs, and MacBook Laptops. These tools will be used to support classroom instruction and other individualized learning opportunities for students.</p>	<p><input checked="" type="checkbox"/> 2017-18 <input checked="" type="checkbox"/> 2018-19</p>	<p>N-C Equip.: \$66,797 \$31,529</p>		

<p><b>Description of Services that address: Proficiency for All</b></p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEFPs and foster youth:</i></p> <ul style="list-style-type: none"> <li>- Percentage of students who met or exceeded standards in 3<sup>rd</sup>-8<sup>th</sup>, 11<sup>th</sup> grade English language arts</li> </ul>	<p>School Year [mark applicable year(s)]</p>	<p>Amount of School Innovation Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEFP, and/or Foster</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
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# Jordan High School

<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 mathematics</li> <li>- EL reclassification rate</li> <li>- Rate of ELs making annual progress on CELDT</li> <li>- Decrease in long-term English learners (LELs)</li> </ul>			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>				
<p><b>Math-Building Teacher Capacity PD:</b> The goal of working with the Howard Group (Break-Through Team) is to develop teacher growth mindset, identify and explore good first teaching in mathematics, and to explore and utilize methods for planning instruction that are adaptive to the needs of the students. Teachers will also develop and utilize reflective practices to build teacher capacity as "adaptive experts". Teachers will receive focused professional development, including student work analysis and collaborative planning. Teachers will also participate in peer observation, and weekly planning meetings.</p> <p><b>Teacher X-Time:</b> Teacher X-Time will be used to pay teachers to conduct before, afterschool and Saturday Tier 2 and 3 Mathematics and ELA intervention, as well as to attend Conferences and PD aimed at increasing student achievement in all core content areas for underachieving students. Students performing below grade level and/or not meeting the benchmarks on the Illuminate, IAB, and ICA assessments will participate in these intervention programs.</p>	<table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>2017-18</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2018-19</td> </tr> </table>	<input checked="" type="checkbox"/>	2017-18	<input checked="" type="checkbox"/>	2018-19	<p><b>Math PD:</b> \$30,000</p> <p><b>X-Time:</b> \$30,551</p>	Low-Income, EL, RFEF, and/or Foster Youth	
<input checked="" type="checkbox"/>	2017-18							
<input checked="" type="checkbox"/>	2018-19							

<p><b>Description of Services that address:</b></p> <p><b>100% Attendance</b></p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEFs and foster youth:</i></p> <ul style="list-style-type: none"> <li>- Percentage of students with a 96% (172-180 days) attendance rate</li> <li>- Percentage of students missing 16 days or more in a school year</li> <li>- Percentage of all staff attending 96% or above</li> </ul>	<p>School Year [mark applicable year(s)]</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>2017-18</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2018-19</td> </tr> </table>	<input checked="" type="checkbox"/>	2017-18	<input checked="" type="checkbox"/>	2018-19	<p>Amount of School Innovation Funds</p> <p><b>PSA:</b> \$94,547 \$129,815</p>	<p>Targeted Student Group(s): Low-income, EL, RFEF, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p> <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</li> </ul>
<input checked="" type="checkbox"/>	2017-18							
<input checked="" type="checkbox"/>	2018-19							
<p><b>PSA:</b> The Pupil Services and Attendance (PSA) Counselor will develop activities to address low attendance - in particular, the following strategies will be used to support students and promote attendance: red carpet attendance celebration 3 times a semester, school-wide Attendance Campaign, post perfect attendance charts for students and staff, and announce monthly attendance rates through the weekly bulletin. PSA will make individual parent phone contact daily and perform home visits when necessary. In addition to coordinating Student Attendance Review Board meetings, the PSA counselor will also develop after-school</p>			Low-Income, EL, RFEF, and/or Foster Youth					

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intervention programs that allow students to make up loss instructional time due to tardies and truanancies.

attending 96% or above: 78%

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>	<input checked="" type="checkbox"/> 2017-18  <input checked="" type="checkbox"/> 2018-19	<b>CRS PD:</b> \$20,000  \$20,000	Low-income, EL, RFE, and/or Foster Youth	<ul style="list-style-type: none"> <li>• Percentage of parent/caregiver participation on School Experience Survey: 62%</li> <li>• Percentage of schools training parents on academic initiatives (min. 4 workshops): 94%</li> </ul>
<p><b>Restorative Justice Teacher Adviser:</b> The Restorative Justice Teacher Adviser will coordinate the implementation and evaluation of Restorative Justice activities and strategies to create a positive school climate at Jordan High School. The Restorative Justice Teacher Adviser will work collaboratively with all stakeholders to plan, and support the implementation of the Discipline Foundation Policy to create a school culture shift that utilizes a restorative framework and that continues to move Jordan High School towards a 0% suspension rate in order to ensure that all students attend school everyday and are leaving Jordan High School college and career ready.</p>	<input checked="" type="checkbox"/> 2017-18  <input checked="" type="checkbox"/> 2018-19	<b>RJ Teacher Adviser:</b> \$115,897  \$115,897		
<p><b>Description of Services that address: School Safety</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEs, and foster youth:</i></p> <ul style="list-style-type: none"> <li>- Single student suspension rate</li> <li>- Expulsion rate</li> <li>- Extent to which the school is implementing the Discipline Foundation Policy</li> <li>- Percentage of students who feel safe at school</li> </ul> <p><b>School Psychologist:</b> A school psychologist will work with and proactively target students at Jordan who are at risk of school</p>	School Year [mark applicable year(s)]  <input checked="" type="checkbox"/> 2017-18	Amount of School Innovation Funds  <b>School Psych.:</b> \$121,131	Targeted Student Group(s): Low-income, EL, RFE, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets  • Suspension rate: .35%

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failure due to social, behavioral, and emotional problems. The school psychologist will also provide valuable resources around mental health awareness and violence prevention and will provide workshops to parents, staff, and students around other school initiatives related to bullying, conflict resolution and Restorative Justice. The school psychologist will also facilitate student group meetings and provide intervention for students who need additional support, including all special education students. Given the significant amount of high need special education students, a school psychologist will also be hired to evaluate students for learning disabilities and to ensure students are receiving proper supports. The school psychologist will also help ensure students with difficulties in class are being supported and assessed to ensure they receive appropriate and supplemental services.

**Nurse:** In addition to treatment for our student's health conditions, the nurse will interface with community partners and other community health providers to develop relationships and work toward partnerships so that additional resources can be brought to the school around health and wellness. The nurse will work closely with the school psychologist and special education adviser to provide support with referrals and special services, and will coordinate with our administrative team to create a plan to work with local health organizations to bring additional resources to our school community.

**Total: \$629,330**

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.

Carlos A. Montes  
 Typed name of School Principal \_\_\_\_\_  
 Signature of School Principal \_\_\_\_\_  
 Date 10/26/17

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.

Reginaid Sample  
 Typed name of Local District Superintendent / Designee \_\_\_\_\_  
 Signature of Local District Superintendent / Designee \_\_\_\_\_  
 Date 10/31/17

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