

## Jordan High School

### Los Angeles Unified School District 2019-2020 School Innovation Funds Plan

**Program Budget Code:**

10359 (School Innovation Funds)

Name of School	Local District	Principal
Jordan High School	South	Lucía Cerda

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
513	100%	27.2%	█%	Total \$ 733,652

**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.

<p>Description of Services that address: <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, RFEPs, 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, RFEP, 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><b>General Supplies Instructional/Classroom:</b> 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 iPads, ChromeBooks, iMacs, and MacBook Laptops. These tools will be used to support classroom instruction and other individualized learning opportunities for students.</p>	<p>2019-20</p>	<p><u>City Year:</u> \$60,000</p> <p><u>General Supplies:</u> \$18,604</p>	<p>Low-Income, EL, RFEP, 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>



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<p>Description of Services that address: <b>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, RFEPs 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> <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 (LTELs)</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, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets</p>
<p><b>Teacher Tutor 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> <p><b>Professional Development Teacher Reg:</b> ELA &amp; Math teachers will participate in a minimum of 3 Data Cycles around Interim/IAB Assessments and the ICA.</p> <p>All content area teachers will participate in a minimum of 4 Data Cycles focused on literacy across all disciplines through the use of informational texts. This training</p> <p><b>Math CSR:</b> To purchase 10% of a Math CSR. Math CSR will plan and deliver appropriate instruction in mathematics to 9<sup>th</sup> and 10<sup>th</sup> grade students. CSR will also provide direct instruction and intervention in mathematics to address the targeted needs of 9<sup>th</sup> grade students. CSR will utilize a multi-tiered approach to instruction/problem-solving model that differentiates instruction for students not meeting grade-level standards.</p> <p><b>Assistant Principal:</b> To assist the principal in maintaining a comprehensive, instructionally effective and compliant program that accelerates the academic achievement for all student subgroups and targeted populations, including English learners, low income students, foster</p>	<p>2019-20</p>	<p><b>X-Time:</b> \$26,634</p> <p><b>PD:</b> \$76,211</p> <p><b>Math CSR:</b> \$11, 219</p> <p><b>A.P.:</b> \$76,669</p>	<p>Low-Income, EL, RFEP, and/or 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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<p>youth, standard English learners, gifted and talented, and students with disabilities. The A.P. (50%) will assist in the implementation of and supervises and monitors core and supplemental instructional programs leading continuous student learning improvement and will support the school leadership team in developing long and short-range plans for academic achievement.</p> <p>In addition, the A.P. will:</p> <ul style="list-style-type: none"> <li>• Develop, support, guide, and evaluate teachers and other personnel to ensure the academic achievement of all student subgroups and targeted student populations.</li> <li>• Provides instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English learners, foster youth, low income students, standard English learners, gifted and talented, and students with disabilities.</li> <li>• Leads teachers and assists the principal to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement and the District's Master Plan for English Language Learners.</li> <li>• Serves as an instructional team resource to schools, parents, and students.</li> <li>• Collaboratively implements a plan for School-wide Positive Behavior Support that encourages students to set goals and monitor their own behavior.</li> <li>• Assists the school principal to meet state and federal mandates and to ensure instructional monitoring and compliance needs.</li> </ul> <p><b>Software License Maintenance:</b> (Lexile Reading Scores) The purchase of Reading Inventory &amp; Newsela or Achieve 3000 licenses for all 9<sup>th</sup> &amp; 10<sup>th</sup> grade students in order to monitor progress toward reading at grade level.</p> <p><b>Instructional Materials:</b> (Illustrative Math) The purchase of Illustrative Math (blended learning) materials in order to differentiate for the needs of all learners in mathematics and to meet the needs of our EL's by having them speak, listen, read, and write about mathematics.</p>		<p><b>Licenses:</b> 16, 271</p> <p><b>IMA:</b> \$15,000</p>		
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<b>Other Non-Instructional Contract:</b> Toshiba Copier Contract in order to provide students with hard copies of materials in all disciplines, we are not a 1-1 technology school.		<b>OTHER CONT:</b> \$18,130		
<b>Description of Services that address: 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> <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>	<b>School Year [mark applicable year(s)]</b>	<b>Amount of School Innovation Funds</b>	<b>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</b>	<b>Related District-wide SY17-18 LCAP Targets</b>
<b>PSW:</b> The PSW will provide a continuum of school-based mental health services. This continuum of services will include, but not be limited to prevention, early intervention, and crisis response supports for students, families and staff impacted by behavioral and emotional challenges.  In collaboration with school administrators and staff, the PSW will assess the mental and behavioral health needs of the school to develop and implement a tailored service plan that aligns with District and school goals and priorities.  Students will look to benefit from a school-based PSW, as evidenced by: <ul style="list-style-type: none"> <li>• Higher grade-point average (GPA)</li> <li>• Increased rates of high school graduation</li> <li>• Increased standardized test scores</li> <li>• Increased feeling of school connectedness</li> <li>• Decreased school absenteeism</li> <li>• Decreased incidences of suspension and expulsion</li> <li>• Decreased involvement with the juvenile justice system</li> </ul>	<div>2019-20</div>	<b>PSW:</b> \$121,527	Low-Income, EL, RFEP, and/or 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>
The services provided by PSW will look to have an impact on the following:				

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<ul style="list-style-type: none"> <li>• Goal: 100% Graduation</li> <li>• Objective: 100% Attendance</li> <li>• Increase Enrollment and Improve Attendance</li> <li>• Increase: Parent, Community and Student Engagement</li> <li>• Promote a welcoming and Engaging Environments</li> <li>• Increase: School Safety</li> </ul>				
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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, RFEPs, and foster youth:</i> <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>	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		
<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.	<table border="1"><tr><td></td><td>2019-20</td></tr></table>		2019-20	<b>RJ Teacher Adviser:</b> \$116,274  <b>Arts/Music Teacher:</b> \$116,274 \$12,355	Low-Income, EL, RFEP, 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>
	2019-20					
<b>Arts/Music Teacher:</b> To purchase of a <b>100% Music Teacher</b> and to fund <b>15% of an Art ROP Teacher</b> as part of their social emotional support of students based on the Arts Need Index 2.0. Music teacher & ROP teacher will provide A-G arts focused enrichment courses to all students, including alternate curriculum students. Music teacher & ROP teacher will plan and deliver appropriate direct instruction in order to meet social emotional needs of students by focusing on teaching our students to make good judgments about qualitative relationships and teach them that problems can have more than one solution and that questions can have more than one answer. In addition, a goal for our visual and performing arts program will be to teach our students that there are many ways to see and interpret the world. The arts teach children that complex forms of problem						



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solving are seldom fixed but change with circumstance and opportunity. Lastly, the arts help children learn to say what cannot be said and express their experiences by creating their own art, which is also helps them process their individual experiences. These positions will enable us to offer courses which will allow our students to experience enrichment they cannot have from any other source, and through such experience to discover the range and variety of what they are capable of feeling.				
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<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, RFEPs, and foster youth:</i> <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>	<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>
<b>School Psychologist:</b> A school psychologist (2 days) will work with and proactively target students at Jordan who are at risk of school 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.  <b>PSW:</b> The PSW will provide a continuum of school-based mental health services. This continuum of services will include, but not be limited to prevention, early intervention, and crisis response supports for	<div>2019-20</div>	<b>School Psych.:</b> \$48,484  <b>PSW:</b> See above 48,484	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>

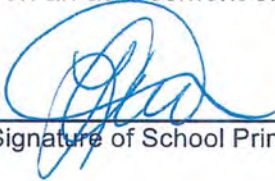
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<p>students, families and staff impacted by behavioral and emotional challenges.</p> <p>In collaboration with school administrators and staff, the PSW will assess the mental and behavioral health needs of the school to develop and implement a tailored service plan that aligns with District and school goals and priorities.</p> <p>Students will look to benefit from a school-based PSW, as evidenced by:</p> <ul style="list-style-type: none"> <li>• Higher grade-point average (GPA)</li> <li>• Increased rates of high school graduation</li> <li>• Increased standardized test scores</li> <li>• Increased feeling of school connectedness</li> <li>• Decreased school absenteeism</li> <li>• Decreased incidences of suspension and expulsion</li> <li>• Decreased involvement with the juvenile justice system</li> </ul> <p>The services provided by PSW will look to have an impact on the following:</p> <ul style="list-style-type: none"> <li>• Goal: 100% Graduation</li> <li>• Objective: 100% Attendance</li> <li>• Increase Enrollment and Improve Attendance</li> <li>• Increase: Parent, Community and Student Engagement</li> <li>• Promote a welcoming and Engaging Environments</li> <li>• Increase: School Safety</li> <li>• Enhance Positive School Climate</li> <li>• Model and Reinforce Positive Behavior</li> <li>• Serve the Whole Child</li> <li>• Coordinated Safe and Healthy School Plan (Safe School Plan)</li> <li>• Discipline Plan</li> <li>• Crisis Preparedness, Response and Recovery</li> <li>• Threat Assessment and Management</li> <li>• Suicide Prevention and Intervention</li> <li>• Bullying Prevention and Intervention</li> </ul>				
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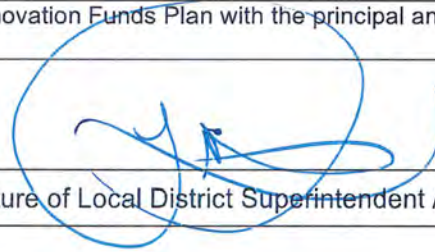
I certify that this School Innovation Funds Plan incorporates the minimum requirement of funding to be used for professional development in English language arts and mathematics and at a minimum, fulfills the requirements for school climate personnel per the School Innovation Funds guidance, and that the plan is based on an assessment of school needs.

Lucia Cerda		4/9/2019
_____ Typed name of School Principal	_____ Signature of School Principal	_____ 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.

Dr. Reginald Sample

\_\_\_\_\_  
Typed name of Local District Superintendent / Designee



\_\_\_\_\_  
Signature of Local District Superintendent / Designee

4/11/19

\_\_\_\_\_  
Date