

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

Program Budget Code:

10359 (School Innovation Funds)

Name of School	Local District	Principal
Johnnie L Cochran M.S.	West	Gilberto Samuel

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
630	90%	133	3%	Total \$ 848,430

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.**

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

<p>Description of Services that address: 100% Graduation</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"> - Graduation rate - Percentage of high school students on-track for A-G with a "C" - Percentage of students with an Individual Graduation Plan meeting 	<p>School Year 2019-20 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 SY19-20 LCAP Targets</p>
<p>In order to provide effective educational services that supports 100% Graduation, this school will budget to focus on the following goals: and</p> <ul style="list-style-type: none"> • Increase Graduation Rate • Increase 6th to 8th graders passing ELA and MATH. • Increase student awareness of A-G requirements • Provide ongoing professional developments that are designed to address specific needs toward accurate placement and construction of master schedule that focus on meeting the need of A-G requirements • Monitor individual graduation plans to ensure that all students are meeting graduation and A-G requirements • Provide interventions that address student needs <p>In order to do the work that it will take to meet the 100% graduation requirements this school is proposing the hiring of an instructional coach and school counselor</p> <p>An Instructional Coach will provide support in order for teachers to implement the key strategies and promote effective learning to address the needs of all students. The</p>	<div> <div></div> <div>2019-20</div> </div>	<p>115,897</p>	<p>Low Income</p> <p>EL</p> <p>RFEP</p> <p>Foster Youth</p>	<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%

<p>instructional Coach will provide support via the following actions:</p> <ul style="list-style-type: none"> Assist teachers in creating a holistic rubric that values multiple measures of student success across academic, social emotional and culture domains. Work with teachers and SLT's to manage and interpret formative assessment data, examine student work and plan and deliver appropriate instruction and intervention that are designed to increase the utilization of culturally relevant instructional strategies. 				
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<p>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></p> <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 (LTEs) 	<p>School Year 2019-20 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 SY19-20 LCAP Targets</p>
<p>In order to provide effective educational services that supports proficiency for all students, this school will budget to focus on the following goals:</p>	<p>_____</p> <p>2019-20</p>		<p>Low Income</p> <p>EL</p>	<ul style="list-style-type: none"> Percentage of students who met or exceeded standards in 3rd-8th, 11th grade ELA: 46%

<ul style="list-style-type: none"> • Decrease SBAC ELA and Math Proficiency rate of students (not/met) and/or (nearly/met) proficiency level. • Increase the LEP students reclassification rate by 22% • Decrease Long-Term EL students • Increase rate of ELs making annual progress on CELDT by 36% over the previous year • Increase of students with disabilities accessing GE at least 80% of school day by 45% over the previous year • Increase basic or higher on (SRI) by 12% over the previous year <p>At the center of our professional development plan, is the continual rollout of the instructional technology, specifically designed to assist students in achievement in the ELA and Mathematics courses. Due to the fact that we are a 1:1 school, which means that we have the hardware to support a tech based instructional platform</p> <p>Ongoing professional development is the key to effective implantation of an instructional technology, particularly given the fact that we are entering the third year of implementation and we have a few new members in our staff, a year that is focus on project-based learning. Through mutual accountability, we will hold ourselves to high expectation as well high levels of support. The following systems will be in place during the school years 2019-20 to support teachers as they learn to better utilize the tech devices as well as learn to lead their students using the devices.</p>			<p>RFEP</p> <p>Foster Youth</p>	<ul style="list-style-type: none"> • 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%
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<p>Four lead teachers, one in each content area, will serve as the most fundamental support structure. These colleagues and peers are available to listen, to guide, to suggest, to model, and to offer basic or advance instructional support. However, the content area lead teacher expert will help guide specific applications of the technology towards the various instructional goals of each different content area. In addition to providing informal support. These ITI (Instructional Technology Information) Leads will lead professional development sessions, both within core content areas.</p> <p>Cochran administration, lead teachers, and/or support staff may on a monthly basis, schedule and facilitate PD for staff during and/or beyond the regular assignment. While these sessions may not be mandatory, they will be offered as an additional support and guidance to ensure all teachers have the resources to meet the school wide expectations for school years 2019-20.</p>				
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Description of Services that address: 100% Attendance <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 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 2019-20 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
In order to provide effective educational services that allows 100% Attendance, this school will budget to focus	2019-20	151,949	Low Income EL	<ul style="list-style-type: none"> Percentage of students with a 96% or higher attendance rate: 75%

Johnnie L. Cochran Jr. M.S.

<p>on the following goals:</p> <ul style="list-style-type: none"> • Increase percentage of students with 96% or higher attendance to 75% or higher • Increase percentage of staff with 96% or higher attendance to 78% or higher • Decrease students with chronic absence to 16% or lower • Decrease students that are habitually truant by 27% or lower • Enrollment Z-Days will be made available for counselors, clerical staff, and administration and Advisor Reg Prep for counselors in order to ensure that student enrollment procedures are effectively processed, which will ensure that all students have correct and appropriate schedules from the first day they begin school. This will ensure that no instructional time is lost or wasted for students who may have need to enroll outside of the regular operating hours of the school. 			<p>RFEP</p> <p>Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students missing 16 days or more in a school year: 9% • Percentage of all staff attending 96% or above: 78%
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<p>Description of Services that address:</p> <p>Parent, Community and Student Engagement</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 parent/caregiver participation on School Experience Survey - Percentage of schools training parents on academic initiatives (minimum 4 workshops annually) 	<p>School Year</p> <p>2019-20</p> <p>applicable year(s)]</p>	<p>Amount of</p> <p>School</p> <p>Innovation</p> <p>Funds</p>	<p>Targeted</p> <p>Student</p> <p>Group(s):</p> <p>Low-income,</p> <p>EL, RFEP,</p> <p>and/or Foster</p> <p>Youth</p>	<p>Related District-wide</p> <p>SY17-18 LCAP</p> <p>Targets</p>
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<p>The Parent Center is an integral part of Cochran' school community. It provides a location where parent support services and trainings can occur. Currently the Parent Center operates with the support of a part-time Parent Community Rep, without the support and guidance of the TSP Coordinator.</p> <p>The school is planning on purchasing a TSP Coordinator to assist in the coordination of parent trainings and events in the Parent Center. The TSP Coordinator will function as a liaison between the school and community.</p> <p>His/hers duties will include:</p> <ul style="list-style-type: none">• Fostering a welcoming environment for parents,• Creating partnerships with school and community organizations to provide workshops and resources that increase parent capacity to support their children's education at home and in school• Engaging parents in the school's volunteer program• Promoting and supporting meaningful parent involvement activities <p>Our parents and community members are encouraged to serve and participate in our English Learner Advisory Council and our School Site Council. ELAC Parents, with the support and guidance of the TSP Coordinator, observe classroom instruction to become more informed about the Master Plan for English Learners.</p> <ul style="list-style-type: none">• In order to provide effective educational services that addresses parents, community, and student engagement, this school will budget to focus on the	<table><tr><td></td><td>2019-20</td></tr></table>		2019-20	115,897	Low Income EL RFEP 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%
	2019-20					

Johnnie L. Cochran Jr. M.S.

<p>following goals: Increase percentage of parent, students, staff participation on School Experience:</p> <ul style="list-style-type: none"> • Increase percentage of parents and students awareness of Individual Graduation Plan: <p>In order to support the plan, the school will facilitate workshops and utilize instructional materials for parents to support the school's strategic initiative to create a safe and learning environment. The workshops and web-based resources will feature the following topics:</p> <ul style="list-style-type: none"> • The importance of attendance • A-G requirements • Accessing District Passport Resource • How to read a Report Passport • Parent Involvement Plan • Meeting Your Social Emotional Needs • Parent Nutrition 				
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<p>Description of Services that address: School Safety <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 2019-20 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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<p>Secondary Intervention Coordinator or Dean will provide counseling services to secondary students for the early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment.</p> <p>In order to provide effective educational services that addresses school safety, this school will budget to focus on the following goals:</p> <ul style="list-style-type: none">• Increase percentage of students clear about how they are expected to act in school to a 80% or higher awareness level• Increase percentage of parents informed to what would happen if their child broke school rules to a 81% or higher awareness level• Increase staff belief that the school effectively handles students with discipline and behavioral problems• Increase percentage of agreement from student, parents and staff that the school grounds are safe to a 90% or higher awareness level <p>Provides a PSW that would work with our students, staff, and parent/guardians to offer the following services:</p> <ul style="list-style-type: none">• Connecting with Students• Assist students in developing appropriate problem-solving skills through individual and small-group counseling.• Observe students in the classroom and other school setting to determine their academic and social-emotional functioning.	<table><tr><td>2019-20</td></tr></table>	2019-20	330,429	Low Income EL RFEP 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%
2019-20					

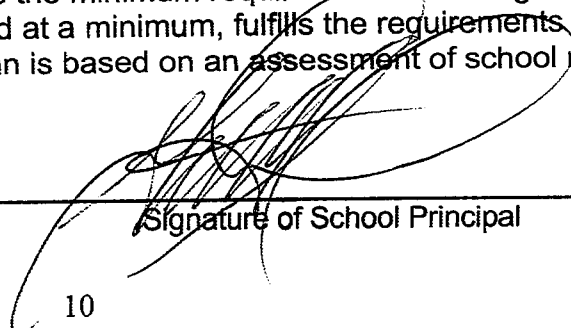
Johnnie L. Cochran Jr. M.S.

<ul style="list-style-type: none">• Assist students in developing positive behavior intervention strategies (PBIS).• Collaborate with community agencies to provide services that support students and families, as needed.• Collaborating with Teachers and Staff• Work with teachers to identify learning and adjust problems.• Provide professional training on selected topics, that are designed to address the social emotional needs of our school community• Prevention and Intervention• Collaborate with school staff and parents to implement tier II and targeted Tier II interventions.• Consulting with Parents• Assist parent in understanding a student unique needs.				
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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.

Gilberto Samuel

Typed name of School Principal



Signature of School Principal

6/13/19

Date

Johnnie L. Cochran Jr. M.S.

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.

Candace Waters

Typed name of Local District Superintendent / Designee

C. Waters

Signature of Local District Superintendent / Designee

6-15-19

Date