

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

**Program Budget Code:**  
10359 (School Innovation Funds)

Name of School	Local District	Principal
Berendo Middle	Central	Rosa M. Trujillo

Total Student Enrollment (Duplication Count)	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Annual Amount of School Innovation Funds Allocated to the School
763	94.20%	26.51%	.1%	Total \$ 970,904

**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><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, 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><b>School Year [mark applicable year(s)]</b></p>	<p><b>Amount of School Innovation Funds</b></p>	<p><b>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</b></p>	<p><b>Related District-wide SY17-18 LCAP Targets</b></p>
<p>As an Innovation School, we will engage in Local District Central-coordinated Equity Studies that will serve as Needs Assessments to ensure that targeted resources are strategically aligned to the correct areas in order maximize tangible and measurable results for students. The studies will help leaders understand current Conditions of Learning, Achievement and Engagement, in order to craft an Action Plan designed to maximize outcomes.</p> <ul style="list-style-type: none"> <li>• Completion of a site-specific Equity Study, a baseline study to explain the systems and conditions that are producing current student outcomes, particularly for most vulnerable students, with recommendations for an Action Plan.</li> <li>• Completion of an Innovation Schools Cluster Equity Study that accurately represent themes across the schools as a group, identifying the Local District and Large District systems and conditions that play a key role, positively or otherwise, in promoting success for most vulnerable students at the Innovation Schools, as a group.</li> </ul> <p>In order to ensure that the initiative fully aligns to district goals and direction, and to ensure full district support for the Innovation Schools, Check-ins will provide an opportunity to formalize a communication system between the district and PE partners.</p> <ul style="list-style-type: none"> <li>• Sites will equitably share the cost of monthly standing Check-in sessions between the district office and PE.</li> </ul> <p>To provide schools and the district with the training, support and conditions necessary for the school to fully implement the Guidance Alignment, a process whereby guidance staff and teacher leaders from each department come together five times per year to reflect on student progress on key On Track metrics for College and Career Readiness, by subgroup and student, including:</p> <ul style="list-style-type: none"> <li>○ Attendance</li> </ul>	<p>X   2017-18</p> <p>X   2018-19</p>	<p>35,000</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>

Berendo Middle

<ul style="list-style-type: none"> <li>○ Conduct</li> <li>○ Grades</li> <li>○ Common Assessment results</li> <li>○ Course placement</li> <li>○ Social and emotional support networks</li> <li>○ etc</li> </ul> <p>To advance the capacity of administrators and other leaders to inspire powerful teaching and learning, and impactful guidance and counseling</p> <ul style="list-style-type: none"> <li>• Ongoing PD on using data as a flashlight, not a club.</li> </ul> <p>Leadership PD to help leaders refine their ability to provide feedback to staff, focused on outcomes and encouraging staff self-reflection and professional development</p> <p><b>PD Teacher</b> to pay a regular status teacher who attends training outside of the basic assignment (e.g., after-school, Saturdays).</p> <p><b>Day-to-Day Substitute Teachers</b> -substitutes may be provided for release of teachers to plan activities and analyze data.</p> <p><b>Teacher X time</b> assignment is for regular status employees performing additional duties related to the program outside their basic assignment basis or for employees not performing regular ongoing duties.</p> <p><b>Admin X Time</b> assignment is for regular status employees performing additional duties related to the program outside their basic assignment basis or for employees not performing regular ongoing duties. (Principal, 2 Assistant Principals)</p> <p><b>Non Capital Equipment</b>-technology to support instructional program and intervention.</p>		<p>32,000</p> <p>32,000</p> <p>32,000</p> <p>60,000</p> <p>54,000</p>	<p>Low income, EL, RFEP, and/or Foster Youth</p>	
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Description of Services that address: <b>Proficiency for All</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
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	21%	X 2017-18			<ul style="list-style-type: none"> <li>Percentage 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 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>
Percentage of students who met or exceeded standards in 3 <sup>rd</sup> -8 <sup>th</sup> , 11 <sup>th</sup> grade mathematics	12%				
EL reclassification rate	32%	X 2018-19			
Rate of ELs making annual progress on CELDT-25-16	46%				
Decrease in long-term English learners (LTELs)	0%				
<ul style="list-style-type: none"> <li>Site admin. need ample time to develop their understanding of key school transformation concepts prior to presenting ideas to staff or implementing. Participation in a research-based, data-driven Administrative Power Clinic series on:                             <ul style="list-style-type: none"> <li>Guarding against the Wallpaper Effect by tracking data</li> <li>Setting up an On Track monitoring system of key indicators</li> <li>Analyzing and responding to On Track monitoring cycles using Response to Intervention for Systems as a way to maximize results</li> <li>Developing crystal clarity about what constitutes "desired course-level" expectations for students</li> <li>Developing crystal clarity about what constitutes powerful teaching/learning classroom practices expected in all rooms</li> <li>Developing an Instructional Supervision system of classroom visits/feedback that inspires teachers toward continuous improvement</li> <li>Designing effective site PD, collaboration and staff meeting sessions</li> <li>Designing a school program/master schedule that promotes maximum growth for all students, with a focus on ELs, SWDs, students in foster and transitional living situations, and any other struggling subgroups</li> <li>Curriculum Alignment and the Common Formative Assessment/Data</li> </ul> </li> </ul>					

<p><b>Reflection/Response cycle as an achievement accelerating strategy</b></p> <ul style="list-style-type: none"> <li>On-site follow up after each Power Clinic to help admin reflect on the content of the sessions, apply them to the site, and provide support and feedback as we begin to implement.</li> </ul> <p>Beginning Yr. 2 when the Action Plans steps begin to fully roll out, there should be a system of monitoring key indicators several times throughout the year so that that the district, schools and PE partners can assess the impact of those actions and make mid-course adjustments as the data direct. In preparation, the establishment and training of the CDT during Yr. 1 will allow time for all aspects of the system to be ready to activate by Yr. 2.</p> <ul style="list-style-type: none"> <li>The schools will equitably share the cost of facilitation and training of a Central Data Team (district as well as site representatives from Innovation Schools) on developing an On Track monitoring system of key indicators for the entire cluster of Innovation Schools.</li> </ul> <p>To define and kick off the instructional focus for the upcoming year, in a highly engaging, memorable way. Teachers will gain clarity of what the site admin will look for/support as grade or course-level expectations, aligned to SBAC, for the next year.</p> <ul style="list-style-type: none"> <li>A one-week intensive Summer Institute for teachers. All ELA and math teachers (only Algebra and Algebra Support Yr 1) are encouraged to attend.</li> <li>Other teachers will be provided other PD opportunities during the summer that align with the Innovation initiative.</li> </ul> <p>To provide the school with the training, support and conditions necessary for classroom instruction to be aligned to the rigor of standards, engaging for students using brain-compatible instructional delivery methods, relevant to students, grounded in real world contexts, teachers will be given the opportunity to attend annual summer institutes that will set the focus for the upcoming school year.</p> <ul style="list-style-type: none"> <li>To provide teachers with high-impact, low prep strategies to effectively support differentiated instruction</li> </ul> <p><b>General Supplies</b> to support the instructional program.</p> <p><b>Supplemental Instructional Material-</b> Supplement the instructional program (ELA, mathematics, history/social science, science) and are not required by the core curriculum. SIM are specific to the classroom, delivery of instruction, and intervention.</p> <p><b>TSP Program Advisor X time</b> to perform duties outside the regular school day.</p>		<p>30,000</p> <p>30,000</p> <p>10,000</p>	<p>Low income, EL, RFEP, and/or Foster Youth</p>	
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<p><b>Tutor Teacher X Time</b> to pay a regular status teacher to tutor or provide intervention to students outside of the basic assignment. Teachers will provide after school/Saturday tutoring in the core subject areas through locally designed intervention beyond the school day and during summer session.</p>		90,714		
<p><b>Intervention Support Coordinator</b> The Intervention Support Coordinator will enhance the school's implementation of the multi-tiered framework to teaching and learning to support all students. Intervention Support Coordinator duties include the following: • Use of data (multiple measures) to identify areas of strength and need for instruction and behavior • Implementation of multi-tiered instruction and intervention services and resources Delivery of professional development in RtI2 framework, problem-solving model, analysis of data, differentiated instruction and strategies, and progress monitoring Trainings and workshops for parents/ guardians on the RtI2 intervention model and how to support students at home • Development and monitoring of student intervention plan utilizing an integrated data and assessment system • Participation on Student Support and Language Appraisal teams. • The Intervention Support Coordinator will be involved in the development and implementation of the Single Plan for Student Achievement (SPSA) to assist with the closing of the achievement gap and should have a clear understanding of the individual school's instructional and intervention needs. These needs must be articulated in the SPSA, and should list the activities necessary to reach the objectives. • Will provide direct services to students identified as being in need of supplemental assistance/intervention in basic and advanced skills in literacy, mathematics, history/social science, and science for 100% of the six hour work day • Coordination of Rt12 PD for staff and implement Tier 1-3 Framework for Instruction • build teacher capacity and provide support to both teachers and administrators • The coordinator will work collaboratively with general and special education teachers, administrators, itinerant staff, and others to promote standards-based literacy and numeracy.</p>		72,795		
<p><b>Differential</b></p>		1,512		
<p><b>Conference Attendance - AVID</b></p>		30,000		

<p><b>Description of Services that address: 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, RFEPs 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><b>School Year [mark applicable year(s)]</b></p>	<p><b>Amount of School Innovation Funds</b></p>	<p><b>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</b></p>	<p><b>Related District-wide SY17-18 LCAP Targets</b></p>										
<table border="1" data-bbox="178 448 968 570"> <tr> <td>Percentage of students with a 96% or higher</td> <td>71.75%</td> </tr> <tr> <td>Percentage of students missing 16 days or more in a school year: 9%</td> <td>10.22%</td> </tr> <tr> <td>Percentage of all staff attending 96% or above: 78%</td> <td>89%</td> </tr> </table> <p>While the focus of Yr. 1 is system-building rather than instruction (which begins Yr. 2), it is important to attend to building enthusiasm and momentum from key staff right from the beginning. Keeping staff fully informed and involved in decisions should go along way toward earning their support for the initiative and improving staff engagement.</p> <ul style="list-style-type: none"> <li>• In collaboration with site admin: <ul style="list-style-type: none"> <li>○ deliver the Equity Study summary to staff</li> <li>○ develop and train a site Leadership/Data Team, an abbreviation of the Admin Power Clinics to be done after Admin Clinics</li> <li>○ pre-game coaching to prep for Summer Institute and for tech requirements of Yr. 2 alignment system</li> </ul> </li> </ul> <p>In addition, student attendance will be targeted primarily through a focus on relevant and engaging instruction as well as through a strategy of offering high-interest experiences beginning with a fuller complement of electives, and to improve and diversify extra-curricular offerings that align with the greatest student interest.</p> <p><b>Counselor, PSA</b> will work with identified students, parents, and the school to increase school attendance and reduce percentage of chronically absence students. PSA Counselor will</p>	Percentage of students with a 96% or higher	71.75%	Percentage of students missing 16 days or more in a school year: 9%	10.22%	Percentage of all staff attending 96% or above: 78%	89%	<table border="1" data-bbox="1003 472 1182 505"> <tr> <td>X</td> <td>2017-18</td> </tr> </table> <table border="1" data-bbox="1003 537 1182 570"> <tr> <td>X</td> <td>2018-19</td> </tr> </table>	X	2017-18	X	2018-19	<p>121,023</p>	<p>Low income, EL, RFEP, and/or</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 attending 96% or above: 78%</li> </ul>
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<p>create and implement differentiated prevention, intervention and recovery efforts using evidence based strategies and a tiered approach to improve individual and school wide outcomes. PSA Counselor will participate in and/or facilitate multidisciplinary teams such as SSPT and SART. PSA Counselor will recommend practices to improve school culture, increase attendance, improved the accuracy of enrollment and attendance records, and reduce suspensions. PSA Counselor will implement strategies and activities to reduce chronic absenteeism and truancy among students and increase student attendance rates. They will assist with early identification and intervention systems to support at risk students. They will sere as a liaison between home and school, providing direct services to identified at rish students and families, including assessment, referral and case management. PSA Counselor will provide individual and/or group counseling, including crisis intervention. They will conduct home visits and/or in home intervention when indicated. They will analyze data trends to inform interventions.</p>			<p>Foster Youth</p>	
<p><b>Nurse (3 days)</b> provide supplementary health service to support student attendance.</p>		<p>69,539</p>	<p>Low income, EL, RFEP, and/or Foster Youth</p>	



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> - 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
Percentage of parent/caregiver participation on School Experience Survey	47%	X   2017-18 X   2018-19	41,695	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>
<p><b>Office Tech-</b> Prepares a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software. Compiles, interprets, and codes data from various sources; enters data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and prepares related reports. Checks forms and records for completeness and accuracy. Maintains files, records, and other information. Responds to employee/public inquiries by telephone and in person to provide or request information. Orders, receives, and distributes office supplies. Receives, sorts, and distributes incoming and outgoing correspondence. Operates a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters, microfilm machines, facsimile machines, etc. Reports software and hardware problems to the ITD Helpdesk. May prepare, modify, and update simple spreadsheets. May assist in preparing employee time reports and maintaining routine bookkeeping and payroll records. May orient and train new employees and/or student workers in office procedures. Performs related duties as assigned.</p> <p><b>Clerical Overtime-</b>to support parent and community engagement outside the hours of the regular school day.</p> <p><b>Custodial Overtime-</b> to support parent and community engagement outside the hours of the regular school day.</p> <p><b>Custodial Supplies-</b> to support parent and community engagement activities.</p>			5,000 5,000 5,295	Low income, EL, RFEP, and/or Foster Youth	

Description of Services that address: <b>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>		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"> <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>																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Suspension Rate</td> <td></td> </tr> <tr> <td>    All</td> <td style="text-align: right;">2.10%</td> </tr> <tr> <td>    EL</td> <td style="text-align: right;">0.92%</td> </tr> <tr> <td>    SED</td> <td style="text-align: right;">1.31%</td> </tr> <tr> <td>Expulsion Rate</td> <td></td> </tr> <tr> <td>    All</td> <td></td> </tr> <tr> <td>    EL</td> <td></td> </tr> <tr> <td>    SED</td> <td></td> </tr> <tr> <td>% students who feel safe at school</td> <td style="text-align: right;">63%</td> </tr> </table>		Suspension Rate		All	2.10%	EL	0.92%	SED	1.31%	Expulsion Rate		All		EL		SED		% students who feel safe at school	63%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">X</td> <td style="width: 10%; text-align: center;">2017-18</td> </tr> <tr> <td style="width: 10%; text-align: center;">X</td> <td style="width: 10%; text-align: center;">2018-19</td> </tr> </table>	X	2017-18	X	2018-19	121,022	Low-income, EL, RFEP, and/or Foster	<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><b>Psychiatric Social Worker-</b> Offer school-wide support aligned with Positive Behavioral Interventions &amp; Supports (PBIS) principles, mental health promotion, awareness, and education, including classroom, grade-level and school-wide intervention • Deliver socio-emotional learning interventions, including violence prevention, problem solving, and empathy skill building curricula • Maximizing support through graduate-level social work intern program • Offer professional development opportunities for students, parents, and school staff: o Mental Health Awareness o Psychological First Aid o Stress and Coping o Crisis Prevention, Intervention, and Postvention o Suicide Prevention, Intervention, and Postvention o Education and Awareness regarding self-injury o Threat assessment and management o Personal safety and child abuse prevention.</p> <p>Provide linkage and case management to school and community supports</p> <ul style="list-style-type: none"> <li>• Collaborate with school-site multi-disciplinary teams, including SSPT, Safe School Plan Team, School-Site Crisis Team, Threat Assessment Team Support school initiatives, including Restorative Justice, conflict mediation, bully prevention. Assess and Triage student mental health</li> </ul>																											

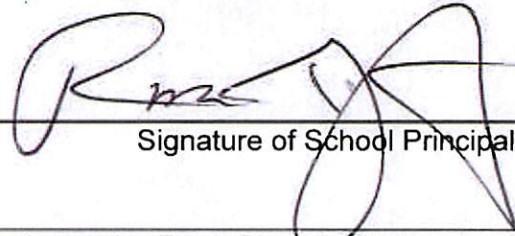
**Berendo Middle**

<p>needs • Deliver evidence-based mental health practices to students and parents • Provide individual, group, and family counseling • Provide crisis response, intervention and management, including developing safety plans, behavior contracts, and managing threat/suicide risk behavior • Offer parent education and training.</p> <p><b>School Psychologist (3 days)</b> provides specialized pupil services for individuals or groups of participating students. These employees suggest prescriptive activities for teachers working with participating students.</p> <p><b>Pending Distribution</b></p>		<p>72,429</p> <p>46,016</p>	<p>Low-income, EL, RFEP, and/or Foster</p>	
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Berendo Middle

Rosa Trujillo

Typed name of School Principal



Signature of School Principal

10/30/17  
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.

Roberto A. Martinez

Typed name of Local District Superintendent / Designee



Signature of Local District Superintendent / Designee

10/31/17  
Date