

**Los Angeles Unified School District
2019-2020 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
804	93.75%	21.1%	█%	Total \$ 1,157,867

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.**

Description of Services that address: 100% Graduation <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"> - 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	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-20 LCAP Targets
Counselor- Provides 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. Administrator A Basis- (Principal, 1 Assistant Principal) Responsible to recruit and train new teachers, supervises summer program ELOS and YS Plus summer camp.	<div>X</div> 2019-20	\$116,274 \$43,487	Low Income, EL, RFEP, and/or Foster Youth	<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%

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> <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) 	School Year	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-20 LCAP Targets
<ul style="list-style-type: none"> • CSR Teacher (2.5)- The CSR Teachers will allow reducing the teacher to student ratio in classes. Teachers will use small group instruction, cooperative learning, interactive notebook, Socratic seminars, accountable talk (teacher to student, student to teacher, student to student, student to class, etc.), and manipulative to support those students who are having difficulty grasping the concepts. • Day-to-Day Substitute Teachers -substitutes may be provided for release of teachers to plan activities and analyze data. • Teacher X time- 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. 	<div>X</div> 2019-20	\$284,943 \$8,980 \$125,000	Low Income, EL, RFEP, and/or Foster Youth	Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade ELA: 46% Percentage of students who met or exceeded standards in 3 rd -8 th , 11 th grade math: 36% EL reclassification rate: 22% Rate of ELs making annual progress on CELDT: 57% Decrease in long-term English learners: 17%

Berendo Middle

<ul style="list-style-type: none"> • TSP Program Advisor X time to perform duties outside the regular school day. 		\$7,205		
<ul style="list-style-type: none"> • Intervention/Prevention Support X time- to perform duties outside the regular school day. 		\$7,205		
<ul style="list-style-type: none"> • Contracted Instructional Service- Orenda Education provides training and technical support to administrators and school. The 2019-20 school year will be Year 1 of implementation. The focus will be on powerful teaching and learning, as well as powerful guidance practices. Administrative support will focus on developing inspiring leadership practices based on the use of data as a flashlight. <ul style="list-style-type: none"> • Goal #1 – Guidance Alignment-To provide schools and the district with the training, support and conditions necessary for schools to fully implement the Guidance Alignment on-track monitoring process in order to significantly increase graduation and a-g rates. <ul style="list-style-type: none"> • Activities: Guidance staff and teacher leaders from each department meet several times per year (depending on tier) to: <ul style="list-style-type: none"> · reflect on student progress on key "On Track" metrics for College and Career Readiness, by subgroup and student, and · support the implementation of action plans stemming from those reflection • Goal #2 – Site Administrator's Transformational Leadership Development-To develop the capacity of site administrators to provide transformational leadership. <ul style="list-style-type: none"> • Activities: Site administrators and district support team participate in: Power Clinic Series 10 sessions, Site Coaching – 7-20 days per school according to its tier assignment, Challenge: 7 days, Benchmark: 10 days, Strategic: 15 days, and Intensive: 20 days • Goal #3 – Data System Support-To provide technical partnership with district staff to ensure that data are accessible when needed <ul style="list-style-type: none"> • Activities: In response to project needs, collaborating in person and remotely to ensure data needs are met • Deliverables and Cost-Approximately 20 days • Goal #4 – District Office Technical Support-To build the capacity of the district office team to support the Innovation project <ul style="list-style-type: none"> • Activities: Facilitate mega-reflections, project check-ins, directors' frontloading and collaboration, leadership retreats: 15 sessions for Directors and 10 sessions for Executive Team • Goal #5 – To align the instructional focus of the initiative <ul style="list-style-type: none"> • Activities- Five days of training, including one hour of general assembly and three hours of "course-alike" rotations and Three 		\$129,798		

Berendo Middle

<p>institutes for (1) math teachers up through Algebra II, (2) middle school ELA teachers, and (3) high school ELA teachers</p> <ul style="list-style-type: none"> • Deliverables- One-week intensive Summer Institute for all ELA, Algebra I, Geometry, and Algebra II teachers. Dates of Service - August 5-9, 2019 				
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<p>Description of Services that address:</p> <p>100% Attendance</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 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	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-20 LCAP Targets
<p>Counselor, PSA will work with identified students, parents, and the school to increase school attendance and reduce percentage of chronically absence students. PSA Counselor will 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 serve as a liaison between home and school, providing direct services to identified at risk 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>X 2019-20</p>	\$121,527	Low income, EL, RFEP, and/or Foster Youth	<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%

Description of Services that address: Parent, Community and Student Engagement <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 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 SY17-20 LCAP Targets
Office Tech- 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.	<div>X 2019-20</div>	\$69,314	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%



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> <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 	School Year	Amount of School Innovation Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-20 LCAP Targets
School Supervision Aide & Medical Benefits- performs regularly scheduled non-classroom supervision duties, supervising students in the cafeteria, indoor assembly areas, outdoor eating areas, halls, restrooms, and in other areas to which assigned. enforces activity and safety rules in school buildings and on school property, reports problems of a serious nature, including recurring behavior problems and safety hazards to the Principal or other designated certificated employee and. works with the school staff in alleviating behavior problems occurring during supervision periods.	<div>X 2019-20</div>	\$28,360	Low-income, EL, RFEP, and/or Foster	<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%

Berendo Middle

<p>Psychiatric Social Worker- Offer school-wide support aligned with Positive Behavioral Interventions & Supports (PBIS) principles, mental health promotion, awareness, and education, including classroom, grade-level and school-wide intervention</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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>Provide linkage and case management to school and community supports</p> <ul style="list-style-type: none"> • 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 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>\$218,749</p>		<ul style="list-style-type: none"> •
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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.

<u>Rosa Trujillo</u> Typed name of School Principal	 Signature of School Principal	<u>4/5/19</u> Date
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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.		
 <u>Roberto A. Martinez</u> Typed name of Local District Superintendent / Designee	 Signature of Local District Superintendent / Designee	<u>4-9-19</u> Date