

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

BERENDO MS (1805701)



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SCHOOL IDENTIFICATION

School Name: BERENDO MS (1805701)

Local District: C

CDS Code	County		District					School					
	1	9	6	4	7	3	3	6	0	6	1	4	0

For additional information on our school programs contact the following:

Principal: TRUJILLO, ROSA M

E-mail address: rmt6363@lausd.net

SPSA Designee: KIM, SHALOM

Position: ASMT, NONCLSRM, PREP

E-mail address: shalom.kim@lausd.net

School Address: 1157 S BERENDO ST, LOS ANGELES, CA 90006

School Telephone Number: 2137395600

The District Governing Board approved this Single Plan for Student Achievement on:

Received Delegated Authority 11/13/07 for Approval of School Plans for the duration of NCLB

I have reviewed the Single Plan Achievement (SPSA) and Targeted Student Population (TSP)/LCAP plan and recommend both for implementation.

JULIE GONZALEZ



08/31/2017

Typed name of Local District Director

E-Signature of
Local District Director

Date

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Please print this page and sign.

SPSA Review Tracker

Directions to SPSA Reviewers: Review the applicable sections of the Single Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.

Local District Director	JULIE GONZALEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	08/31/2017 <i>Signed Date</i>
Local District EL Compliance Coordinator	YADHIRA HERNANDEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	06/08/2017 <i>Signed Date</i>
Local District PACE Administrator	ISMAEL BERVER <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	04/05/2017 <i>Signed Date</i>
Local District Title I Coordinator	OSCAR SALAS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	08/30/2017 <i>Signed Date</i>
Federal and State Education Programs	JULIE GONZALEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	08/31/2017 <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	12/15/2016	Jessica Gonzalez	<i>Please sign here</i>

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date: 03/29/2017
School plan approval appears in SSC Minutes. Date

Attested:

Randy Caldwell	<input checked="" type="checkbox"/>	03/29/2017
Typed name of SSC chairperson	E-Signature of SSC chairperson	Date
TRUJILLO, ROSA M	<input checked="" type="checkbox"/>	03/29/2017
Typed name of school principal	E-Signature of School principal	Date

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2017-2018 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System ("CARS"). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under "Other") may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u> 406,835</u>
<input type="checkbox"/> Title I: Targeted Assistance Program (70S46) Purpose: To help educationally disadvantaged students achieve grade-level proficiency.	Amount: \$ <u> 0</u>
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$ <u> 7,150</u>
<input type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 0</u>
Total amount of categorical funds allocated to this school: \$ <u> 413,985</u>	

District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

Increasing English Language Development through implementation of the California English Language Development Standards

Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District's EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

The California Department of Education no longer requires that this goal be addressed in the LEA plan

Goal 5: All Students will Graduate from High School—100% Graduation

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
 - Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
 - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data in all subject areas. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English Learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school's vision. (Describe what your school intends to become in the future.)

Berendo Middle School is a supportive community of parents and staff committed to providing students with a rigorous curriculum and engaging instructional activities that will enable them to meet or exceed California State Standards. Through a student-centered curriculum students will become competent and enthusiastic life-long learners.

School Mission

Directions: State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

Berendo Middle School is a learning community working cooperatively to assist each student to succeed at the highest level within a college bound culture. Berendo Middle School will provide a rigorous curriculum and engaging instructional activities through authentic and interactive learning strategies. We will promote healthy behaviors, develop appreciation of the arts and foster self-esteem.

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: <http://www.census.gov/>, <http://www.zip-codes.com/>, <http://www.city-data.com/>

Located west of downtown Los Angeles in the Pico-Union district in a heavily populated Latino/Korean immigrant area, approximately 93.75% of total students receives free/reduced price meal program.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

Berendo Middle School operates on 180-day traditional calendar with 10 minimum days per year. The school day operates on a 100-minute block schedule with students attending periods 1, 3, and 5 on Mondays and Thursdays, 2, 4, and 6 Wednesdays and Fridays. Tuesdays are Professional Development days, so students attend all 6 periods for 45 minutes. Students have the option of attending before-school and/or after-school tutoring.

3. Indicate student enrollment figures:

Berendo Middle School provides services for 794 students in grades 6-8. Hispanic/Latino students make up the majority of the school's population, 95.2%, Asians 0.8%, African American students comprise 2.5%, Filipino 0.5% and the balance of the campus population is less than 0.1 % of all other ethnicities. 14.78% of the student population receives special educational services. English Learners (EL) includes 28.41% of total students.

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

In 2017-2018, approximately 94 of total students were identified on the Title I ranking to receive free/reduced price meal program based on the federal poverty level guidelines and stated on the school report card.

5. Identify language, racial and ethnic make-up of the student body:

Hispanic/Latino students make up the majority of the school's population, 95.2%, Asians 0.8%, African American students comprise 2.5%, Filipino 0.5% and the balance of the campus population is less than 0.1 % of all other ethnicities; 0.40% speak Tagalog and 0.001% Bangladesh. 14.78% of the student population receives special educational services. English Learners (EL) includes 28.41% of total students. 44.8% of our students with mild to moderate disabilities participate in the General Education Program at least 80% of the school day. 0.76% of Foster Youth is enrolled at his school. The 2016-2017 school years began with 59 fewer students due to the opening of a new middle school in the area. Currently the grades enrollment is: 196 in 6th students, 297 in 7th grade students, and 292 in 8th grade. Special Day classes provide individual education for 116 students in the three grade levels. It is anticipated that at our feeder elementary schools, Magnolia, Hoover, Leo Politi, Hobart, Los Angeles and Charles White, enrollment will continue to drop in enrollment and that additional middle schools will open in our area. In addition to the previously mentioned elementary schools that provide our students transitioning to middle school, Berendo also receives students from other Koreatown Elementary schools participating in the Spanish Dual Language Program at Berendo.

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

Parents receive individual academic assessment results in their home language sent by the district. We also offer translation to general (through the translation unit) or individual meetings so parents can understand the interpretation of different assessment results. Counselors, coaches, coordinators, teachers and parent representatives are trained and available to meet and answer any questions or concerns parents may have regarding their children's academic progress.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP) |
| <input type="checkbox"/> | Title I Targeted Assistance School (TAS) |
| <input checked="" type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input type="checkbox"/> | Extended School-Based Management Model (ESBMM) |
| <input type="checkbox"/> | Local Initiative School (LIS) |
| <input type="checkbox"/> | Pilot School |
| <input type="checkbox"/> | Public School Choice (PSC) |
| <input type="checkbox"/> | Partnership for Los Angeles Schools (PLAS) |
| <input checked="" type="checkbox"/> | L.A.'s Promise |
| <input checked="" type="checkbox"/> | Reed |
| <input type="checkbox"/> | Professional Learning Community (PLC) |
| <input type="checkbox"/> | Small Learning Community (SLC) |
| <input checked="" type="checkbox"/> | Other: Collaborative Partner |

Other important characteristics of the school:

We continue offering a culture of high expectations (students are required to earn a grade of C or better in their content areas, including Physical Education and Electives) that rewards efforts, that is caring, supportive, welcoming and respectful to all students and staff.

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation. The 2016-2017 SPSA Evaluation is due on or before October 31, 2017.

Did the school meet the School's Measurable Objective(s) in the 2016-2017 school year in each of the following areas?

- 100% Graduation – Did the school meet the School’s Measurable Objective in the 2016-2017 school year?

Yes No N/A
- English Language Arts – Did the school meet the School's Measurable Objective in the 2016-2017 school year?

Yes No N/A
- Mathematics – Did the school meet the School's Measurable Objective in the 2016-2017 school year?

Yes No N/A
- English Learner Programs – Did the school meet the School's Measurable Objective in the 2016-2017 school year?

Yes No N/A
- Student, Staff, Parent and Community Engagement – Did the school meet the School’s Measurable Objective in the 2016-2017 school year?

Yes No N/A
- 100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School's Measurable Objective in the 2016-2017 school year?

Yes No N/A

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	The School Site Council emphasizes that funding must be targeted toward instructional improvement and aligned with the Single Plan for Student Achievement and monitors to meet or exceed annual targets. The School Site Council, with input and advice from the advisory committee(s) as needed: Reviews student performance data, analyzes current educational practices to update SPSA, establishes school goals and evaluates the effectiveness of the goals and activities/strategies found in the SPSA. Two more meetings may be added for budget purposes. Budget Planning and SPSA were approved by School Site Council on March 29, 2017.	03/29/2017, 12/07/2016, 01/25/2017, 02/22/2017
<input checked="" type="checkbox"/> Departments	Two Tuesdays are banked for professional development in Content Ownership and Content: Student Work Analysis to meet District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice. Data collected is shared with departments to update educational practices in the SPSA. (Meets first and second Tuesday of each month)	09/06/2016, 11/01/2016, 09/13/2016, 11/08/2016, 10/04/2016, 12/06/2016, 10/11/2016, 12/13/2016
<input checked="" type="checkbox"/> English Learner Advisory Committee	The ELAC meets six times annually and provides written recommendations to the SSC regarding programs and services for English Learner (EL) students and the use of EIA-LEP funding to support their academic needs. The ELAC reviews student and parent involvement data prior to submitting its written recommendations to the SSC. The ELAC also advises on the development of the Single Plan for Student Achievement and the budget related to programs/services for ELs and assists in the review of the school's language census.	09/29/2016, 01/26/2017, 10/27/2016, 02/23/2017, 11/17/2016, 03/23/2017, 12/15/2016, 04/25/2017
<input checked="" type="checkbox"/> Other: Community and Culture	One Tuesday is banked for Community and Culture Professional Development. The analysis of student data is used to build professional practices and find interventions to improve on School Safety. (Meets Third Tuesday of each month)	09/20/2016, 02/21/2017, 10/18/2016, 02/21/2017, 11/29/2016, 03/21/2017, 01/24/2017, 04/18/2017

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | CELDT / AMAOs |
| <input checked="" type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input checked="" type="checkbox"/> | Student Grades |
| <input checked="" type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input checked="" type="checkbox"/> | School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> | School Quality Improvement Index Report Card |
| <input checked="" type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input checked="" type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input checked="" type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |
| <input type="checkbox"/> | Perception Data (e.g., surveys, focus groups, etc.) |
| <input type="checkbox"/> | Observation Data (e.g., classroom observations, playground observations, etc.) |

1. List key findings related to school's graduation rate based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

According to the School Report Card 2015-2016, among the 6th to 8th graders in the school, 20% met or exceeded standards in English Languages Arts and 11% met or exceeded standards in Mathematics.

The Smarter Balanced assessments results of students who met or exceeded standards in English Language Arts/Literacy and Mathematics are shown by subgroups identified: English Learners 0% in ELA and 1% in Math, Reclassified Fluent English Proficient (RFEP) 25% in ELA and 15% in Math, Socioeconomically Disadvantaged 20% in ELA and 12% in Math, and Students with Disabilities 0% in ELA and 0% in Math. In addition, 48% of 8th graders scored Proficient or Advanced on the California Standards Test (CST) in Science.

In 2015-2016, 58% of English learners (EL) are making progress on the California English Language Development Test (CELDT) and 68% of ELs have not yet reclassified in 5 years (LTELS). 19% of EL have reclassified as Fluent English Proficient (RFEP)

78% of the students feel most adults at Berendo MS expect them to go to college and 53% of students agreed that they know which A-G courses they need to take to get into college. 60% of the students are planning to complete 4-year college degree or higher, 7% responded to complete high school, 8% Technical/vocational school/2-year college and 25% students are unsure of plans.

2. For areas in need of improvement, identify the underlying issues related to key findings.

Some issues affecting ELA proficiency include a need for increased practice with Critical Reading and Writing strategies, exposure to engaging, rigorous expository texts across content areas, intervention instruction in fundamental literacy skills, more reading at home (at least 30 minutes a night), practice with constructive conversation skills and academic language, practice with higher level questioning and inquiry, collaboration and organization skills.

Some issues affecting students moving forward to improve college eligibility include a need to improve communication on attaining knowledge on which A-G courses students need to take to get into college and adults lacking conversations with students on future expectations for their success to ensure building a college going and readiness culture.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

Counselors monitor individual culmination plans, academic progress reports, GPA analysis worksheet, and academic requirements (posted in the student planner) to ensure all students have access to a high-quality course of study that builds toward college and career readiness. An Intervention Prevention Support Coordinator will monitor the intervention program for at-risk students and work with staff in providing appropriate PD to help improve delivery of instruction.

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

The Academic goal for ELA in 2016-2017 have met. The schoolwide implementation of AVID strategies and Growth Mind Set that helped students to think read and write critically. The Academic Counselors met with students to discuss the Individual Graduation Plan (IGP).

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

Teachers, out of the classroom, counselors and school administrators will emphasize to students the importance about future planning and have high expectations for their success. Based upon data reviewed on 2014-2015, we increased 6% in students knowing which A-G they need to get into college and staff discussing on their Individual Graduation Plan.

State the School's Measurable Objective(s) for 2017-18

Based upon the data reviewed in 2015-2016, 53% of the Berendo students discuss with staff on their Individual Graduation Plan (IGP) and 25% are unsure of future plans. Our goal for 2016-2017 is meeting or exceeding the proposed Metric Performance of 61%.

Based upon the data reviewed in 2015-2016, 20% of the Berendo students are meeting or exceeding California State Standards in ELA/Literacy. Our goal for 2017-2018 is meeting or exceeding the proposed Metric Performance of 23%.

Based upon the data reviewed in 2015-2016, 11% of the Berendo students are meeting or exceeding California State Standards in Mathematics. Our goal for 2017-2018 is meeting or exceeding the proposed Metric Performance of 15%.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Berendo is committed to offering curricula that promote healthy life trajectories, for students, families, staff and communities. Administrators, teachers, counselors and out of the classroom incorporate strategies for students move toward high school graduation:</p> <p>Counselors continue providing ongoing professional development, designed specifically towards improving college eligibility and career readiness beyond working hours: after school and/or Saturdays.</p> <p>Continue offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of our diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready.</p> <p>Use AVID Critical Reading Strategies school-wide that supports college readiness in the areas of change to writing, inquiry, collaboration, organization, and reading (WICOR).</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>
<p>Berendo MS is implementing the California State Standards. Professional development opportunities allow teachers to review the new standards and assessments. Teachers attend training during the day, after-school and on Saturdays. Department meetings on Bank Tuesdays and Minimum Days.</p> <p>Professional Development addresses California Content State Standards implementation and unwrapping the California State Standards, particularly the focus standards. PD also addresses the California State Standards assessment (SBAC) and higher level questioning.</p> <p>All staff members review the Smarter Balance Assessments (SBAC) on-line and the interim assessments are analyzed and used to determine next instructional steps.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>
<p>Having been identified as a Collaborative Partner School in the CORE Waiver, Berendo has the opportunity to be paired with a Priority School:</p> <ul style="list-style-type: none"> • Selected staff will participate in a CORE Waiver convening for Collaborative Partner Schools and their partner Priority Schools. • Additional PD will be provided by CORE for a small group of staff members to attend and bring back the information to the other staff. • Additional PD will be provided by Central office to support the CORE Waiver implementation. • Meeting/communication with Priority School partner will occur on a monthly basis. 	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>
<p>Teachers are given the opportunity to attend on-site and off-site conferences and workshops that address CSS (Specifically AVID, GATE/SAS, (e.g.: PD provide by LAUSD, Learning Zone, Summer Institute, Contracting with AVID.org, and/or LACOE).</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELD teachers attend district-mandated trainings that focus on instruction for long-term English Learners (LTELs). LTELs are programmed into mixed ability classes for all subjects other than ELA/ELD. The mixed ability classes are composed of EL and nonEL students. This decision was made to support the socio-emotional aspect of our LTEL students. Student progress will be monitored to determine the success of the decision. Sheltered Instruction Observation Protocol (SIOP) is also implemented school-wide. SIOP is used for grade level planning, lesson study, and classroom observations to improve academic achievement of our English Learners.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>
<p>The Categorical Programs Adviser works with the English and Math departments to provide demo lessons, plan and co-teach standards-based lessons, and facilitate lesson study during and beyond school day.</p> <ul style="list-style-type: none"> Assists teachers with California State Standards (CSS) implementation through their department, teams. PD is provided around the Common Core implementation, unwrapping the CSS standards, particularly the focus standards along with Language Objectives. PD is given on writing across core content classes and higher level questioning. Facilitate the analysis of student data. Works with other departments on ways to support numeracy across the curriculum. <p>Professional development focuses on:</p> <ul style="list-style-type: none"> Developing common core materials. Emphasis on conceptual knowledge through the implementation of translation (breaking down the problem into chunks) and story problems. Departmental homework with a common core emphasis and to build skill level of students. <ul style="list-style-type: none"> Learning cycles that support academic success. 	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	110161	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	117360	116,303	1.00	100

Focus Area: Effective Classroom Instruction

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Berendo continues offering courses that are to be academically challenging, involving challenging reading, writing, problem solving and laboratory work (as appropriate), and show serious attention to analytical content and developing students' oral and listening skills as well as content specific writing that demonstrates proficiencies in developing evidence-based and reasoned claims in the classrooms</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>
<p>Writing and Reading Across the Curriculum is the current focus school wide to ensure our students are able to meet the demands of Common Core and to improve and perform on the SBAC assessments. All teachers use the following strategies/activities/instructional materials to enhance learning which incorporates teaching/learning methodologies in the following critical areas:</p> <ul style="list-style-type: none"> • AVID: Writing (Marking/Charting the text-writing in the margin), Inquiry, Collaboration, Organizational, Reading to Learn (CUBS-close reading), Cornell Notes, Philosophical Chairs, Socratic Seminars, 3 part source integration, teacher created prompts supported by templates, Student Organizational Binder, and planner. Students receive intensive support with tutorials and strong student/teacher relationships. • Habits of Mind: Persisting, Managing Impulsivity, Listening to Others with Understanding and Empathy, Thinking Flexibly, Thinking about our Thinking, and Striving for Accuracy and Precision, Questioning and Posing Problems, Applying Past Knowledge to New Situations. Thinking Communicating with Clarity and Precision, Gathering Data Through all Senses, Creating, Imagining and Innovating, Responding with Wonderment and Awe, Taking Responsible Risks, Finding Humor, Thinking Interdependently, and Learning Continuously. Students enhance their skills to work through real life situations that equip students to respond using awareness, thought, and intentional strategy in order to gain a positive outcome. • Project Based Learning: Big idea, Inquiry, Investigate and Support Arguments with Evidence, Sustained Effort Through in Depth Investigation, Integrate reading, writing, speaking, listening, and language into a long-term unit plan to understand the relevance of what is taught, and learn how to use the evidence for claims, draw meaning and evaluate other's reasoning's to possible answers to driving questions. Students learn to build knowledge and expertise through careful reading of complex text about the same topic of investigation. 	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>
<p>Each student has access to desktops, traditional laptop carts and Chromebooks to enhance technology learning. Students are required to do more writing, reading of non-fiction text, researches and accelerated reading using online assessment technology aligned to the California State Standards. Students and Parents can monitor the class grades using the Schoology. Students can also complete the assignment on line.</p> <p>Teachers may sign up to bring their students to the school Computer Lab to develop computational skills and deepen conceptual understanding. The KHAN Academy.org website allows students to digitally manipulate objects to work through problems.</p>	<p>08/14/2017 06/08/2018</p>	<p>TPlan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Berendo MS utilizes an alternating Block Schedule to maximize instructional time by lengthening class times and eliminating some passing periods. This provides teachers with adequate time to develop lessons and for students to grasp concepts.</p> <p>Teachers also use small group instruction, cooperative learning, 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.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>
<p>A three-ring binder and student agenda planner are required of all students to serve as an organizational tool. Common elements are found in the binders and students are aware of their purpose and functionality. Students are also aware of importance of routines and procedures in supporting the academic program.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>
<p>One ELD class and Content Level ELA class are required to maximize instructional time. This provides teachers with adequate time to develop lessons and for students to improve the acquisition of the English language.</p> <p>SDAIE strategies are used in sheltered ELA classes to provide greater access to core curriculum for EL students. English Learners are given frequent, extended opportunities to speak about content material and work through complex texts with small groups.</p> <p>Students are provided with strategic types of scaffolding such as graphic organizers, visual aids, peer teamwork, and when necessary, home language help.</p> <p>Purposeful grouping is utilized to give EL students numerous opportunities to have extended interaction and discussion with peers of varying proficiency levels in English. Their peers are able to provide models for how to use English words or structures appropriately as well as to provide feedback to the EL's developing language.</p> <p>Both homogeneous and heterogeneous grouping is used depending on the purpose of the task at hand.</p> <p>Another strategy used in classrooms of ELs is developing the background knowledge of the topics to be discussed in class and to activate their existing knowledge about a topic.</p> <p>We are currently using the prescribed Curriculum: Readers Writers Handbook for our Advanced English Language Development courses and High Point for ELD 1, 2, and 3. We are currently using READ 180 with our SWD - EL students.</p> <p>EL students are informed and given a copy in their agenda planner of what is needed for reclassification and set annual goals.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Credentialed teachers are utilized in ELA and Math Classes to not only lower the number of students in our core classes but as an intervention measure. Students in smaller classes are able to receive personalized services based on their identified needs. For example, small grouping instruction: time to process questions and responses, simplified instructions, multiple prompting, allow students to cover more content and improves on personal relationships with students, and there are fewer discipline problems in the classroom. It increases job satisfaction, reduces stress of teaching many students, and allows teachers to work with other teachers in more effective ways.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	13644	112,271	1.00	100
CE-NCLB T1 Schools (7S046)	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	10562	1,752		100
CE-NCLB T1 Schools (7S046)	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	13641	56,135	1.00	50

Focus Area: Interventions During and After the School Day and Other Supports *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Counselors monitor individual culmination plans, academic progress reports, GPA analysis worksheet, and academic requirements (posted in the student planner) to ensure all students have access to a high-quality course of study that builds toward college and career readiness. An Intervention Prevention Support Coordinator will monitor the intervention program for at-risk students and work with staff in providing appropriate PD to help improve delivery of instruction.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>
<p>Auxiliaries have been created as another intervention measure to lower student numbers in our core content classes in order to provide our students with more individualized attention.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Credentialed teachers provide intervention in either Math or ELA during homeroom (advisory) to struggling students. Students who are meeting grade level standards and do not need additional support participate in enrichment activities.</p> <p>The socio-emotional aspect of students is also addressed. Counselors use data to determine the best placement for students.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>
<p>Berendo MS offers five days before and after-school tutoring through a partnership with Beyond the Bell with YS+ (Youth Services). Students may attend up to 3 hours on Mondays, Wednesdays, Thursdays, and Fridays and up to 4 hours on Tuesdays. Parents are notified of the program in order to encourage attendance. In addition to academic tutoring the program also offers sports and arts for students. All students are encouraged to participate.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : 100% Graduation*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Our Parent and Family Centers provide parents with an inviting environment where they can view bulletin boards adorned with schedules, and district/school announcements.</p> <p>A positive school environment is promoted through our Community Representatives in which we offer an open-minded supportive attitude, a willingness to learn/try new activities as well as sensitivity to the many cultures that comprise our school family, so parents and members of the community feel comfortable and respected when visiting campus.</p> <p>In addition, Parent and Family Centers offer parents numerous opportunities to support instruction at home provided through non-profit agencies and by school staff: A-G Requirements, District's Academic Goals, 100% Graduation, College Preparedness Meetings, CARECEN and Planned Parenthood, Healthy Changes, Parent and Family Life Education Meetings, Family Literacy Nights, and Learning Walks, Magnolia Community Initiative, Youth Program Institute (YPI), Los Angeles Community College, Gateways, Children's Institute, Korean Youth Community Culture (KYCC), and Hathaway-Sycamores.</p> <p>Furthermore, Parents have opportunities to involve themselves in the decision making process at Berendo through our many School Site Councils: English Language Learners Committee, School Decision Making and School Site Council and School Wide Positive Behavior/Intervention Support Team.</p>	<p>08/14/2017 06/08/2018</p>	<p>Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>
<p>Our Parent and Family Centers provide parents with an inviting environment where they can view bulletin boards adorned with schedules, and district/school announcements.</p> <p>A positive school environment is promoted through our Community Representatives in which we offer open-minded supportive attitude, willing to learn/try new activities as well as being sensitive to the many cultures that comprise our school family, so parents and including members of the community feel comfortable and respected when visiting campus.</p> <p>In addition, Parent and Family Centers offer parents numerous opportunities to support instruction at home provided through non-profit agencies and by school staff: A-G Requirements, District's Academic Goals, 100% Graduation, College Preparedness Meetings, College Preparedness Meetings, CARECEN and Planned Parenthood, Healthy Changes, Parent and Family Life Education Meetings, Family Literacy Nights, and Learning Walks, Magnolia Community Initiative, Youth Program Institute (YPI), Los Angeles Community College, Gateways, Children's Institute, Korean Youth Community Culture (KYCC), and Hathaway-Sycamores. In addition, parents receive training on ELA curricula offered to students.</p> <p>Furthermore, Parents have opportunities to involve themselves in the decision making process at Berendo through our many School Site Councils: English Language Learners Committee, School Decision Making, School Site Council and School Wide Positive/Intervention Support.</p> <p>A fully-staffed GEAR UP 4 LA, a multi-year federal education program, continues offering the following items: Increase students' academic performance and preparation for post-secondary education; Increase high school graduation rates and student participation in post-secondary education; Increase students' and families' knowledge of post-secondary education options, preparation, and financing.</p> <p>Our Instructional Coaches and Coordinators provide trainings related to the instructional program.</p> <p>The Student and Family Navigator conducts intake and follow-up interviews for targeted case management to assess and refer students and/or family members to community services such as medical or dental clinic, mental health services or other services designed to meet specific/emotional, academic or health needs and provides various support services such as, mentoring, tutoring and violence prevention.</p>	<p>08/14/2017 06/08/2018</p>	<p>Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | CELDT / AMAOs |
| <input checked="" type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input type="checkbox"/> | Student Grades |
| <input checked="" type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input checked="" type="checkbox"/> | School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> | School Quality Improvement Index Report Card |
| <input checked="" type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input checked="" type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |
| <input type="checkbox"/> | Perception Data (e.g., surveys, focus groups, etc.) |
| <input type="checkbox"/> | Observation Data (e.g., classroom observations, playground observations, etc.) |

1. List key findings related to student proficiency in English Language Arts based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Our English Learners, RFEF, Socioeconomically Disadvantaged, Foster Youth and Students with Disabilities, sixth through eighth graders, are not meeting the LAUSD Average. Some issues affecting ELA proficiency include a need for increased practice with Critical Reading and Writing strategies, exposure to engaging, rigorous expository texts across content areas, intervention instruction in fundamental literacy skills, more reading at home (at least 30 minutes a night), practice with constructive conversation skills and academic language, practice with higher level questioning and inquiry, collaboration and organization skills.

2. For areas in need of improvement, identify the underlying issues related to key findings.

All students and the EL subgroup had the most difficulty with the writing and reading strategies strand, across all grade levels. They are showing 3% or what they need to succeed for the next schooling level and on track to graduate from high school college and career ready, but they are not meeting or exceeding the LAUSD average.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

The ELA goal is being addressed in 100% graduation section

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

Writing and Reading Across the Curriculum is the current focus school wide to ensure our students are able to meet the demands of Common Core and to improve and perform on the SBAC assessments.
All teachers use the following strategies/activities/instructional materials to enhance learning which incorporates teaching/learning methodologies in the following critical areas:

- AVID: Writing (Marking/Charting the text-writing in the margin), Inquiry, Collaboration, Organizational, Reading to Learn (CUBS-close reading), Cornell Notes, Philosophical Chairs, Socratic Seminars, 3 part source integration, teacher created prompts supported by templates, Student Organizational Binder, and planner. Students receive intensive support with tutorials and strong student/teacher relationships.
- Habits of Mind: Persisting, Managing Impulsivity, Listening to Others with Understanding and Empathy, Thinking Flexibly, Thinking about our Thinking, and Striving for Accuracy and Precision, Questioning and Posing Problems, Applying Past Knowledge to New Situations. Thinking Communicating with Clarity and Precision, Gathering Data Through all Senses, Creating, Imagining and Innovating, Responding with Wonderment and Awe, Taking Responsible Risks, Finding Humor, Thinking Interdependently, and Learning Continuously. Students enhance their skills to work through real life situations that equip students to respond using awareness, thought, and intentional strategy in order to gain a positive outcome.

Professional Development addresses California Content State Standards implementation and unwrapping the California State Standards, particularly the focus standards. PD also addresses the California State Standards assessment (SBAC) and higher level questioning.

All staff members review the Smarter Balance Assessments (SBAC) on-line and the interim assessments are analyzed and used to determine next instructional steps.

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

N/A

State the School's Measurable Objective(s) for 2017-18

Our goal for 2017-2018 is meeting or exceeding the proposed Metric Performance of 23%. Based upon the data reviewed in 2015-2016, 20% of the Berendo students are met or exceeded the California State Standards in ELA/Literacy.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Effective Classroom Instruction

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Interventions During and After the School Day and Other Supports

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Academic : English Language Arts

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Strategies						
Strategies, Actions and Tasks			Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | CELDT / AMAOs |
| <input checked="" type="checkbox"/> | School Report Card |
| <input checked="" type="checkbox"/> | MyData |
| <input checked="" type="checkbox"/> | Student Grades |
| <input checked="" type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input checked="" type="checkbox"/> | School Accountability Report Card (SARC) |
| <input type="checkbox"/> | School Quality Improvement Index Report Card |
| <input checked="" type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input checked="" type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |
| <input type="checkbox"/> | Perception Data (e.g., surveys, focus groups, etc.) |
| <input type="checkbox"/> | Observation Data (e.g., classroom observations, playground observations, etc.) |

1. List key findings related to student proficiency in Mathematics based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Some issues affecting Math proficiency include a need for intervention on consistent, ongoing academic language support services across all grade levels to adapt the increased demands of higher level questioning on California State Standards.

2. For areas in need of improvement, identify the underlying issues related to key findings.

In most cases, the lowest averages were the same for all students and the EL subgroup, but the percentage of correct responses was lower for the EL subgroup overall.

An Instructional Coach provides one-on-one support to teachers in the implementation of the Common Core State Standards. The Math Department meets regularly to analyze student work and develop common tools.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

The Mathematics goal is being addressed in the 100% graduation section.

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

N/A

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

Sheltered Instruction Observation Protocol (SIOP) is also implemented schoolwide. SIOP is used for grade level planning, lesson study, and classroom observations to improve academic achievement of our English Learners.

Teachers may sign up to bring their students to the school Computer Lab to develop computational skills and deepen conceptual understanding. The CHAN Academy. Org website allows students to digitally manipulate objects to work through problems.

Berendo MS utilizes an alternating Block Schedule to maximize instructional time by lengthening class times and eliminating some passing periods. This provides teachers with adequate time to develop lessons and for students to grasp concepts.

A three-ring binder is required of all students to serve as an organizational tool. Common elements are found in the binders and parents are aware of their purpose and functionality. Students and parents are also aware of importance of routines and procedures in supporting the academic program. The binder (agenda planner) is also used to communicate to parents regarding tutoring that is available after-school.

Teachers also use small group instruction and manipulatives to support to those students who are having difficulty grasping concepts.

State the School's Measurable Objective(s) for 2017-18

Our goal for 2017-2018 is meeting or exceeding the proposed Metric Performance of 15%. Based upon the data reviewed in 2015-2016, 11% of the Berendo students met or exceeded the California State Standards in Mathematics.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Effective Classroom Instruction

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Interventions During and After the School Day and Other Supports

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Academic : Mathematics

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Strategies						
Strategies, Actions and Tasks			Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated and Integrated English Language Development (ELD)**

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:

<input checked="" type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input checked="" type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input checked="" type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

1. List key findings related to English learners' proficiency in core curriculum based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

English learners are making adequate progress toward reclassification as Fluent English Proficient. However, there is a need to accelerate their linguistic and academic progress for ELs having scored at the overall CELDT level of intermediate for three or more years.

2. For areas in need of improvement, identify the underlying issues related to key findings.

LTELs are programmed into mixed ability classes for all subjects other than ELA/ELD. The mixed ability classes are composed of EL and nonEL students. This decision was made to support the socio-emotional aspect of our LTEL students. Student progress will be monitored to determine the success of the decision. Our data indicated that our EL students needed additional support in order to be successful students.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

The EL Program goals are being addressed in 100% Graduation section.

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

English Learners are given frequent, extended opportunities to speak about content material and work through complex texts with small groups.

Students are provided with strategic types of scaffolding such as graphic organizers, visual aids, peer teamwork, and when necessary, home language help.

Purposeful grouping is utilized to give EL students numerous opportunities to have extended interaction and discussion with peers of varying proficiency levels in English. Their peers are able to provide models for how to use English words or structures appropriately as well as to provide feedback to the EL's developing language.

Both homogeneous and heterogeneous grouping is used depending on the purpose of the task at hand.

Another strategy used in classrooms of ELs is developing the background knowledge of the topics to be discussed in class and to activate their existing knowledge about a topic.

We are currently using the prescribed curriculum, English 3-D and Great Source, for our LTEL courses. We are currently using READ 180 with our SWD - EL students. EL students are informed of what is needed for reclassification and set annual goals.

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

N/A

State the School's Measurable Objective(s) for 2017-18

Based on the data reviewed in 2015-2016 school report card, 19% of English Learners have reclassified as Fluent English Proficient. Our goal for 2017-2018 is to meet or exceed the district reclassification target rate of 22 %.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Effective Classroom Instruction

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Interventions During and After the School Day and Other Supports

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Academic : English Learner Programs

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Strategies						
Strategies, Actions and Tasks			Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Culture & Climate Goal:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | CELDT / AMAOs |
| <input checked="" type="checkbox"/> | School Report Card |
| <input type="checkbox"/> | MyData |
| <input type="checkbox"/> | Student Grades |
| <input type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input type="checkbox"/> | School Accountability Report Card (SARC) |
| <input checked="" type="checkbox"/> | School Quality Improvement Index Report Card |
| <input type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input checked="" type="checkbox"/> | School Experience Survey |
| <input type="checkbox"/> | Publisher's Assessments |
| <input type="checkbox"/> | Reading Inventory (RI) |
| <input type="checkbox"/> | N/A |
| <input type="checkbox"/> | Perception Data (e.g., surveys, focus groups, etc.) |
| <input type="checkbox"/> | Observation Data (e.g., classroom observations, playground observations, etc.) |

1. List key findings related to culture, climate, and engagement for students, staff, parents and community based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

According to the 2015-16 LAUSD School Survey, 46% of parents, 86% of students and 99% of Staff have participated in School Experience Survey. Compared to the 2014-15 school year 10% more parents have participated in the School Experience Survey on 2015-2016. Overall all of the areas in parent, student and community percent agreement have increased; student engagement, parents feeling welcomed, and how students, parents and teachers feel about being in the school.

In the School Experience Survey, students indicated how much they are engaged in the school; 77% of students agreed that they come to class prepared, 61% of the students said they feel like they are part of the school and 69% said they are happy to be at the school. The parents also answered in the survey how much they feel welcomed in the school; 97% of parents feel welcomed to participate at the school, 96% agreed that school encourage me to participate in organized parent groups, 94% agreed that they are a partner with Berendo in decisions made about their child's education, and 95% of parents think that the parent center provides useful resources to help them support their child's education. 92% of staff agreed that parents are partners with the school in decisions made about their children's education.

2. For areas in need of improvement, identify the underlying issues related to key findings.

Some issues affecting Culture and Climate goals include the need for improving parents' participation on returning the annual School Experience Survey, engaging and motivating students to feel part of this school, reaching out parents to get involve more with the school to make decision on their children's education and providing more data to staff on students' needs and interest.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

Parents have numerous opportunities to attend trainings and workshops. The trainings are provided through non-profit agencies and by school staff.

Our Instructional Coaches and Coordinator provide trainings related to the instructional program.

The Family Center provides parent outreach services. The Center has a full-time case manager and is able to provides wrap-around services for families by bringing the resources to the school.

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

The Parent Center is the hub of our parent engagement activities. Berendo recognizes parents as the first and most important teacher of their child and a component of our partnership is to provide them the support to ensure the success of their child. The Parent Center is an integral part of our school community. It provides a location where parent support services and training occur.

Our community representatives ensure that all our parents are welcomed and are provided opportunities to strengthen their capacity to support their child's learning. The Community Representatives function as liaisons between the school and community. Their duties include:

- 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

The parents and community members are encouraged to become active participants in the various councils we have on campus – ELAC and SSC.

Evening events are held to bring the school community closer together. The school holds a "Posada" with a peace march around the campus and dinner. The school also holds an annual Literacy and Math Family Night event.

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

To increase awareness of the Parent Center, school events, and opportunities for involvement, communication includes translation, is provided through the following:

- o School Website
- o Schoology
- o Monthly Newsletter
- o Phone Calls
- o Twitter Account

“Coffee with the Principal” Parent Meetings are held on the first Saturday of the month. The principal shares current information with parents; parents are also given an opportunity to voice their concerns and ask questions.

Our teachers and counselors regularly communicate with parents to keep them aware of their child’s progress both academically and behaviorally. Teacher/Parent/Counselor conferences are conducted twice a year to keep parents informed of the academic and social progress of their children. Teachers are also required to communicate with parents of students who are receiving Ds or Fs and show evidence in their teacher logs which are turned in with their roll books.

The school has increased the amount of time teachers are available to talk to parents during Parent Teacher Conferences. Parents have the option of meeting with their child’s teachers during the 1:00 p.m. - 4:00 p.m. timeslot or the 5:00 p.m. to 7:00 p.m. timeslot.

State the School's Measurable Objective(s) for 2017-18

Based upon the data reviewed in 2015-2016, 46% of the parents participated responding on the annual survey. Our goal for 2017-2018 is meeting or exceeding the proposed Metric Performance of 50% of parents participating in the School Experience Survey to get accurate data on their school experience.

*The School’s Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Student, Staff, Parent Engagement

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Parent Center is the hub of our parent engagement activities. Berendo recognizes parents as the first and most important teacher of their child and a component of our partnership is to provide them the support to ensure the success of their child. The Parent Center is an integral part of our school community. It provides a location where parent support services and trainings occur.</p> <p>Our community representatives ensure that all our parents are welcomed and are provided opportunities to strengthen their capacity to support their child's learning. The Community Representatives function as liaisons between the school and community. Their duties 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>The parents and community members are encouraged to become active participants in the various councils we have on campus – ELAC, SSC and the School Wide Positive Behavior/Intervention Support Team (SWPBIS).</p> <p>Evening events are held to bring the school community closer together. The school holds a "Posada" with a peace march around the campus and dinner. The school also holds an annual Literacy and Math Family Night event.</p>	<p>08/14/2017 06/08/2018</p>	<p>Offer strategic leadership.</p> <p>Administrators conduct class visits on a regular basis – with feedback.</p> <p>Director and principal conduct classroom observations.</p> <p>T & L Framework is used to observe classrooms.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Student, Staff, Parent Communication

Cultural and Climate : Student, Staff..

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To increase awareness of the Parent Center, school events, and opportunities for involvement, communication includes translation, is provided through the following:</p> <ul style="list-style-type: none"> o School Website o Jupiter Grades (a parent friendly computer software program) o Monthly Newsletter o Phone Calls o Twitter Account <p>"Coffee with the Principal" Parent Meetings are held on the first Saturday of the month. The principal shares current information with parents; parents are also given an opportunity to voice their concerns and ask questions.</p> <p>Our teachers and counselors regularly communicate with parents to keep them aware of their child's progress both academically and behaviorally. Teacher/Parent/Counselor conferences are conducted twice a year to keep parents informed of the academic and social progress of their children. Teachers are also required to communicate with parents of students who are receiving Ds or Fs and show evidence in their teacher logs, which are turned in with their roll books.</p> <p>The school has increased the amount of time teachers are available to talk to parents during Parent Teacher Conferences. Parents have the option of meeting with their child's teachers during the 8:00am-10:00am time slot and 5:00pm-7:00pm time slot or 1:00 p.m. - 4:00 p.m. time slot or the 5:00 p.m. to 7:00 p.m. time slot.</p>	<p>08/14/2017 06/08/2018</p>	<p>Parent attendance measured using Parent Teacher Conference Sign in Sheet</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District
2017-2018 Single Plan for Student Achievement**

SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input checked="" type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input checked="" type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

1. List key findings related to attendance, suspension/expulsion, and non-cognitive skills based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Based on 2015-16 LAUSD School Report Card, 90% of the Berendo staff had 96% or higher attendance, which was a 7% increase from 2014-15 school year. 80% of the Berendo students have 96% or higher attendance which was a 1% decrease from 2014-15 school year. In addition, 7% of Berendo students have chronic absence which is an 1% increase from 2014-15 school year.

Based on Mydata 41.56% of discipline referral was from the category of physical injury: 10.49% caused physical injury, 23.46% attempted to cause physical injury, and 7.61% threatened to cause physical injury. In addition, 15.43% of discipline referral was in the category of obscenity/profanity/vulgarity.

2. For areas in need of improvement, identify the underlying issues related to key findings.

The social emotional issue faced by our students is extensive. Through our weekly Student Support and Progress Team (SSPT) meetings, we obtain referrals and link students with needed support services. The challenges faced encompass such issues as domestic violence, substance abuse in the family, physical abuse, sexual abuse, neglect, and emotional abuse. In addition, there are several children facing the impact of economic depravity and current immigration status. Other impacting issues include divorce, illness, and acculturation issues.

3. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below.

N/A

4. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below.

N/A

5. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next steps). If this question does not apply, please type N/A in the box below.

The next step to reduce the percentage of chronically absent students is to monitor those targeted students attendance closely. Th team of school personnel (PSA), parents/guardian, and student create a plan to prevent continuous chronic absence. Contacting outside community agency on early stage maybe necessary to provide support for the family and the students.

State the School's Measurable Objective(s) for 2017-18

To create socially/emotionally safe school environment that would decrease the percentage of discipline referral in the categories of attempted/threatend to cause or caused physical harm (as reported in Mydata) by 25%

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Berendo continues in establishing behavioral expectations for students, staff, and visitors that encourage a positive and respectful school climate and culture that are essential to creating and maintaining a safe and supportive school community. Professional development once a month focuses on data analysis specifically to target the social emotional that children are facing.	08/14/2017 06/08/2018	Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.
<ul style="list-style-type: none"> • PSW to deliver PDs to staff on Trauma-Informed Teaching Practices, and the impact of trauma on learning. • Lead Teacher, Mr. Berumen, to deliver training and support to staff on the implementation of the middle school curriculum for Second Step. • PSW, together with CCEJ, will train staff on Restorative Justices practices, Habits and Minds and hold Conflict and Harm circles as needed. 	08/14/2017 06/08/2018	Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Social / Emotional Interventions

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Berendo MS believes in supporting the whole child. Students are recognized for achievement and also for improvements. Students may receive certificates, a field trip, free dress day, etc. The "Caught Being Good" campaign rewards students who are displaying appropriate behavior. The Leadership Class gives students responsibility in developing/ organizing school events.</p> <p>The school has a gender-specific WYSE approach to supporting at-risk students. An at-risk all girls group focuses on the specific needs of middle school girls.</p> <p>Suspensions: The school has adopted and implemented a School-Wide Positive Behavior/Intervention Support and discipline plan as outline in the District's Discipline Foundation Policy. Our students are taught school rules and social emotional skills. Our staff utilizes effective classroom and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.</p> <p>The School Psychologist assists providing supplemental services by working with identified at risk students. They provide counseling to students individually or in groups in the following areas: academic problems, potential dropout prevention, bilingual/bicultural adjustment problems, underachieving attitudes, at-risk of failing, and developing social skills. They also assist in the development of intervention programs and its evaluation. They provide the staff PD on child development, classroom management, and learning styles. And lastly, they serve as a liaison with parents and community agencies, provide behavioral intervention consultation, and provide consultative services for parents and staff.</p> <p>The Intervention Support Coordinator develops and monitors academic and behavioral intervention plans for at-risk English Learners, utilizing integrated data and assessment system; participates on Student Support Team and Language Appraisal Team meetings and provides trainings/workshops on how to monitor the progress and support their child at home.</p> <p>The Children's Institute, Inc. has expertise as the primary agency addressing trauma and violence that impacts the students at our school. The Care Coordinator utilizes school reports to monitor students' academic progress and uses weekly reports to measure students' daily success thereby mitigating barriers to learning for our at-risk students</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations. T & L Framework is used to observe classrooms.</p>
<p>Berendo MS has a weekly SSPT meeting to decrease the number of suspensions, increase attendance, and monitor students who are at risk. All support staff participate in the meeting. The SSPT team reviews academics as well as socio-emotional issues students might be experiencing. Strategies to change behavior are discussed, and if needed, referrals are made for additional support. Case managers find community resources for students such as, grief groups, counseling, and substance abuse.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Attendance: Berendo MS is implementing a comprehensive school attendance plan. Students and parents are informed of the expectations for behavior and the District's attendance policy. We've established a school wide positive behavior team that meets to address attendance issues on a regular basis.</p> <p>Our Pupil Service Attendance Counselor organizes a comprehensive school attendance improvement programs for students, conducts parent educational or counseling groups for parents, participates in the Student Attendance Review Team and provides consultative and technical support with child welfare issues such as enrollment, residency, permits and custody. The PSA conducts staff development and parent workshops to increase the student attendance rate. The PSA also conducts home visits when necessary to students with attendance problems.</p> <p>Students receive monthly recognition for perfect attendance and grade levels are rewarded monthly with a free dress day if they exceed the District's 95% attendance rate goal.</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>
<p>Suspensions: The school has adopted and implemented a School-Wide Positive Behavior/Intervention Support and discipline plan as outline in the District's Discipline Foundation Policy. Our students are taught school rules and social emotional skills. Our staff utilizes effective classroom and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.</p> <p>The School Psychologist assists providing supplemental services by working with identified at risk students. They provide counseling to students individually or in groups in the following areas: academic problems, potential dropout prevention, bilingual/bicultural adjustment problems, underachieving attitudes, at-risk of failing, and developing social skills. They also assist in the development of intervention programs and its evaluation. They provide the staff PD on child development, classroom management, and learning styles. And lastly, they serve as a liaison with parents and community agencies, provide behavioral intervention consultation, and provide consultative services for parents and staff.</p> <p>The Intervention Support Coordinator develops and monitors academic and behavioral intervention plans for at-risk English Learners, utilizing integrated data and assessment system; participates on Student Support Team and Language Appraisal Team meetings and provides trainings/workshops on how to monitor the progress and support their child at home.</p> <p>The Children's Institute, Inc. has expertise as the primary agency addressing trauma and violence that impacts the students at our school. The Care Coordinator utilizes school reports to monitor students' academic progress and uses weekly reports to measure students' daily success thereby mitigating barriers to learning for our at-risk students</p>	<p>08/14/2017 06/08/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>
<ul style="list-style-type: none"> • Increased use of parent teacher conferences and SST meetings to address student-teacher conflict. PSW, counseling staff, and School Psychologist to support. • Students in need of Tier 2 and 3 support will continue to be referred for intervention through the SSPT process. MSW Interns and agency therapists will provide individual and group therapy 	<p>08/14/2017 06/30/2018</p>	<p>Plan highly effective instruction. Retain effective teachers. Provide a safe and supportive learning environment. Offer strategic leadership. Administrators conduct class visits on a regular basis – with feedback. Director and principal conduct classroom observations.</p>

Budget

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Focus Area: Building Parent Capacity and Partnership to Support the Social / Emotional Goal

Social/Emotional Goal : 100% Attendance, Suspension..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Our Parent and Family Centers provide parents with an inviting environment where they can view bulletin boards adorned with schedules, and district/school announcements.</p> <p>A positive school environment is promoted through our Community Representatives in which we offer open-minded supportive attitude, willing to learn/try new activities as well as being sensitive to the many cultures that comprise our school family, so parents and including members of the community feel comfortable and respected when visiting campus.</p> <p>In addition, Parent and Family Centers offer parents numerous opportunities to support instruction at home provided through non-profit agencies and by school staff: College Preparedness Meetings, CARECEN and Planned Parenthood, Healthy Changes, Parent and Family Life Education Meetings, Family Literacy Nights, and Learning Walks, Magnolia Community Initiative, Youth Program Institute (YPI), Los Angeles Community College, Gateways, Children's Institute, Korean Youth Community Culture (KYCC), and Hathaway-Sycamores.</p> <p>Furthermore, Parents have opportunities to involve themselves in the decision making process at Berendo through our many School Site Councils: English Language Learners Committee, School Decision Making, School Site Council and School Wide Positive/Intervention Support.</p> <p>A full-staffed GEAR-UP Program continues providing training to parents on college and career awareness.</p> <p>Our Instructional Coaches provide demo lessons, plan and co-teach standards-based lessons, and facilitate lesson study related to our instructional program.</p> <p>Involve and engage all parents to participate and monitor the needs and priorities of attending school everyday.</p> <p>Show parents how to monitor their child's progress and how to with educators.</p> <p>Conduct staff training on different ways district and school personnel can effectively communicate and share academic information with parents.</p> <p>Involve parents in the development of classes for each grade for parents to understand the subjects and assessments.</p> <p>Coordinate ongoing events to allow parents the opportunity to appreciate and understand what their children are learning.</p>	<p>08/14/2017</p> <p>06/08/2018</p>	<p>Plan highly effective instruction.</p> <p>Retain effective teachers.</p> <p>Provide a safe and supportive learning environment.</p> <p>Offer strategic leadership.</p> <p>Plan highly effective instruction.</p> <p>Retain effective teachers.</p> <p>Provide a safe and supportive learning environment.</p> <p>Offer strategic leadership.</p> <p>Administrators conduct class visits on a regular basis – with feedback.</p> <p>Director and principal conduct classroom observations.</p> <p>T & L Framework is used to observe classrooms.</p>

Budget

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21720 - COMMUNITY REP.	21720	7,078	0.00	100

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Berendo is committed to offering curricula that promote healthy life trajectories, for students, families, staff and communities. Administrators, teachers, counselors and out of the classroom incorporate strategies for students move toward high school graduation:

Counselors continue providing ongoing professional development, designed specifically towards improving college eligibility and career readiness. Berendo prepare students to take Advanced Placement classes in high school by providing rigorous coursework across the core content areas. Also we are in the process of becoming the International Baccalaureate accredited school.

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

We provide all students under the tier one with clear behavioral expectations as well as providing students with different strategies to how to conduct and resolve situations, also students are provided with socio-emotional support, positive incentives, school activities are provided through out the school year and also the school brings parental involvement.

For tier 2 and 3 interventions we use different strategies such as conference with the students, conference with parents as well as other support systems such as the school psychology, PSW counselor, nurse, tittle III, intervention coordinator, counselors, administrators. Also the school has implemented counseling services, classes and lessons of different behavioral situations, mentoring program, effective consequences, restorative practices, community circle.

5. High-quality and ongoing professional development and other activities: Describe the professional development and other activities provided for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments.

Professional development and other activities are described in the Focus Areas of all Goal sections at the rows entitled "Lesson Planning, Data Analysis, and Professional Development."

6. Strategies to recruit and retain effective teachers to high-need schools: Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.

LAUSD maintains an aggressive and far reaching recruitment plan. On June 30, 2010, all non-compliant elementary teachers were subject to Reduction in Force. Current hiring practices limit hiring to credentialed and intern candidates only. Principals are increasingly selective in their hiring practices, seeking only to interview and select those candidates who are in compliance with ESSA. The District is continuing to offer a Verification Process for Special Settings (VPSS) program to assist secondary special education teachers and alternative school teachers to become ESSA compliant in all subjects taught.

7. Schoolwide Program Plan is developed with the involvement of parents and other members of the community: Describe how the Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and the individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the District, tribes and tribal organizations present in the community and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school.

The Schoolwide Program Plan was developed by various committees; School Site Council (SSC), English Language Advisory Committee (ELAC), Shared Decision Making (SDM) Council, and School Wide Positive Behavior and Intervention Support (SWPBIS) Team. Each committee is composed of different stakeholders. SSC and SWPBIS have members composed of staff, parents and students. The staff, parents, students and community members are encourage to talk to the members from each committee to address their concerns. They also have the opportunity to attend the meeting and share their opinion during public comments.

8. Describe strategies for assisting preschool children in the successful transition from early childhood education programs to local elementary schoolwide programs, and if programs are consolidated, the specific state educational agency and local educational agency programs that will be consolidated in the schoolwide program: Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (Elementary schools only).

- Develops and implements a systematic procedure for receiving records regarding children transferred with parental consent from a Head Start program or another childhood development program such as the Early Reading First Program
- Establishes channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in agencies such as Head Start or other entities carrying out early childhood development programs such as the Early Reading First Program to facilitate coordination of programs
- Conducts meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or teachers from other early childhood development programs such as the Early Reading First Program, to discuss the developmental and other needs of individual children
- Organizes and participates in joint transition-related training of school staff, Head Start program staff, Early Reading First Program staff, and, where appropriate, other early childhood development program staff
- Links the educational services provided by such local educational agency with the services provided by local Head Start agencies and entities carrying out Early Reading First programs

Additional measures to assist pre-school students in the transition to local elementary schoolwide programs include:

N/A

9. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions."

LOCAL DISTRICT MONITORING

A comprehensive and multi-level monitoring process assists the Local District (LD) in evaluating the implementation of the SPSA Goals and helps to inform future practice. Schools are monitored by the Local District through the use of the School Support Visit Report completed by Local District Directors following multiple site-based visits. The School Support Visit Report:

- Allows Directors to conduct performance dialogues with their network principals to review the academic progress of all students
- Is a mechanism for memorializing the support Directors offer to the schools and for giving feedback to principals
- Provides a consistent manner of summarizing an Director's visits to the campus
- Focuses on monitoring implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress
- Helps ensure that the Director and the Principal are maintaining a focus on the instructional priorities of the school
- Allows staff to determine instructional strengths and weaknesses on a school- and district-wide basis

The Deputy Superintendent of Instruction, Local District Superintendents, and Local District Directors all have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by instructional support staff.

Directors review and recommend for approval the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors supporting schools identified as Collaborative Partner, Focus, Priority, Reward, or Support schools monitor school growth and the implementation of CORE Waiver mandates. All school site budgets are reviewed and approved by the Local District Superintendent.

In the box below, Directors must describe the additional services and support provided to the school's instructional program:

Los Angeles Unified School District

2017-2018 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:

- 10183 (TSP School Allocation)
- 10397 (TSP Per Pupil School Allocation)
- 10400 (TSP Supplemental & Concentration Grant)
- 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
BERENDO MS (1805701)	C	TRUJILLO, ROSA M

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
794	93.75	39.80	1.63	10183 \$ 230,076 10397 \$ 0 10400 \$ 278,333 10405 \$ 6,898 Total \$ 515,307

Directions: Briefly describe, if *applicable*, the services being provided that are aligned to the District’s LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

NOTE: Affiliated Charter schools are not required to complete this 2017-2018 School-level Plan for Use of TSP Program Funds.

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> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
Berendo is committed to offering curricula that promote healthy life trajectories, for students, families, staff and communities. Administrators, teachers, counselors and out of the classroom incorporate strategies for students move toward high school graduation: Counselors continue providing ongoing professional development, designed specifically towards improving college eligibility and career readiness.	0	Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 79% • Percentage of high school students on track for A-G with a “C”: 50%

<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"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Based on the released achievement data in 2015-2016, 20% of the Berendo students are meeting or exceeding California State Standards in ELA/Literacy. Our goal for 2016-2017 is meeting or exceeding the proposed Metric Performance of 23%.</p> <p>Based on the released achievement data in 2015-2016, 11% of the Berendo students are meeting or exceeding California State Standards in Math. Our goal for 2016-2017 is for meeting or exceeding the proposed Metric Performance of 14%.</p> <p>According to the School Report Card, Berendo's reclassification rate has been increasing. ELs making annual progress on CELDT reached LAUSD average of 43% in 2015-2016 and our goal is to reach or exceed the proposed target of 64%. ELs who have not yet reclassified in 5 years (LTELS) are 68% aiming to meet or exceed the proposed goal of 20% on the LAUSD average.</p> <p>Support/Professional Development</p> <p>The Title III Coach consults and plans with the Academic Leadership team to provide professional development to teachers on meeting the needs of English Learners. The Title III coach provides PD and support to EL teachers on Access to Core Strategies, the components of CELDT, and the Master Plan, and the implementation of SIOP and AVID strategies. Additional PD is provided to understand and to support LTEL students with research based strategies in English, Math, and other content areas. The Title III coach provides demo lessons, work with individual teachers to assist in differentiating instruction for ELs, particularly LTELS, and help teachers to integrate scaffolding strategies into their lessons.</p> <p>The Title III Coach provides training for teachers on strategies to support EL students in the classroom, especially including how to planning language objectives and incorporating academic vocabulary into daily lesson.</p> <p>Targeted Student Population Adviser provides support for teachers on effective strategies for English learners, foster youth and low income and collaborates with the literacy and math coaches to ensure effective access to cores strategies are embedded in the content instruction. Teachers receive training on administration of the CELDT. Once scores are received, the TSP Adviser and counselors meet with the teachers, parents and staff to review results to better understand the ELD standards and set new goals in achievement.</p> <p>ELD teachers attend district-mandated trainings that focus on instruction for long-term English Learners (LTELs). Supports RFEPs wit monitoring of</p>	<p>279,217</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%

continued progress.

Class size reduction teachers are utilized to not only lower the number of students in our core classes but as an intervention measure. Students in smaller classes are able to receive personalized services based on their identified needs.

Teaching Assistants provide reinforcement and support of instruction to participating students in the classroom under the direct supervision of a highly qualified classroom teacher.

Instruction:

LTELs are programmed into mixed ability classes for all subjects other than ELA/ELD. The mixed ability classes are composed of EL and non-EL students. This decision was made to support the socio-emotional aspect of our LTEL students. Student progress will be monitored to determine the success of the decision.

English Learners are given frequent, extended opportunities to speak about content material and work through complex texts with small groups. Students are provided with strategic types of scaffolding such as graphic organizers, visual aids, peer teamwork, and when necessary, home language help.

Purposeful grouping is utilized to give EL students numerous opportunities to have extended interaction and discussion with peers of varying proficiency levels in English. Their peers are able to provide models for how to use English words or structures appropriately as well as to provide feedback to the EL's developing language. Both homogeneous and heterogeneous grouping is used depending on the purpose of the task at hand. Another strategy used in classrooms of ELs is developing the background knowledge of the topics to be discussed in class and to activate their existing knowledge about a specific topic.

In order to maintain and effective learning environment an Assistant Principal will support on the following:

- Coordinate and supervise the implementation of the Response to Intervention (RTI2) model and the Common Core State Standards (CCSS).
- Provides direct support to create a single, well-integrated system of instruction and intervention to the following students: Low-income, EL, RFEP, and/or Foster Youth during the regular school day. The focus will be on CCSS and California's Core Components for Response to Instruction and Intervention (RtI2) that include evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff development and collaboration, and parent involvement.
- Additional duties include supervisory role and evaluation of teachers to ensure that instructional program and CCSS are fully implemented and RTI2 Intervention model is followed.

BERENDO MS (1805701)

We are currently using the prescribed curriculum; English 3-D and Great Source, for our LTEL courses and using READ 180 with our SWD - EL students. EL students are informed of what is needed for reclassification and set annual goals.

We continue offering Brain Pop and Accelerated Reader software programs to reinforce concepts or events in a short yet informative manner and offer videos to use for group discussions. In addition, it is great for pre teaching and provides information for core curriculum assessments. Students are required to do more writing, reading, and researches and prove their understanding of math concepts using online assessments technology aligned to Common Core Standards. Furthermore, curricular trips and admission fees, which will enrich and compliment standards based lessons in the classroom. These supplemental services will be offered to our 6th through 8th graders before, during, after school and outside school hours.

Berendo MS offers five days of after-school tutoring through a partnership with Beyond the Bell with YS+ (Youth Services). All students are encouraged to participate. Students may attend up to 3 hours on Mondays, Wednesdays, Thursdays, and Fridays and up to 4 hours on Tuesdays. Parents are notified of the program in order to encourage attendance. In addition to academic tutoring the program also offers sports and arts for students. The school also offers after-school tutoring for at-risk English Learners. Tutoring is designed to transition students into CCSS. Each student has access to desktops, traditional laptop carts and Chromebooks to enhance technology learning. Students are required to do more writing, reading of non-fiction text, researches and accelerated reading and prove their understanding of math concepts using online assessment technology aligned to the California State Standards.

<p>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> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Percentage of Staff with 96% or higher attendance increased 7% reaching 90% in 2015-2016. Percentage of students' with 96% remained at 80% in 2015-2016. Students with chronic absence went up from 6% to 7% remaining lower than the 10% on the LAUSD average.</p> <p>We continue offering a culture of high expectations that rewards efforts, that is caring, supportive, welcoming and respectful to all students and staff. Furthermore, this improvement in students' attendance can be attributed to efforts of support staff member such as the PSA counselor implementing school-wide attendance improvement strategies as deemed appropriate and outlined in School Attendance Plan. PSA collaborates with the existing partnerships and multi-disciplinary programs (SST, SART, IEP, COST, LAT) and works directly with targeted students who are chronically absent due to one or more risk factors. Also, funding School Nurse's supplemental time provides continual health services to targeted students with health conditions that affect attendance.</p> <p>Our Student and Family Resources Navigator conducts intake and follow-up interviews for targeted case management to assess and refer students and/or family members to community services such as medical or dental clinic, mental health services or other services designed to meet specific/emotional, academic or health needs and provides various support services such as, mentoring, tutoring and violence prevention.</p> <p>In order to maintain and effective learning environment an Assistant Principal will support on the following:</p> <ul style="list-style-type: none"> • Coordinate and supervise the implementation of the Response to Intervention (RTI2) model and the Common Core State Standards (CCSS). • Provides direct support to create a single, well-integrated system of instruction and intervention to the following students: Low-income, EL, RFEP, and/or Foster Youth during the regular school day. The focus will be on CCSS and California's Core Components for Response to Instruction and Intervention (RtI2) that include evidence-based instruction/intervention, universal screening, continuous classroom progress monitoring, staff development and collaboration, and parent involvement. • Additional duties include supervisory role and evaluation of teachers to ensure that instructional program and CCSS are fully implemented and RTI2 Intervention model is followed. 	<p>232,400</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%

<p>Description of Services that address: 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 participation on School Experience Survey - The responses from parents and students participating in the survey 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>The School Experience Survey parent participation increased from 37% in 2014-2015 to 46% in 2015-2016, increased the percent of responding by 10%. This Spring 2016, we are aiming to reach or exceed 51% of parent participation.</p> <p>In Spring 2016, 97% of the parents stated that they feel welcome to participate at this school. 92% of the parents said their school provides them with opportunities to help them support their child's learning. 94% I am a partner with this school in decisions made about my child's education and 95% stated the parent center provides useful resources (information, classes) to help support their children's education. This year our Targeted Student Population Adviser, teachers and teaching assistants and out of the classroom staff will continue training our parents through informative meetings or parent conferences to form closer partnership with the teachers for the benefit of their children and students will meet with the school staff to discuss their Individual Culmination Plan.</p> <p>We will continue increasing the number of parents responding to the survey by a school-wide campaign promoting the importance of the parental input. Utilizing Connect Ed phone calls, Parent Conferences, Open House, the school website, personal phone calls and informative meetings in the mornings, afternoons, evenings and Saturdays have been proven to be effective communication tools for our parent community.</p> <p>The parent representative from both SSC and ELAC committees review the results from the survey to make recommendation to the SSC on decision-making. Parent Center, volunteers and Community Representatives planned, organized and implement parent workshops that highlight the usage of results from the School Experience Survey to further school improvement. These activities encourage parent involvement while increasing the number of parent volunteers at school.</p> <p>Parents have numerous opportunities to attend training and workshops. The training are provided through non-profit agencies and by school staff. We want to offer a mini-computer lab in the parent center to enrich parents' understanding of technology in the classrooms and or learn new technology.</p> <p>Continue offering custodial overtime and refreshment to offer our parents a welcoming environment.</p>	<p>6,898</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%

<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"> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Suspension rates for all students have continuously been decreasing compare to previous years. In 2015-16 0.6% of students were suspended one or more times, 16 days were lost to suspensions and 0.1% were expelled.</p> <p>The school has adopted and implemented a School-Wide Positive/Intervention Behavior support and discipline plan as outline in the District's Discipline Foundation Policy. Our students are taught school rules and social emotional skills. Our staff utilizes effective classroom and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.</p> <p>The School Psychologist provides supplemental services by working with identified at risk students. They provide counseling to students individually or in groups in the following areas: academic problems, potential dropout prevention, bilingual/bicultural adjustment problems, underachieving attitudes, at-risk of failing, and developing social skills. They also assist in the development of intervention programs and its evaluation. They provide the staff PD on child development, classroom management, and learning styles. And lastly, they serve as a liaison with parents and community agencies, provide behavioral intervention consultation, and provide consultative services for parents and staff.</p>	<p>0</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount	CE-NTLB-T1-Targeted (70S46) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 1,752	0.00 0	0.00 0	0.00 0	0.00 1,752
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	1.00 116,303	0.00 0	0.00 0	0.00 0	1.00 116,303
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 116,303	0.00 0	0.00 0	0.00 0	1.00 116,303
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 56,135	0.00 0	0.00 0	0.00 0	1.00 56,135
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 112,271	0.00 0	0.00 0	0.00 0	1.00 112,271
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 0	0.00 0	0.00 7,078	0.00 0	0.00 7,078
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>		0.00 4,069	0.00 0	0.00 72	0.00 0	0.00 4,141
40261 PENDING DISTRIBUTION	<input type="checkbox"/>		0.00 2	0.00 0	0.00 0	0.00 0	0.00 2
Total			4.00 406,835	0.00 0	0.00 7,150	0.00 0	4.00 413,985

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**