

School Year: 2020-21



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Berenda Elementary School	20--65243--6105951	May 27, 2020 (Budget approval)	September 22, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

District Mission Statement

We are deeply committed to: 1) the highest student achievement, 2) orderly learning environment, and 3) financially sound and effective organization.

District Vision Statement

Where the futures of children are driven by their aspirations, not bound by their circumstances.

School Name

Berenda Elementary School

School Mission Statement

Berenda Elementary is committed to creating and sustaining a safe, respectful, and responsible community who persevere in social, emotional, and academic settings.

School Vision Statement

Berenda Broncos will demonstrate their ability to think creatively, communicate clearly, collaborate respectfully, produce purposefully, adapt thoughtfully, and contribute generously.

2017-20 Plan Summary [Plan is extended one more year as directed from the state due to the COVID-19 pandemic shutdown of schools.]

We will continue to focus on addressing the Three 'R's - Reading, wRiting, and aRithmetic.

We know that to show continual growth, we have to get a 'year + a few months' of growth for each of our students. This growth has to happen at each grade level, from kinder through 6th grade.

Our Rtl TSAs will be pulling targeted students from second through sixth for small group instruction to help intervene and work on identified needs.

As a school, we will target our efforts on improving classroom instruction for both first instruction as well as for intervention. To enhance our intervention time, Tier 2 time, teachers will get support in continuously monitoring students, diagnosing deficiencies, and implementing strategies to target those deficiencies.

Teachers will work together to support each other during grade level time, grade level planning days, and in class demonstration and follow up.

As a staff, we will focus on improving our understanding of and working as a Professional Learning Community. We will examine the results of student assessments to see what our students know, compared with what they need to know, and use that information to determine our next steps and drive our instruction. We will continue to work as a PLC to focus on our Strategic Academic Plan.

For our parents, we will provide opportunities to support their own children. We will continue to sponsor various Parent Nights. In the past we have had Math, Reading, Technology, PE, and Science Nights. The goal is to give parents an opportunity to learn skills that can help them support their children's learning at home...in a fun and engaging format for both parent and child.

SPSA HIGHLIGHT

We will be starting with approximately the same amount of projected funding as the last two years. We had to cut our teacher planning days from the traditional four days to two days again this year.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

ELAC survey provided input to SSC.
Teacher self-assessment surveys PBIS implementation, and self-reflection based on continual needs for training/PD, support.
5th and 6th grade students did not take the annual Panorama survey due to Covid-19.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations for the purpose of teacher evaluations combine planned formal observation times as well as unplanned informal observation times.
Observations also occur for teachers participating in voluntary and mandatory PAR and MIC.
Short, frequent, informal observations happen in all classrooms throughout the year.
Formal observations can happen in conjunction with various evaluations conducted by Behavioral Intervention Specialist, Psychologist, Counselor, and/or Special Education staff.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

ELPAC assessment is used to identify language levels for students who are classified as language learners to provide academic next steps.

CAASPP assessment is used to identify individual student levels to chart growth and then a combined total is used to provide school progress monitoring data.

NWEA and RI are computer programs that provide individual student data.

ESGI (kinder) and NSGR (kinder-2nd) are one-on-one assessments.

Khan and STMath are computer programs that monitor students progress and provide information to teachers to help them remediate in areas that students are struggling.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The above data are examples of what is used during PLC time.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are not fully credentialed are monitored and provided support to attain fully credentialed status.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

MUSD human resource department monitors the credentials of all teachers and assures we are in compliance.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

We provided staff development/training as needed.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers provided support from DAC (district academic coaches) this year.

Teacher in the MIC (Madera Induction Consortium) program or in PAR (Peer Assistance and Review) are provided district support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our leadership/SAP team meets to help plan the overall direction of the school.

As part of their PLC, teachers have time to meet as a grade level as well as with other grade levels for vertical articulation.

We also have teachers on our PBIS teams to help develop our school plan.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Grade levels plan together to ensure consistent curricular exposure to all students.
15-day plans have been designed and are taught in the area of math.
Number talks have a scope and sequence for each grade level.
Core curriculum is used across all grade levels.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers have daily schedules that incorporate recommended instructional minutes for each content area.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade levels plan together to ensure consistent curricular exposure to all students.
15-day plans have been designed and are taught in the area of math.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to necessary materials. This is documented annually through our FIT report.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

MUSD ensures that we have SBE-adopted core curriculum for all students. These materials also have EL and intervention components.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Site Rtl TSAs were provided continual training in a new curriculum designed to support and intervene with our Tier 3 students.

Evidence-based educational practices to raise student achievement

Teachers have been trained on many programs/practices that are designed to increase student achievement: Thinking Maps, Write From the Beginning, Path to Proficiency, Number Talks, PBIS, EL strategies, Kagan strategies, and/or 15-Day Planning in the area of math.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Migrant tutoring
After School Program
Summer school
Translation services

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

ELAC and DLAC committees
SSC and district PAC committees

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplies purchased to support Tier 2 intervention in the classroom.
RtI TSA for Tier 3 students.

Fiscal support (EPC)

Title 1 Parent Ed and Professional Development

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input for the SPSA came from a variety of sources, including our ELAC committee, our school leadership team, and our School Site Council members at our various stakeholder meetings.

ELAC wanted consideration be given to parent involvement. The school should look for ways to improve parent involvement in ELAC, SSC, and Berenda Parent Club meetings in order to bridge home/school communication, improve student achievement, and improve cultural understanding among stakeholders.

They also made it clear that this past school year has been a unique and challenging one primarily due to the COVID-19 pandemic. The ELAC committee, in review of the SPSA, recognizes that attainment of each of the SPSA goals has been affected, skewing the data to be used to measure goal attainment (i.e. ELAC and SBAC testing was suspended; suspension rates will appear artificially low due to students being off campus). This ELAC committee recommends the data be scrutinized carefully and the pandemic's affect figured into the results to determine goal attainment for this year. Furthermore, when/if the academic program is changed permanently or for a long term; potentially to more distance learning, the goals and parent involvement plan/s should be carefully considered/reconstructed to take this new educational environment into consideration.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

GREATEST PROGRESS

We have no data at this time due to the COVID-19 pandemic.

We will continue to provide good first instruction, as well as remediation time when needed, for our students.

GREATEST NEEDS

In ELA, we were in the 'Red' for our Students with Disabilities and in the 'Orange' for our EL students. We were in the 'Yellow' for our Hispanic students, Socioeconomically Disadvantaged and our White students last year.

In math, we were in the 'Red' for our Students with Disabilities and in the 'Orange' for our EL students, White students, and Socioeconomically Disadvantaged students and in the 'Yellow' for our Hispanic students last year.

We will continue to support our students in our subgroups to keep them moving forward academically.

PERFORMANCE GAPS

In ELA and math we were in the 'Increased' column and achieved 'Yellow' status..

Because of this, our Students with Disabilities did fall two performance levels below the 'All Students' school level.

INCREASED OR IMPROVED SERVICES

We will continue with the design model of pushing into the classroom to provide support as often as possible. We will also be integrating our Speech services with our overall Special Education program this year.

We will continue to work with our EL students during our integrated and designated ELD times with the goal of increasing the rigor, delivering instruction with fidelity, and striving to make connections with what they already know. We will also continue to build bridges with our families through our ELAC committee, home/school newsletters, Family Resource Center parenting classes, Family Nights, and family events.

We will support teachers in their classroom as we improve our ability to provide targeted Tier 2 intervention. Teachers will get support in continuously monitoring students, diagnosing deficiencies, and strategies to target those deficiencies.

By addressing the quality of instruction in the classroom, both for initial instruction as well as academic intervention, we will improve the educational experience for all our students. This will include our socioeconomically disadvantaged students.

We will have students become more involved in setting goals for themselves. This 'buy-in' is an important part of having students take some ownership for their own learning.

We were not able to finish our third year of PBIS due to the COVID 19 pandemic, but hope to finish this year. We know that this is going to be a tremendous benefit to Berenda and look forward to attaining full, schoolwide and classroom implementation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.74%	0.13%	0.38%	6	1	3
African American	0.62%	0.77%	1.26%	5	6	10
Asian	0.87%	0.51%	0.51%	7	4	4
Filipino	%	%	0%			0
Hispanic/Latino	84.30%	84.81%	82.81%	682	659	655
Pacific Islander	%	%	0%			0
White	12.86%	12.87%	13.02%	104	100	103
Multiple/No Response	0.12%	0.39%	0.63%	1	3	11
Total Enrollment				809	777	791

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	130	121	111
Grade 1	124	101	113
Grade 2	118	119	108
Grade3	96	116	118
Grade 4	110	93	126
Grade 5	112	120	95
Grade 6	119	107	120
Total Enrollment	809	777	791

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	192	176	138	23.7%	22.7%	17.4%
Fluent English Proficient (FEP)	87	79	98	10.8%	10.2%	12.4%
Reclassified Fluent English Proficient	30	26	40	14.6%	13.5%	22.7%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	111	94	122	109	92	119	109	92	119	98.2	97.9	97.5
Grade 4	113	110	96	111	109	93	111	109	93	98.2	99.1	96.9
Grade 5	124	111	127	122	109	126	122	109	126	98.4	98.2	99.2
Grade 6	133	120	106	132	119	103	132	119	103	99.2	99.2	97.2
All	481	435	451	474	429	441	474	429	441	98.5	98.6	97.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	240	238	241	10.0	9.78	23.5	33.9	20.6	16.8	26.6	28.2	22.6	29.3	41.3	36.9
Grade 4	243	245	241	13.5	17.4	6.45	23.4	27.5	21.5	18.9	25.6	31.1	44.1	29.3	40.8
Grade 5	247	245	247	9.84	14.6	8.73	27.8	15.6	30.9	27.0	19.2	24.6	35.2	50.4	35.7
Grade 6	250	251	251	11.3	10.0	10.6	30.3	33.6	35.9	31.0	36.1	31.0	27.2	20.1	22.3
All	N/A	N/A	N/A	11.1	13.0	12.7	28.9	24.7	26.3	26.1	27.5	26.9	33.7	34.7	34.0

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.93	13.04	22.69	54.13	38.04	40.34	33.94	48.91	36.97
Grade 4	11.71	13.76	11.83	50.45	59.63	50.54	37.84	26.61	37.63
Grade 5	13.93	11.01	15.87	53.28	43.12	50.79	32.79	45.87	33.33
Grade 6	15.91	14.29	18.45	47.73	47.90	44.66	36.36	37.82	36.89
All Grades	13.50	13.05	17.46	51.27	47.55	46.49	35.23	39.39	36.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.68	13.04	20.17	54.13	43.48	43.70	31.19	43.48	36.13
Grade 4	11.71	13.76	4.30	50.45	60.55	54.84	37.84	25.69	40.86
Grade 5	13.93	16.51	11.90	54.10	39.45	57.14	31.97	44.04	30.95
Grade 6	18.94	11.76	18.45	50.00	62.18	56.31	31.06	26.05	25.24
All Grades	14.98	13.75	14.06	52.11	51.98	52.83	32.91	34.27	33.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.76	10.87	22.69	68.81	63.04	56.30	17.43	26.09	21.01
Grade 4	12.61	21.10	8.60	52.25	67.89	63.44	35.14	11.01	27.96
Grade 5	10.66	11.01	11.90	68.03	54.13	69.05	21.31	34.86	19.05
Grade 6	15.15	9.24	14.56	61.36	76.47	61.17	23.48	14.29	24.27
All Grades	13.08	13.05	14.74	62.66	65.73	62.59	24.26	21.21	22.68

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.76	11.96	18.49	65.14	46.74	45.38	21.10	41.30	36.13
Grade 4	17.12	26.61	10.75	48.65	45.87	49.46	34.23	27.52	39.78
Grade 5	17.21	24.77	14.29	52.46	31.19	50.00	30.33	44.04	35.71
Grade 6	19.70	29.41	25.24	53.79	50.42	54.37	26.52	20.17	20.39
All Grades	17.09	23.78	17.23	54.85	43.59	49.66	28.06	32.63	33.11

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students Tested			# of Students with			% of Enrolled		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	111	94	122	110	92	118	110	92	118	99.1	97.9	96.7
Grade 4	113	110	96	110	109	93	110	109	93	97.3	99.1	96.9
Grade 5	124	111	127	124	109	126	124	109	126	100	98.2	99.2
Grade 6	133	120	106	133	119	103	133	119	103	100	99.2	97.2
All	481	435	451	477	429	440	477	429	440	99.2	98.6	97.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-	16-	17-	18-
Grade 3	241	240	242	10.0	7.61	15.2	36.3	25.0	27.1	27.2	30.4	24.5	26.3	36.9	33.0
Grade 4	244	244	243	9.09	7.34	6.45	23.6	23.8	12.9	35.4	43.1	44.0	31.8	25.6	36.5
Grade 5	247	244	247	7.26	6.42	11.1	11.2	11.9	12.7	37.1	29.3	33.3	44.3	52.2	42.8
Grade 6	251	252	250	11.2	14.2	16.5	23.3	26.0	20.3	33.0	29.4	26.2	32.3	30.2	36.8
All	N/A	N/A	N/A	9.43	9.09	12.5	23.2	21.6	18.4	33.3	33.1	31.5	33.9	36.1	37.5

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.45	18.48	31.36	42.73	39.13	30.51	31.82	42.39	38.14
Grade 4	17.27	16.51	8.60	31.82	36.70	39.78	50.91	46.79	51.61
Grade 5	11.29	10.09	15.87	29.03	26.61	27.78	59.68	63.30	56.35
Grade 6	23.31	17.65	21.36	35.34	43.70	35.92	41.35	38.66	42.72
All Grades	19.29	15.62	19.77	34.59	36.60	32.95	46.12	47.79	47.27

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.91	11.96	20.34	45.45	52.17	44.07	33.64	35.87	35.59
Grade 4	10.00	11.93	8.60	53.64	49.54	43.01	36.36	38.53	48.39
Grade 5	8.06	7.34	10.32	47.58	35.78	42.06	44.35	56.88	47.62
Grade 6	14.29	16.81	12.62	49.62	49.58	45.63	36.09	33.61	41.75
All Grades	13.21	12.12	13.18	49.06	46.62	43.64	37.74	41.26	43.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	10.87	17.80	57.27	52.17	53.39	24.55	36.96	28.81
Grade 4	18.18	15.60	8.60	39.09	46.79	45.16	42.73	37.61	46.24
Grade 5	8.06	7.34	7.94	53.23	38.53	54.76	38.71	54.13	37.30
Grade 6	18.05	16.81	17.48	46.62	41.18	48.54	35.34	42.02	33.98
All Grades	15.51	12.82	12.95	49.06	44.29	50.91	35.43	42.89	36.14

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1429.3	1445.0	1438.2	1456.4	1408.3	1418.1	32	34
Grade 1	1458.0	1465.5	1457.1	1483.3	1458.3	1447.1	36	15
Grade 2	1472.3	1496.4	1475.5	1521.2	1468.6	1471.0	31	25
Grade 3	1483.4	1474.3	1481.3	1468.6	1485.1	1479.5	27	26
Grade 4	1516.2	1502.1	1519.3	1500.9	1512.6	1503.0	12	21
Grade 5	1511.7	*	1511.9	*	1511.0	*	20	10
Grade 6	*	1529.0	*	1529.6	*	1528.0	*	23
All Grades							164	154

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	17.65	*	50.00	*	20.59	*	11.76	32	34
1	36.11	6.67	33.33	60.00	*	33.33	*	0.00	36	15
2	*	16.00	51.61	64.00	*	16.00	*	4.00	31	25
3	*	0.00	44.44	34.62	*	50.00	*	15.38	27	26
4	*	19.05	*	33.33	*	28.57		19.05	12	21
5	*	*	*	*	*	*	*	*	20	*
6		21.74	*	30.43	*	39.13	*	8.70	*	23
All Grades	23.17	15.58	41.46	46.10	23.17	28.57	12.20	9.74	164	154

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.75	26.47	*	47.06	*	17.65	*	8.82	32	34
1	44.44	33.33	*	40.00	*	20.00	*	6.67	36	15
2	61.29	68.00	*	28.00	*	0.00	*	4.00	31	25
3	*	7.69	55.56	57.69	*	15.38	*	19.23	27	26
4	*	33.33	*	42.86	*	14.29		9.52	12	21
5	*	*	*	*	*	*		*	20	*
6	*	26.09	*	52.17	*	17.39	*	4.35	*	23
All Grades	42.68	35.06	31.71	43.51	17.68	12.99	7.93	8.44	164	154

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.71	*	20.59	53.13	61.76	*	2.94	32	34
1	*	0.00	33.33	33.33	*	53.33	*	13.33	36	15
2	*	0.00	38.71	32.00	*	56.00	*	12.00	31	25
3		0.00	*	15.38	*	57.69	44.44	26.92	27	26
4	*	9.52	*	23.81	*	23.81	*	42.86	12	21
5	*	*	*	*	*	*	*	*	20	*
6		8.70	*	13.04	*	52.17	*	26.09	*	23
All Grades	17.07	5.84	30.49	24.03	31.71	50.65	20.73	19.48	164	154

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	56.25	17.65	34.38	73.53	*	8.82	32	34
1	55.56	60.00	38.89	33.33	*	6.67	36	15
2	58.06	52.00	38.71	44.00	*	4.00	31	25
3	*	3.85	74.07	61.54	*	34.62	27	26
4	*	23.81	*	61.90	*	14.29	12	21
5	*	*	60.00	*		*	20	*
6	*	17.39	*	69.57	*	13.04	*	23
All Grades	44.51	25.97	46.95	61.04	8.54	12.99	164	154

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	35.29	56.25	52.94	*	11.76	32	34
1	38.89	26.67	44.44	73.33	*	0.00	36	15
2	48.39	64.00	41.94	32.00	*	4.00	31	25
3	51.85	61.54	40.74	23.08	*	15.38	27	26
4	*	61.90	*	28.57		9.52	12	21
5	65.00	*	*	*		*	20	*
6	*	52.17	*	43.48	*	4.35	*	23
All Grades	47.56	53.90	42.07	38.31	10.37	7.79	164	154

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.82	56.25	85.29	*	5.88	32	34
1	33.33	13.33	50.00	66.67	*	20.00	36	15
2	*	4.00	41.94	72.00	*	24.00	31	25
3		0.00	*	46.15	62.96	53.85	27	26
4		9.52	*	42.86	*	47.62	12	21
5	*	*	*	*	*	*	20	*
6		8.70	*	43.48	*	47.83	*	23
All Grades	18.90	8.44	46.95	61.04	34.15	30.52	164	154

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.50	52.94	53.13	41.18	*	5.88	32	34
1	*	6.67	69.44	86.67	*	6.67	36	15
2	*	4.00	67.74	84.00	*	12.00	31	25
3	*	3.85	44.44	84.62	*	11.54	27	26
4	*	14.29	*	71.43	*	14.29	12	21
5	*	*	55.00	*	*	*	20	*
6		21.74	*	69.57	*	8.70	*	23
All Grades	31.71	18.83	57.32	70.78	10.98	10.39	164	154

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
777	83.8	22.7	0.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	176	22.7
Foster Youth	5	0.6
Homeless	26	3.3
Socioeconomically Disadvantaged	651	83.8
Students with Disabilities	67	8.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.8
American Indian	1	0.1
Asian	4	0.5
Hispanic	659	84.8
Two or More Races	4	0.5
White	100	12.9





Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 25 points below standard Increased ++4.1 points 408	 Orange 49.8 points below standard Declined -9.4 points 134	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 53.4 points below standard 16	 Yellow 33.9 points below standard Increased ++4.3 points 345	 Red 114.3 points below standard Maintained ++1.6 points 42

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color 0 Students
Hispanic  Yellow 28.7 points below standard Increased ++4.5 points 345	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color 0 Students	White  Yellow 1.2 points below standard Declined -6.8 points 52

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 98.6 points below standard Increased ++11.2 points 70	Reclassified English Learners 3.5 points above standard Maintained -2.3 points 64	English Only 17.4 points below standard Increased ++8.2 points 259

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 39.5 points below standard Increased ++4 points 407	 Orange 55.3 points below standard Declined -5 points 134	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 67.8 points below standard 16	 Orange 47.7 points below standard Maintained ++2.7 points 344	 Red 123.7 points below standard Declined -9.6 points 42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino
Hispanic  Yellow 42.3 points below standard Increased ++4.2 points 345	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander	White  Orange 25.6 points below standard Declined -14.8 points 51

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner 95 points below standard Increased ++3.6 points 70	Reclassified English Learners 11.8 points below standard Increased ++6.2 points 64	English Only 34.7 points below standard Increased ++8.7 points 258

Conclusions based on this data:

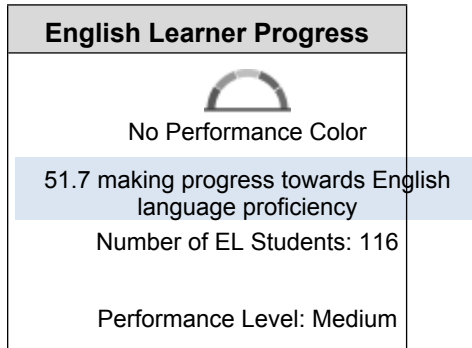
1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19	37	4	56

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 9.7 Maintained +0.1 827	 Blue 4.8 Declined Significantly -3.6 186	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 10.8 Declined -17.8 37	 Green 9.8 Declined -0.7 693	 Yellow 11 Declined -1.5 82

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  Yellow 8.5 Maintained -0.3 692	Two or More Races  No Performance Color 36.4 11	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Orange 14.4 Increased +4.1 111

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

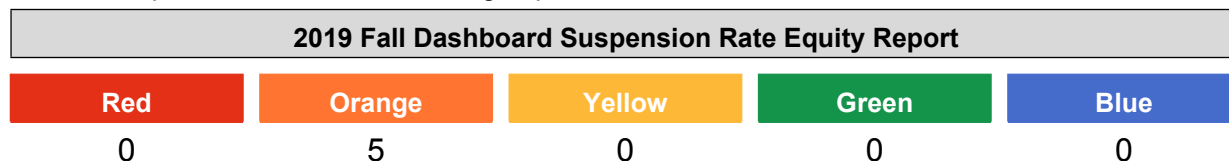
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:

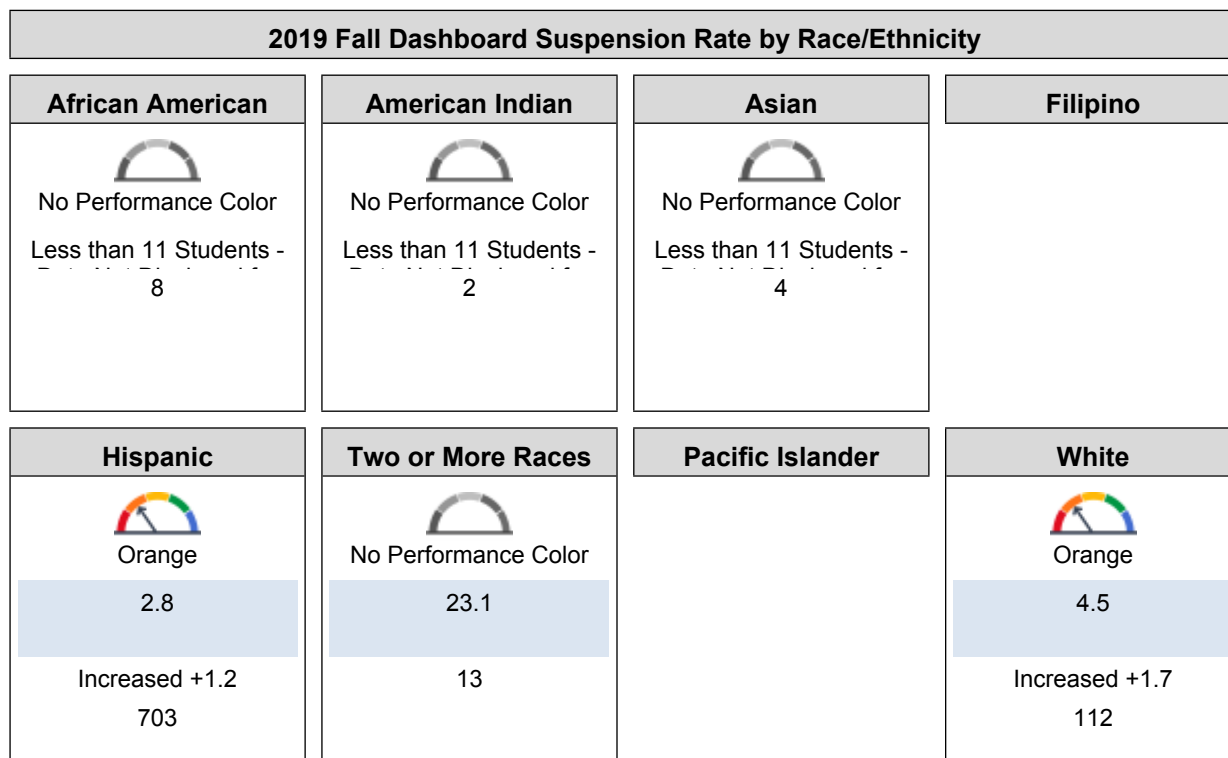


This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.6 Increased +1.2 842	English Learners  Orange 3.6 Increased +1.7 192	Foster Youth  No Performance Color Less than 11 Students - Data Not 8
Homeless  No Performance Color 2.6 Declined -2 39	Socioeconomically Disadvantaged  Orange 3.7 Increased +1 706	Students with Disabilities  Orange 6 Increased +2.2 84



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	2.4	3.6

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Statement of Goal: Equitable Access to Rigorous High-Level Programs

3-Year District Specific Goal: Madera Unified will obtain an ELA academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an mathematics academic score of [medium-high (green)] performance for all students as measured by the California Dashboard.

Madera Unified will obtain an English Learner progress score of [medium-high (green)] performance for all EL and recent RFEP students as measured by the California Dashboard.

State Priorities X 1 X 2 3 X 4 5 6 X 7 X 8

Local Priorities ELA , Math, and ELD Assessment, Ds or Fs on Report Card, employee retention, campus aesthetic, and certificated staff input related to state standards

Identified Need ELA & Math: A standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, and leadership development for teachers, leaders and staff.

ELD: A standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, and leadership development for teachers, leaders and staff.

Goal 1

Due to the COVID 19 pandemic and school shutdown, these goals will be carried forward another year. At this time, all dates and data have remained unchanged.

3-Year School Specific Goal - ELA: Berenda elementary will obtain an ELA academic score of high/blue or high/green based the 2019-20 SBA test. This will require a combined growth of at least 43 points. (The determining factor between high/blue and high/green will be the level of increase in the 2019-20 assessment: 3-15 points will give us a high/green ranking, while 15+ points will give us a high/blue ranking. We are in year 3 of our 3 year goal, with 2016-17 as our base year.)

Interim goals will require us to grow an average of 15 points a year to meet our 3 year goal.

3-Year School Specific Goal - Math: Berenda elementary will obtain a Math academic score of high/blue or high/green based the 2019-20 SBA test. This will require a combined growth of at least 47 points. (The determining factor between high/blue and high/green will be the level of increase in the 2019-20 assessment: 3-15 points will give us a high/green ranking, while 15+ points will give us a high/blue ranking. We are in year 3 of our 3 year goal, with 2016-17 as our base year.)

Interim goals will require us to grow an average of 16 points a year to meet our 3 year goal.

3-Year School Specific Goal - ELD: Berenda Elementary will obtain an ELD academic score of high/blue or high/green based on the 2019-20 ELPAC test. To obtain our goal of high/blue or high/green we will need to increase the number of students who attain one level of growth a year and/or become reclassified to 75% or more in the reporting year of 2019-20. (We are in year 3 of our 3 year goal, with 2016-17 as our base year. We are also not sure how the data will transfer over as we move from the CELDT to the ELPAC assessment.)

Identified Need

ELA & Math: A standards-aligned ELA instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, and leadership development for teachers, leaders and staff.

ELD: A standards-aligned ELD instructional system that promotes a culture of high standards for English learners, with the expectation that they complete academic programs of study that are integrated with interventions and supports - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, and leadership development for teachers, leaders and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA Distance from Level 3 (DF3)	Baseline data for 2016/17 placed us at a DF3 of -28.2.	Target: Color Green DF3: -0.2 To meet the three year growth projections we will need to be at -0.2. (This is an increase of 14 points.)
Local Interim Assessment ELA - NWEA	NWEA not utilized in 2016-17	Target: 50% of students will score above the National Norm.
Scholastic Next Step Guided Reading: K to 2nd	48% of students were reading at or above grade level at then end of the	Target: 45% of students will be reading at or above grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	year based on the NSGR assessment.	
Scholastic Reading Inventory: 3rd to 6th	41% of students were reading at or above grade level based on the SRI assessment	Target: 48% of students will be reading at or above grade level.
CAASPP SBAC Math Distance from Level 3 (DF3)	Baseline data for 2016/17 placed us at a DF3 of -35.2.	Color: Green DF3: -11.2 = Medium To meet the three year growth projections we will need to be at -11.2. (This is an increase of 12 points.)
Local Interim Assessment Math - NWEA	NWEA not utilized in 2016-17	Target: 35% of students will score above the National Norm.
English Learner Progress	Color Orange: Status: Maintained	Color (Projected): Yellow Status: Pending
ELPAC	111 students out of 171 made one year's growth	English Learners are expected to make one years growth.
Reclassification Rate	14.3%	15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Teachers on Special Assignment:

Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.

- * Collaboratively review and analyze data, individually and with staff, to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
- * Update list of services provided on Rtl Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions, targeting students' identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents as appropriate.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
- * All students will have equal opportunities to research based interventions through universal access - small group instruction.
- * Provide professional development to support effective intervention in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

74,100

TSA 1100 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase supplemental materials.

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Purchase materials to support the move to common core and the Smarter Balanced assessment.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
- * Purchase materials, supplies, events, or activities to support PBIS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,021	Books & Reference Material 4200 (Title I)
5,000	Duplicating/Print shop 5715 (Title I)
2,000	Books & Reference Material 4200 (Title I)
10,000	Instructional Supplies 4310 (Title I)
6,000	Comp. Hardware/Software Maintenance & License 5885 (Title I)
1,062	Duplicating / Print shop Parent ED

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide teacher release time, extra time, and other to support professional development.

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

* Provide funds for travel and conferences so that staff can attend training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Certificated Subs 1125 (Title I)
1,800	Certificated Extra Time 1190 (Title I)
6,253	Travel & Conference 5200 (Title I)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide classified extra time.

- * Support updating of test information in student data files.
- * Provide parent translation - oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,700	Classified Extra Time
2,000	Paraprofessional Extra Time 2190 (Title I)
2,000	Clerk/Office Extra time 2490 (Title I)
2,000	Other classified 2990 (Title I)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategy/Activity #1

Teachers on Special Assignment:

- * Collaboratively review and analyze data with staff to identify student needs and supports.
- * Identify academic need and create appropriate instructional groups.
- * Attend and provide professional development to assist teachers in the implementation of research--based strategies and data analysis.
- * Update list of services provided on Rtl Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
- * Provide research based interventions in a push--in or pull--out model, targeting students' identified needs.
- * Organize, schedule, facilitate and/or attend SST/COST meetings with parents as appropriate.
- * Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
- * All students will have equal opportunities to research based interventions through universal access -- small group instruction.
- * Provide professional development to support effectively implementing interventions in the classroom.

Strategy/Activity #2

Purchase supplemental materials:

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non--fiction text in alignment with common core expectations.
- * Purchase materials to support the move to common core and the Smarter Balanced assessment.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
- * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Strategy/Activity #3

Provide teacher release time and extra time:

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At--Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one--on--one teacher testing for students who are at--risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

Strategy/Activity #4

Provide classified extra time.

- * Support updating of test information in student data files.
- * Provide parent translation - oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not all funds were expended as projected due to the COVID 19 pandemic and school shutdown.

Strategy/Activity #1

Teachers on Special Assignment: We were very successful in implementing our goals for our TSAs. This year, one of our great successes was meeting with each teacher to review Green folders and discuss the individual needs of these students.

We also had a very strong implementation of our SAP initiative of Number Talks.

Allocation: \$ 74,100 Estimated Actuals: \$ 74,100 Full amount of funds will be expended by the end of the year.

Strategy/Activity #2

Purchase supplemental materials: We were able to make purchases to support the various needs of our students.

Allocation: \$ 37,021 Estimated Actuals: \$ 32,604 Due to the COVID19 shutdown, not all funds were expended.

Strategy/Activity#3

Provide teacher release time and extra time: We provided teachers with release time to meet and plan for their instruction. We have also provided time for teachers to observe their peers.

Allocation: \$ 20,053 Estimated Actuals: \$ 5,193 Due to the COVID19 shutdown, not all funds were expended.

Strategy/Activity #4

Provide classified extra time.

Allocation: \$ 6,000 Estimated Actuals: \$ 4,638 Due to the COVID19 shutdown, not all funds were expended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy/Activity #1

Teacher on Special Assignment: We will continue with our annual meeting with individual teachers to review their Green folders as a way to get to know their students and target Tier 2 intervention time with students in the classroom.

Strategy/Activity #2

Purchase supplemental materials: We will continue with our purchase of materials that support our students.

Strategy/Activity #3

Provide teacher release time and extra time: We will continue to provide release time for teachers for planning and training purposes. We will see how we can increase the number of teachers having the opportunity to view their peers.

Strategy/Activity #4

Provide classified extra time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Statement of Goal: Safe and Healthy Environment for Learning and Work

3-Year District Specific Goal: Madera Unified will obtain an Suspension score of [medium-low] performance for all students as measured by the California Dashboard, and will increase the school climate survey favorable index score each year.

State Priorities 1 2 X 3 4 5 6 7 8

Local Priorities Student attendance, student expulsion, student input on school extra-curricular activities and VAPA/athletics.

Identified Need Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Goal 2

Due to the COVID 19 pandemic and school shutdown, these goals will be carried forward another year. At this time, all dates and data in this goal have remained unchanged from our 19-20 SPSA.

3-Year School Specific Goal: Currently, Berenda is at a low status level with a color of green. In this instance, the status level of 'low' is a positive and the second best status level. The status level of low is defined as Suspending between 0.5% to 1.0% of our students. Our color ranking of green is based on the fact we reduced our number of suspensions between 0.3% to 1.0% from the previous year.

Our three year goal is to be in the status level of low with a color of green, keeping our suspensions in the range of 0.5% to 1.0% of our students

Note: The data used to determine our current status level is based on the change from the 2013-14 school year to the 2014-15 school year and the 2014-15 suspension rate. Current data, from 2016-17 and the year before, will be used to determine our status on this goal for the new reporting cycle and placement on the 5x5 dashboard.

The second part of the goal relates to a climate survey that 5th and 6th graders take. We will increase the number of students who rate the school as 'favorable' on this survey.

Identified Need

Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2.4% (20 students were suspended once or more)	1.5%
5th Grade School Climate Favorable Index Score	50% (104 student responses)	75%
6th Grade School Climate Favorable Index Score	64% (107 student responses)	75%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills.
- * Purchase materials and supplies to support character education and PBIS.

See Goal 1 Activity 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide teacher release time and extra time:

- * Observe high impact teaching strategies.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Plan and facilitate meetings to support struggling students.
- * Provide after school tutoring for students.
- * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice.

See Goal 1 Activity 3

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategy/Activity 1

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

- * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
- * Utilize the district's print shop service to provide materials for student use as well as for parent education.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
- * Purchase materials and supplies to support the implementation of advanced thinking skills.
- * Purchase materials and supplies to support character education and PBIS.

Strategy/Activity 2

Provide teacher release time and extra time:

- * Observe high impact teaching strategies.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of their students.
- * Attend scheduled meetings for At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Plan and facilitate meetings to support struggling students.
- * Attend trainings and professional development, including, but not limited to, PBIS and Restorative Justice.

From 2017 to 2018 reporting years, our suspensions fell from 3.4% to 2.4%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy/Activity 1 Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

Allocation: \$ Estimated Actuals: \$

Was there a difference? Why or Why not?

See Goal 1 Action 1

Strategy/Activity 2 Provide teacher release time and extra time:

Allocation: \$ Estimated Actuals: \$

Was there a difference? Why or Why not?

See Goal 1 Action 2

Not all funds were expended as projected due to the COVID 19 pandemic and school shutdown.

We have been working on implementing our school wide PBIS program this year and will continue next year.

From 2017 to 2018 reporting years, our suspensions fell from 3.4% to 2.4%.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We hope to finish with PBIS year 3 training with Madera County Superintendent of Schools. We will begin to work on our top tier students, those with the most need while continuing to work on our school wide and classroom programs.

Note: Due to the COVID 19 pandemic we were not able to attend all trainings for year 3. We look forward to completing them soon so we can fully implement PBIS.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Statement of Goal: Improve parent involvement programs making it an essential component of our educational program.

3-Year District Specific Goal: Madera Unified will increase the number of parents attending School Site Council (SSC), ELAC, Back to School Night, Parent Portal Login, and Title 1 Parent Meeting at all schools

State Priorities 1 2 3 4 X 5 X 6 7 8

Local Priorities None

Identified Need Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources, and maintaining open channels of communication with leaders and policy makers.

Goal 3

Due to the COVID 19 pandemic and school shutdown, these goals will be carried forward another year. At this time, all dates and data have remained unchanged.

3-Year School Specific Goal: Berenda elementary will increase the number of students who have someone attending Back to School Night and Open House. We will also increase our parent participation at our annual Title 1 Parent Meeting and at our ELAC meetings, as well as the number of parents who actively use the Parent Portal.

Identified Need

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources, and maintaining open channels of communication with leaders and policy makers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night (Students represented)	457	500
Title 1 Parent Meeting (Total attendance)	8	10
ELAC	5	25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(Average attendance)		
Open House (Students represented)	492	550
Active Parent Portal Users	526 As of May	585
SSC	17	17

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Parent Involvement:

- * Parent meetings will be scheduled that provide parents with a variety of information.
- * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
- * Parent meetings will be scheduled to discuss individual student progress.
- * Phone calls and notes home to inform parents of the meetings.
- * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- * Provide refreshments for attendees
- * Provide childcare for parents attending meetings.

Parent Ed funds available through the district.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

- * Purchase materials to support parent involvement.
- * Purchase materials and supplies to support our various parent night activities.
- * Utilize the district's print shop service to provide materials for parent communication.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

See Goal 1 Activity 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Computer Hardware/Software
Maintenance & License

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.
- * Provide parent education nights.

See Goal 1 Activity 3

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategy/Activity 1

Parent Involvement:

- * Parent meetings will be scheduled that provide parents with a variety of information.
- * Parent meetings will be scheduled that provide parents with strategies to support their child's education at home.
- * Parent meetings will be scheduled to discuss individual student progress.
- * Phone calls and notes home to inform parents of the meetings.
- * Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, parent/teacher conferences, IEPs, SSTs, and 504s.
- * Provide refreshments for attendees
- * Provide childcare for parents attending meetings.

Strategy/Activity 2

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

- * Purchase materials to support parent involvement.
- * Purchase materials and supplies to support our various parent night activities.
- * Utilize the district's print shop service to provide materials for parent communication.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support parent involvement.

Strategy/Activity 3

Provide teacher/classified release time and extra time:

- * Provide parent translation – oral and written.
- * Provide preparation time for parent support.

* Provide parent education nights.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy/Activity 1

Parent Involvement:

Allocation: \$ Estimated Actuals: \$

Was there a difference? Why or Why not?

See Goal 1 Action 1

We were successful in providing information to our parents through our SSC (School Site Council), ELAC (English Learner Advisory Committee), and BPC (Berenda Parent Club) meetings. We also scheduled a variety of Parent Nights on various topics.

Strategy/Activity 2

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop:

Allocation: \$ Estimated Actuals: \$

Was there a difference? Why or Why not?

See Goal 2 Action 2

We did not send home the Home School Connection Newsletters this year.

Strategy/Activity 3

Provide teacher/classified release time and extra time:

Allocation: \$ Estimated Actuals: \$

Was there a difference? Why or Why not?

See Goal 3 Action 3

We were able to accomplish these tasks.

Not all funds were expended as projected due to the COVID 19 pandemic and school shutdown. (See Goal 1)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategy/Activity 1

Parent Involvement: We will continue to work with our parents through our SSC (School Site Council), ELAC (English Learner Advisory Committee), and BPC (Berenda Parent Club) meetings. We will also continue with our Parent Nights on

various topics as they are always well received by our parents (as we are able to based on COVID 19 guidelines).

Strategy/Activity 2

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: We will continue to purchase the items necessary to support our parents and increase their understanding and connection with the school.

Strategy/Activity 3

Provide teacher/classified release time and extra time: We will continue to provide for these needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Statement of Goal: Increase and improve technology.

3-Year District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.

State Priorities X 1 2 3 4 5 6 7 8

Local Priorities None

Identified Need Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Goal 4

Due to the COVID 19 pandemic and school shutdown, these goals will be carried forward another year. At this time, all dates and data have remained unchanged.

3-Year School Specific Goal: Berenda elementary will maintain an average daily student device usage of 1-hour a day for each school year.

Identified Need

Ensure students are provided with basic 21st century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	41.8% of Chromebook devices met 75% of 2-hour daily threshold.	65% of Chromebook devices will be used for 2-hours a day for 75% of the school year.
Google API (average daily usage of devices)	1.5 hours per day	1.9 hours per day

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase technology and supplemental materials:

- * Purchase technology to support technology goal.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- * Provide for repairs as needed to keep equipment in working order.
- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

See Goal 1 Activity 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Comp. Hardware/Software Maintenance
& License 5885 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide teacher release time and extra time:

- * Observe high impact teaching strategies.
- * Provide after school tutoring and enrichment for students relating to technology.
- * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning.
- * Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

See Goal 1 Activity 3

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Certificated Extra Time 1190 (Title I)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Purchase technology and supplemental materials:

- * Purchase technology to support technology goal.
- * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.
- * Provide for repairs as needed to keep equipment in working order.
- * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.

Provide teacher release time and extra time:

- * Observe high impact teaching strategies.
- * Provide after school tutoring and enrichment for students relating to technology.
- * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning.
- * Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not all funds were expended as projected due to the COVID 19 pandemic and school shutdown. (See Goal 1)

The district has taken on the responsibility for refreshing student and staff devices. We spend limited funds on printers and other peripheral devices.

The only technology specific training was provided to 3rd and 4th grade teachers for their new Active Panel displays.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

MUSD sets the goal for technology usage.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$139,936
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,936.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Books & Reference Material 4200 (Title I)	\$16,021.00
Certificated Extra Time 1190 (Title I)	\$1,800.00
Certificated Subs 1125 (Title I)	\$12,000.00
Classified Extra Time	\$1,700.00
Clerk/Office Extra time 2490 (Title I)	\$2,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	\$6,000.00
Duplicating / Print shop Parent ED	\$1,062.00
Duplicating/Print shop 5715 (Title I)	\$5,000.00
Instructional Supplies 4310 (Title I)	\$10,000.00

Other classified 2990 (Title I)	\$2,000.00
Paraprofessional Extra Time 2190 (Title I)	\$2,000.00
Paraprofessional Extra Time 2190 (Title I)	\$2,000.00
Travel & Conference 5200 (Title I)	\$6,253.00
TSA 1100 (Title I)	\$74,100.00

Subtotal of state or local funds included for this school: \$139,936.00

Total of federal, state, and/or local funds for this school: \$139,936.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Julie Simpson	Classroom Teacher
Donna Grant	Classroom Teacher
Pat Rozek	Classroom Teacher
Sean Kelly	Other School Staff
Carsten Christiansen	Principal
Elizabeth Alvarez	Parent or Community Member
Heather Perez	Parent or Community Member
Marion Kerswell	Parent or Community Member
Matilde Gaytan	Parent or Community Member
Carl Alemania	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
M. Gaytan	English Learner Advisory Committee
C	Other: Leadership/SAP team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/27/20 budget only.

Attested:

Car	Principal, Carsten Christiansen on 5/8/19
M. Kerswell	SSC Chairperson, Marion Kerswell (via Zoom) on 5/8/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds

allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments”

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement:

<https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Berenda Elementary School

**Funding Source: Books & Reference Material 4200
(Title I)**

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$14,021.00		<p>Purchase supplemental materials.</p> <ul style="list-style-type: none">* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.* Purchase materials to support the move to common core and the Smarter Balanced assessment.* Utilize the district's print shop service to provide materials for student use as well as for parent education.* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.* Purchase materials, supplies, events, or activities to support PBIS.

Berenda Elementary School

\$2,000.00

Purchase supplemental materials.
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to support the move to common core and the Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
* Purchase materials, supplies, events, or activities to support PBIS.

Books & Reference Material 4200 (Title I) Total Expenditures: \$16,021.00

Books & Reference Material 4200 (Title I) Allocation Balance: \$0.00

Funding Source: Certificated Extra Time 1190 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Berenda Elementary School

\$1,800.00

Provide teacher release time, extra time, and other to support professional development.
 * Observe high impact CCCS lessons.
 * Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
 * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
 * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
 * Time for testing, scheduling, and compiling information about students.
 * Provide after school tutoring for students.
 * Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
 * Provide funds for travel and conferences so that staff can attend training.

\$0.00

Provide teacher release time and extra time:
 * Observe high impact teaching strategies.
 * Provide after school tutoring and enrichment for students relating to technology.
 * Professional development will be designed to assist teachers in understanding and using technology to enhance student learning.
 * Funding to include needed supplies, support teacher or substitutes to facilitate collaboration time, or outside consultants and conferences as appropriate.

See Goal 1 Activity 3

Certificated Extra Time 1190 (Title I) Total Expenditures: \$1,800.00

Certificated Extra Time 1190 (Title I) Allocation Balance: \$0.00

Funding Source: Certificated Subs 1125 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Berenda Elementary School

\$12,000.00

Provide teacher release time, extra time, and other to support professional development.
* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after school tutoring for students.
* Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
* Provide funds for travel and conferences so that staff can attend training.

Certificated Subs 1125 (Title I) Total Expenditures: \$12,000.00

Certificated Subs 1125 (Title I) Allocation Balance: \$0.00

Funding Source: Classified Extra Time

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$1,700.00		Provide classified extra time. * Support updating of test information in student data files. * Provide parent translation - oral and written. * Provide preparation time for parent support. * Provide parent education nights

Classified Extra Time Total Expenditures: \$1,700.00

Classified Extra Time Allocation Balance: \$0.00

Berenda Elementary School

Funding Source: Clerk/Office Extra time 2490 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		Provide classified extra time. * Support updating of test information in student data files. * Provide parent translation - oral and written. * Provide preparation time for parent support. * Provide parent education nights

Clerk/Office Extra time 2490 (Title I) Total Expenditures: \$2,000.00

Clerk/Office Extra time 2490 (Title I) Allocation Balance: \$0.00

**Funding Source: Comp. Hardware/Software
Maintenance & License 5885 (Title I) \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$0.00		Purchase technology and supplemental materials: * Purchase technology to support technology goal. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology. * Provide for repairs as needed to keep equipment in working order. * Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment. See Goal 1 Activity 2

Berenda Elementary School

\$6,000.00

Purchase supplemental materials.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
 * Purchase materials to support the move to common core and the Smarter Balanced assessment.
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
 * Purchase materials, supplies, events, or activities to support PBIS.

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: \$6,000.00
 Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: \$0.00

Funding Source: Duplicating / Print shop Parent ED \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Berenda Elementary School

\$1,062.00

Purchase supplemental materials.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
 * Purchase materials to support the move to common core and the Smarter Balanced assessment.
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
 * Purchase materials, supplies, events, or activities to support PBIS.

Duplicating / Print shop Parent ED Total Expenditures: \$1,062.00

Duplicating / Print shop Parent ED Allocation Balance: \$0.00

Funding Source: Duplicating/Print shop 5715 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Berenda Elementary School

\$5,000.00

Purchase supplemental materials.
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
* Purchase materials to support the move to common core and the Smarter Balanced assessment.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
* Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
* Purchase materials, supplies, events, or activities to support PBIS.

Duplicating/Print shop 5715 (Title I) Total Expenditures: \$5,000.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: \$0.00

Funding Source: Instructional Supplies 4310 (Title I) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Berenda Elementary School

\$10,000.00

Purchase supplemental materials.
 * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations.
 * Purchase materials to support the move to common core and the Smarter Balanced assessment.
 * Utilize the district's print shop service to provide materials for student use as well as for parent education.
 * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
 * Purchase materials, supplies, events, or activities to support PBIS.

Instructional Supplies 4310 (Title I) Total Expenditures: \$10,000.00

Instructional Supplies 4310 (Title I) Allocation Balance: \$0.00

Funding Source: Other classified 2990 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		Provide classified extra time. * Support updating of test information in student data files. * Provide parent translation - oral and written. * Provide preparation time for parent support. * Provide parent education nights

Berenda Elementary School

Other classified 2990 (Title I) Total Expenditures: \$2,000.00

Other classified 2990 (Title I) Allocation Balance: \$0.00

Funding Source: Paraprofessional Extra Time 2190 (Title I) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00		Provide classified extra time. * Support updating of test information in student data files. * Provide parent translation - oral and written. * Provide preparation time for parent support. * Provide parent education nights

Paraprofessional Extra Time 2190 (Title I) Total Expenditures: \$2,000.00

Paraprofessional Extra Time 2190 (Title I) Allocation Balance: \$0.00

Funding Source: Travel & Conference 5200 (Title I) **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Berenda Elementary School

\$6,253.00

Provide teacher release time, extra time, and other to support professional development.
* Observe high impact CCCS lessons.
* Adjust pacing guides, common planning, dis-aggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
* Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
* Time for testing, scheduling, and compiling information about students.
* Provide after school tutoring for students.
* Provide teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.
* Provide funds for travel and conferences so that staff can attend training.

Travel & Conference 5200 (Title I) Total Expenditures: \$6,253.00

Travel & Conference 5200 (Title I) Allocation Balance: \$0.00

Funding Source: TSA 1100 (Title I)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Berenda Elementary School

\$74,100.00

Teachers on Special Assignment:
Support to increase student achievement as provided by Teachers on Special Assignment and support staff – for all grades or targeted grade levels as appropriate.
* Collaboratively review and analyze data, individually and with staff, to identify student needs and supports.
* Identify academic need and create appropriate instructional groups.
* Attend and provide professional development to assist teachers in the implementation of research-based strategies and data analysis.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
* Provide research based interventions, targeting students' identified needs.
* Organize, schedule, facilitate and/or attend SST/COST meetings with parents as appropriate.
* Work with teachers to provide demonstration lessons, facilitate teacher observations, and support development of rigorous lessons.
* All students will have equal opportunities to research based interventions through universal access - small group instruction.
* Provide professional development to support effective intervention in the classroom.

TSA 1100 (Title I) Total Expenditures: \$74,100.00

TSA 1100 (Title I) Allocation Balance: \$0.00

Berenda Elementary School Total Expenditures: \$139,936.00