



## 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 8, 2019	June 11, 2019

# 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

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 year based on the NSGR assessment.	Target: 45% of students will be reading at or above grade level.
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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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.
- \* 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 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)

100,000

Source(s)

TSA

### 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.

## 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)
8,601	Book and reference materials
5,000	Printshop
1,000	Book and reference materials
5,514	Instructional Supplies
500	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 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.

### 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)
13,059	Site Title I - Subs
2,000	Certificated Extra Time

### 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)
1,500	Classified Extra Time

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

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.
- \* 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.

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.

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.

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

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 individual needs of these students.

We were not able to work on improving our Tier 2 intervention time in the intermediate grades as much as we planned, but will carry that focus forward to next year.

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

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.

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.

Teachers 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. We will carry our focus forward to next year for getting more and better structured Tier 2 intervention time in the intermediate grades.

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

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.

# 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

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%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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: 2018-19**

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 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.

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.

We have been working on implementing our schoolwide PBIS program this year with some inroads into the classroom PBIS level.

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 will continue 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 schoolwide and classroom programs.

# 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

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 (Average attendance)	5	25
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)

2,762

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: 2018-19

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.

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.

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.

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.

Parent Involvement: 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.

Purchase supplemental instructional supplies, books and reference materials and Duplication/Print shop: We did not send home the Home School Connection Newsletters this year.

Provide teacher/classified release time and extra time: We were able to accomplish these tasks.

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.

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.

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.

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

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)

### **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)

## **Annual Review**

### **SPSA Year Reviewed: 2018-19**

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:

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- \* 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.

The district has taken on the responsibility for refreshing student and staff devices. We spend limited funds on printers and other peripheral devices. We did purchase a device to allow remote control of the new Active Panel displays that were installed in 5th and 6th grade classes this year.

The only technology specific training was provided to 5th and 6th 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 will set 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	\$139,936.00
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 (\$)
Book and reference materials	\$9,601.00
Certificated Extra Time	\$2,000.00
Classified Extra Time	\$1,500.00
Computer Hardware/Software Maintenance & License	\$3,262.00
Instructional Supplies	\$5,514.00
Printshop	\$5,000.00
Site Title I - Subs	\$13,059.00
TSA	\$100,000.00

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