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	5/16/23	12/12/2023

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
Additional Targeted Support and Improvement
Students with Disabilities and Students with Two or More Races

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 committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially, and personally transformative.

District Vision Statement
Madera Unified will set the standard for hard work, creativity, and resiliency with a fearless drive to continuously improve.

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.

Our RtI TSAs will be pulling targeted students from third through sixth grade 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 instructions 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 their assigned PLC grade-level time, grade level planning days, and in-class demonstration, observation, and follow-up.

As a staff, we will focus on building our capacity as grade level teams of the PLC process. We will identify ESSENTIAL grade level standards in ELA and math, develop learning targets and Common Formative Assessments that will allow teams to analyze data and make instructional adjustments to intervene.

For our parents, we will provide opportunities to support their own children. In the Fall, we will offer a "Reclassification Planning" meeting for parents of multi-lingual students to review Reclassification criteria. We will work with PRC to schedule Family Nights for Literacy and Math.

We will be starting with approximately the same amount of projected funding as the last few years.

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 completes a needs assessment survey annually that provids input to our SSC.
Teacher self-assessment surveys support PBIS implementation, and self-reflection based on continual needs for training/PD, support.
Panorama surveys were also used to gather qualitative feedback from our various stakeholders.
3rd through 6th grade students take the annual Panorama survey. This survey focuses on Student Supports and the Environment (Equity) which provids us feedback on Student Competency & Well-Being Measures.
Another survey was sent to all teachers and staff regarding Social-Emotional Learning which informed us about employee well-being and cultural awareness.

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.

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. (This was postponed due to COVID19 for the last two years.)
NWEA is used as our local measurement that provides individual student data.
RI is an additional test that our English learners take to monitor their progress and is also used as a criteria for reclassification.
ESGI is a one-on-one assessment used in kindergarten.
Lexia, 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 when teachers collaborate and exam student progress/needs.

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.
Support is also provided to our new teachers through our Teacher Support Mentors.

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

Teaching and Learning

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

COVID19 caused a disruption that affected schools in many ways. We adapted and adjusted to the best of our ability while maintaining a focus on student learning.
Grade levels plan together to ensure consistent curricular exposure to all students.
Number talks have a scope and sequence for each grade level.
The 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.

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 RtI 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 are still using programs that they have been previously trained 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 district 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

Educational Partner 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 to 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 even though we have come back to school, this past school year has been a unique and challenging. They want parent involvement to be a priority for the coming school year. They agree with the current goal as it is listed in our SPSA and want to make sure resources are allocated to promote reengagement and SEL to support reengagement.

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 SBAC data at this time due to the COVID-19 pandemic.
We will continue to use our local assessment, NWEA, as the means of measuring student progress.
We will continue to provide good first instruction, as well as remediation time when needed, for our students through both in-person and distance learning means of teaching.

We did give the SBAC assessment this year so will have that data for the 21-22 school year and will be able to update the sections below.

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. The district has been in charge of providing Speech services for the last few years which has giving us some more flexibilty in how we provide support.

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. Much of this was put on hold due to COVID19, but we have been bringing them back little by little as the situation allows.

We will support teachers in their classrooms 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 continue to have students involved in setting goals for themselves. This 'buy-in' is an important part of having students take some ownership of their own learning.

This is year two for our whole district attending PBIS training together. Due to the COVID 19 pandemic and students being home for a year, we have had many social/emotional issues arise. We know that our time working on PBIS 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.26%	0.27%	4	2	2
African American	0.8%	0.40%	0.27%	6	3	2
Asian	0.7%	1.19%	0.66%	5	9	5
Filipino	%	%	0%		0	0
Hispanic/Latino	83.8%	85.75%	85.9%	633	650	646
Pacific Islander	%	%	0%		0	0
White	11.7%	8.84%	9.18%	88	67	69
Multiple/No Response	0.7%	1.19%	1.06%	5	9	8
			Total Enrollment	755	758	752

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	118	111	116
Grade 1	97	113	98
Grade 2	113	87	113
Grade3	102	116	95
Grade 4	115	103	117
Grade 5	122	110	102
Grade 6	88	118	111
Total Enrollment	755	758	752

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	124	164	158	16.4%	21.6%	21.0%
Fluent English Proficient (FEP)	73	74	67	9.7%	9.8%	8.9%
Reclassified Fluent English Proficient (RFEP)	10			8.1%		

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall Participation for All Students												
Grade 3	103	116	97	0	116	97	0	116	97	0.0	100.0	100.0
Grade 4	112	105	117	0	104	117	0	104	117	0.0	99.0	100.0
Grade 5	124	114	105	0	113	105	0	113	105	0.0	99.1	100.0
Grade 6	90	116	114	0	115	114	0	115	114	0.0	99.1	100.0
All Grades	429	451	433	0	448	433	0	448	433	0.0	99.3	100.0

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Overall Achievement for All Students															
Grade 3		2375.	2387.		12.07	14.43		17.24	16.49		18.97	31.96		51.72	37.11
Grade 4		2424.	2431.		10.58	12.82		28.85	19.66		14.42	23.08		46.15	44.44
Grade 5		2486.	2464.		18.58	8.57		25.66	26.67		23.01	26.67		32.74	38.10
Grade 6		2469.	2508.		0.87	10.53		26.09	29.82		28.70	32.46		44.35	27.19
All Grades	N/A	N/A	N/A		10.49	11.55		24.33	23.33		21.43	28.41		43.75	36.72

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Reading **Demonstrating understanding of literary and non-fictional texts**									
Grade 3		8.62	10.31		62.07	61.86		29.31	27.84
Grade 4		8.65	12.82		69.23	59.83		22.12	27.35
Grade 5		15.93	7.62		65.49	67.62		18.58	24.76
Grade 6		7.83	12.28		52.17	58.77		40.00	28.95
All Grades		10.27	10.85		62.05	61.89		27.68	27.25

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.62	7.22		41.38	56.70		50.00	36.08
Grade 4		6.73	7.69		50.96	58.97		42.31	33.33
Grade 5		12.39	7.62		59.29	61.90		28.32	30.48
Grade 6		1.74	12.28		47.83	60.53		50.43	27.19
All Grades		7.37	8.78		49.78	59.58		42.86	31.64

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.31	6.19		77.59	84.54		18.10	9.28
Grade 4		4.81	7.69		76.92	74.36		18.27	17.95
Grade 5		8.85	7.62		69.91	75.24		21.24	17.14
Grade 6		10.43	11.40		72.17	71.93		17.39	16.67
All Grades		7.14	8.31		74.11	76.21		18.75	15.47

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.90	11.34		58.62	67.01		34.48	21.65
Grade 4		6.73	7.69		71.15	64.96		22.12	27.35
Grade 5		19.47	13.33		62.83	60.00		17.70	26.67
Grade 6		3.48	8.77		66.96	71.05		29.57	20.18
All Grades		9.15	10.16		64.73	65.82		26.12	24.02

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	104	116	97	0	116	97	0	116	97	0.0	100.0	100.0
Grade 4	112	105	117	0	104	117	0	104	117	0.0	99.0	100.0
Grade 5	124	113	106	0	113	106	0	113	106	0.0	100.0	100.0
Grade 6	90	116	114	0	113	114	0	113	114	0.0	97.4	100.0
All Grades	430	450	434	0	446	434	0	446	434	0.0	99.1	100.0

* 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 Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	2394.		9.48	11.34		31.03	18.56		15.52	25.77		43.97	44.33
Grade 4		2437.	2449.		3.85	11.11		25.96	23.93		36.54	34.19		33.65	30.77
Grade 5		2451.	2451.		4.42	4.72		13.27	13.21		28.32	34.91		53.98	47.17
Grade 6		2458.	2505.		4.42	11.40		10.62	19.30		23.89	33.33		61.06	35.96
All Grades	N/A	N/A	N/A		5.61	9.68		20.18	18.89		25.78	32.26		48.43	39.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.83	17.53		43.10	45.36		37.07	37.11
Grade 4		6.73	13.68		55.77	52.99		37.50	33.33
Grade 5		5.31	5.66		42.48	50.94		52.21	43.40
Grade 6		6.19	12.28		30.97	55.26		62.83	32.46
All Grades		9.64	12.21		42.83	51.38		47.53	36.41

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		12.07	11.34		49.14	45.36		38.79	43.30
Grade 4		3.85	11.11		59.62	53.85		36.54	35.04
Grade 5		3.54	3.77		54.87	52.83		41.59	43.40
Grade 6		3.54	7.89		40.71	57.02		55.75	35.09
All Grades		5.83	8.53		50.90	52.53		43.27	38.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		12.07	15.46		59.48	53.61		28.45	30.93
Grade 4		4.81	11.97		61.54	64.96		33.65	23.08
Grade 5		4.42	3.77		57.52	61.32		38.05	34.91
Grade 6		3.54	11.40		61.06	58.77		35.40	29.82
All Grades		6.28	10.60		59.87	59.91		33.86	29.49

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K		1425.5	1437.0		1438.7	1443.5		1394.6	1421.6	0	29	36
1	*	1417.3	1455.5	*	1436.8	1467.3	*	1397.1	1443.2	9	19	25
2	1476.6	1471.1	1450.3	1495.1	1476.9	1453.0	1457.5	1464.7	1447.1	23	20	24
3	1477.1	1486.3	1479.0	1491.5	1497.3	1479.5	1462.2	1474.7	1477.9	15	31	22
4	1501.4	1488.3	1511.3	1503.7	1482.1	1516.3	1498.6	1494.0	1505.7	20	16	26
5	1517.7	1533.4	1529.2	1528.0	1528.0	1526.7	1506.9	1538.4	1531.3	22	25	12
6	1510.4	1523.8	1540.2	1510.1	1524.2	1534.6	1510.4	1522.9	1545.4	14	27	18
All Grades										103	167	163

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K		8.70	17.14		39.13	31.43		43.48	42.86		8.70	8.57		23	35
1	*	0.00	12.50	*	33.33	41.67	*	26.67	37.50	*	40.00	8.33	*	15	24
2	8.70	10.00	8.33	52.17	35.00	33.33	30.43	45.00	33.33	8.70	10.00	25.00	23	20	24
3	13.33	6.45	13.64	26.67	41.94	4.55	40.00	35.48	63.64	20.00	16.13	18.18	15	31	22
4	0.00	0.00	19.23	57.89	50.00	46.15	36.84	31.25	26.92	5.26	18.75	7.69	19	16	26
5	14.29	28.00	33.33	38.10	36.00	33.33	38.10	32.00	33.33	9.52	4.00	0.00	21	25	12
6	7.14	14.81	22.22	28.57	37.04	44.44	50.00	44.44	33.33	14.29	3.70	0.00	14	27	18
All Grades	8.91	10.83	16.77	41.58	38.85	33.54	38.61	37.58	39.13	10.89	12.74	10.56	101	157	161

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		17.39	28.57		47.83	28.57		26.09	31.43		8.70	11.43		23	35
1	*	6.67	25.00	*	33.33	33.33	*	40.00	33.33	*	20.00	8.33	*	15	24
2	47.83	15.00	16.67	17.39	45.00	16.67	30.43	30.00	50.00	4.35	10.00	16.67	23	20	24
3	40.00	38.71	18.18	6.67	41.94	36.36	53.33	12.90	31.82	0.00	6.45	13.64	15	31	22
4	26.32	12.50	42.31	57.89	56.25	42.31	10.53	12.50	11.54	5.26	18.75	3.85	19	16	26
5	52.38	24.00	33.33	28.57	60.00	66.67	14.29	16.00	0.00	4.76	0.00	0.00	21	25	12
6	7.14	33.33	44.44	71.43	51.85	38.89	21.43	11.11	11.11	0.00	3.70	5.56	14	27	18
All Grades	35.64	23.57	29.19	35.64	48.41	34.78	25.74	19.75	26.71	2.97	8.28	9.32	101	157	161

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		0.00	11.43		30.43	28.57		65.22	37.14		4.35	22.86		23	35
1	*	0.00	4.17	*	26.67	33.33	*	20.00	41.67	*	53.33	20.83	*	15	24
2	0.00	5.00	4.17	30.43	35.00	29.17	30.43	35.00	29.17	39.13	25.00	37.50	23	20	24
3	0.00	3.23	9.09	13.33	12.90	9.09	26.67	51.61	40.91	60.00	32.26	40.91	15	31	22
4	0.00	0.00	11.54	15.79	18.75	19.23	63.16	43.75	38.46	21.05	37.50	30.77	19	16	26
5	4.76	16.00	8.33	9.52	24.00	25.00	57.14	52.00	41.67	28.57	8.00	25.00	21	25	12
6	0.00	3.70	5.56	14.29	18.52	55.56	50.00	59.26	22.22	35.71	18.52	16.67	14	27	18
All Grades	0.99	4.46	8.07	20.79	22.93	27.95	43.56	49.04	36.02	34.65	23.57	27.95	101	157	161

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		13.04	28.57		86.96	57.14		0.00	14.29		23	35
1	*	20.00	45.83	*	60.00	54.17	*	20.00	0.00	*	15	24
2	17.39	15.00	12.50	78.26	80.00	75.00	4.35	5.00	12.50	23	20	24
3	20.00	41.94	22.73	73.33	51.61	72.73	6.67	6.45	4.55	15	31	22
4	52.63	43.75	38.46	42.11	37.50	61.54	5.26	18.75	0.00	19	16	26
5	33.33	48.00	41.67	52.38	52.00	58.33	14.29	0.00	0.00	21	25	12
6	7.14	14.81	38.89	92.86	81.48	61.11	0.00	3.70	0.00	14	27	18
All Grades	28.71	28.66	31.68	65.35	64.97	62.73	5.94	6.37	5.59	101	157	161

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		13.04	22.86		78.26	57.14		8.70	20.00		23	35
1	*	7.14	29.17	*	64.29	58.33	*	28.57	12.50	*	14	24
2	56.52	30.00	25.00	34.78	55.00	50.00	8.70	15.00	25.00	23	20	24
3	40.00	45.16	18.18	60.00	45.16	54.55	0.00	9.68	27.27	15	31	22
4	31.58	25.00	38.46	68.42	43.75	57.69	0.00	31.25	3.85	19	16	26
5	66.67	36.00	58.33	28.57	48.00	41.67	4.76	16.00	0.00	21	25	12
6	28.57	44.44	44.44	71.43	51.85	44.44	0.00	3.70	11.11	14	27	18
All Grades	42.57	31.41	31.06	53.47	54.49	53.42	3.96	14.10	15.53	101	156	161

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		4.35	14.29		86.96	74.29		8.70	11.43		23	35
1	*	6.67	12.50	*	33.33	58.33	*	60.00	29.17	*	15	24
2	8.70	5.00	4.17	60.87	65.00	50.00	30.43	30.00	45.83	23	20	24
3	0.00	3.23	4.55	26.67	38.71	36.36	73.33	58.06	59.09	15	31	22
4	0.00	0.00	7.69	68.42	75.00	50.00	31.58	25.00	42.31	19	16	26
5	4.76	20.00	8.33	47.62	64.00	66.67	47.62	16.00	25.00	21	25	12
6	0.00	3.70	5.56	28.57	51.85	61.11	71.43	44.44	33.33	14	27	18
All Grades	2.97	6.37	8.70	50.50	58.60	57.14	46.53	35.03	34.16	101	157	161

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		17.39	34.29		73.91	45.71		8.70	20.00		23	35
1	*	0.00	4.17	*	60.00	83.33	*	40.00	12.50	*	15	24
2	4.35	20.00	12.50	60.87	65.00	62.50	34.78	15.00	25.00	23	20	24
3	6.67	6.45	18.18	66.67	80.65	63.64	26.67	12.90	18.18	15	31	22
4	0.00	0.00	11.54	89.47	68.75	65.38	10.53	31.25	23.08	19	16	26
5	4.76	20.00	25.00	76.19	68.00	75.00	19.05	12.00	0.00	21	25	12
6	0.00	11.11	44.44	85.71	88.89	55.56	14.29	0.00	0.00	14	27	18
All Grades	2.97	11.46	21.12	75.25	73.89	62.73	21.78	14.65	16.15	101	157	161

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
758	**82.2**	**21.6**	**0.8**
Total Number of Students enrolled in Berenda Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	164	21.6
Foster Youth	6	0.8
Homeless	10	1.3
Socioeconomically Disadvantaged	623	82.2
Students with Disabilities	51	6.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4
American Indian	2	0.3
Asian	9	1.2
Filipino		
Hispanic	650	85.8
Two or More Races	9	1.2
Pacific Islander		
White	67	8.8

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Low	**Chronic Absenteeism** — Very High	**Suspension Rate** — Medium
Mathematics — Low		
English Learner Progress — Low		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts
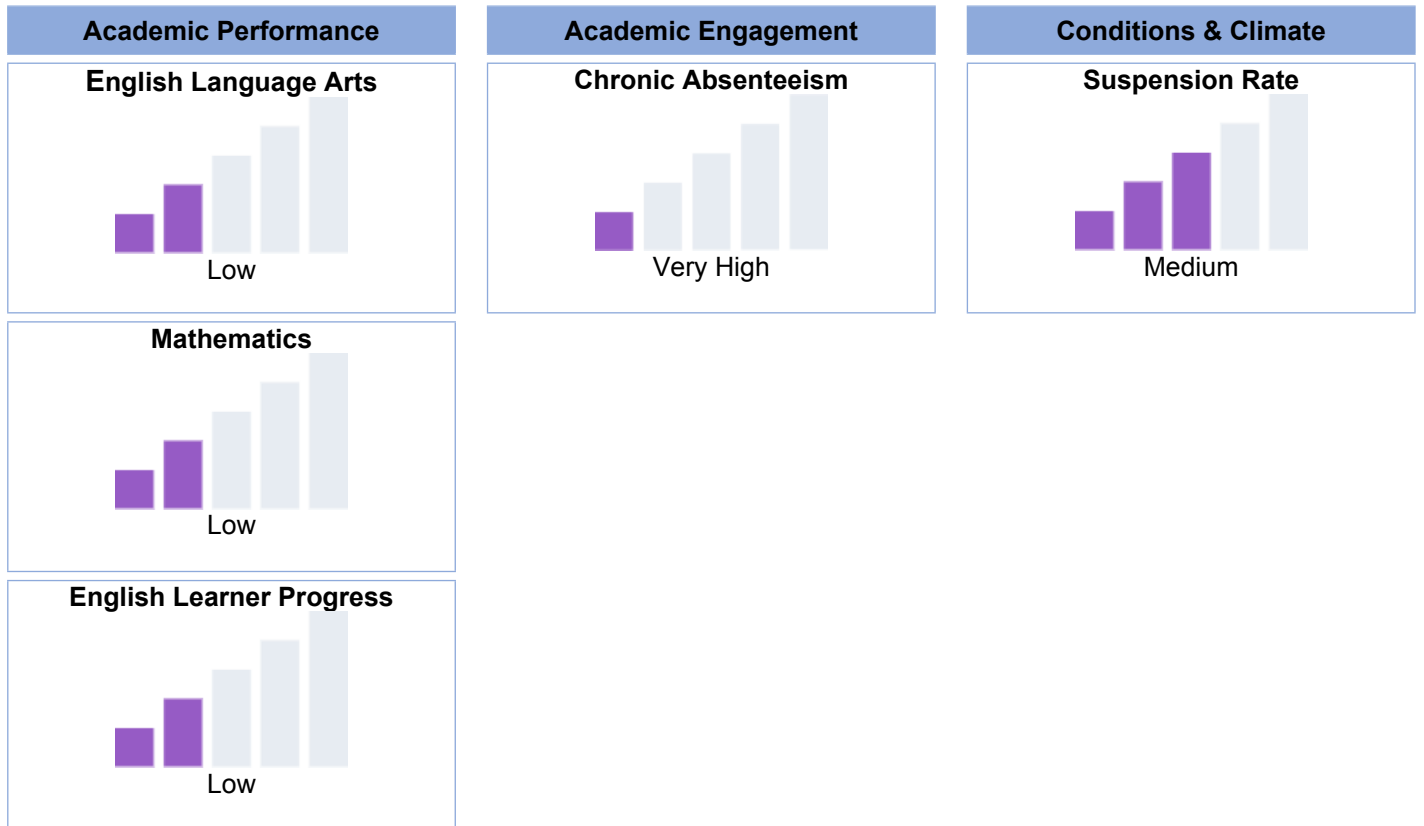
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
41.8 points below standard	62.3 points below standard	4 Students
423 Students	132 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
4 Students	49.4 points below standard	93.0 points below standard
	362 Students	32 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 2 Students	No Performance Level 1 Student	No Performance Level 2 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low 42.7 points below standard 372 Students	No Performance Level 3 Students		Low 29.1 points below standard 39 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

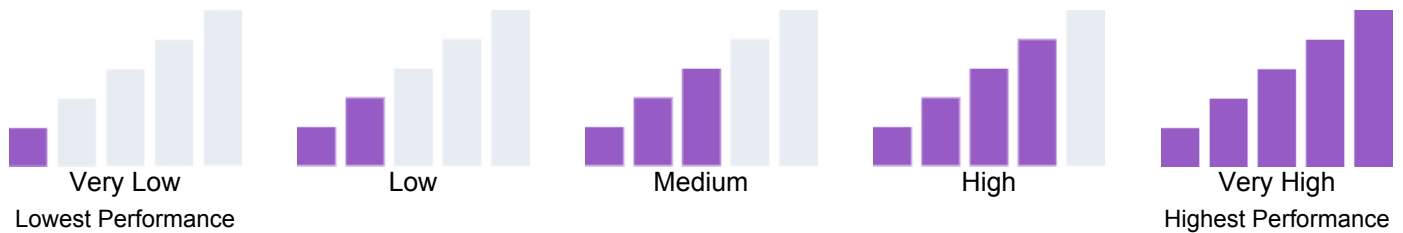| Current English Learner	Reclassified English Learners	English Only
99.4 points below standard	7.2 points above standard	35.1 points below standard
86 Students	46 Students	273 Students

Conclusions based on this data:
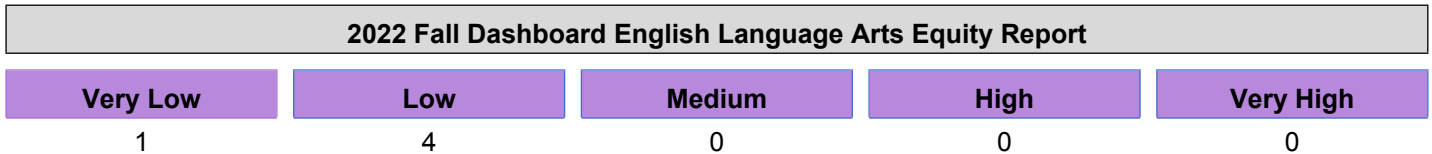
1.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
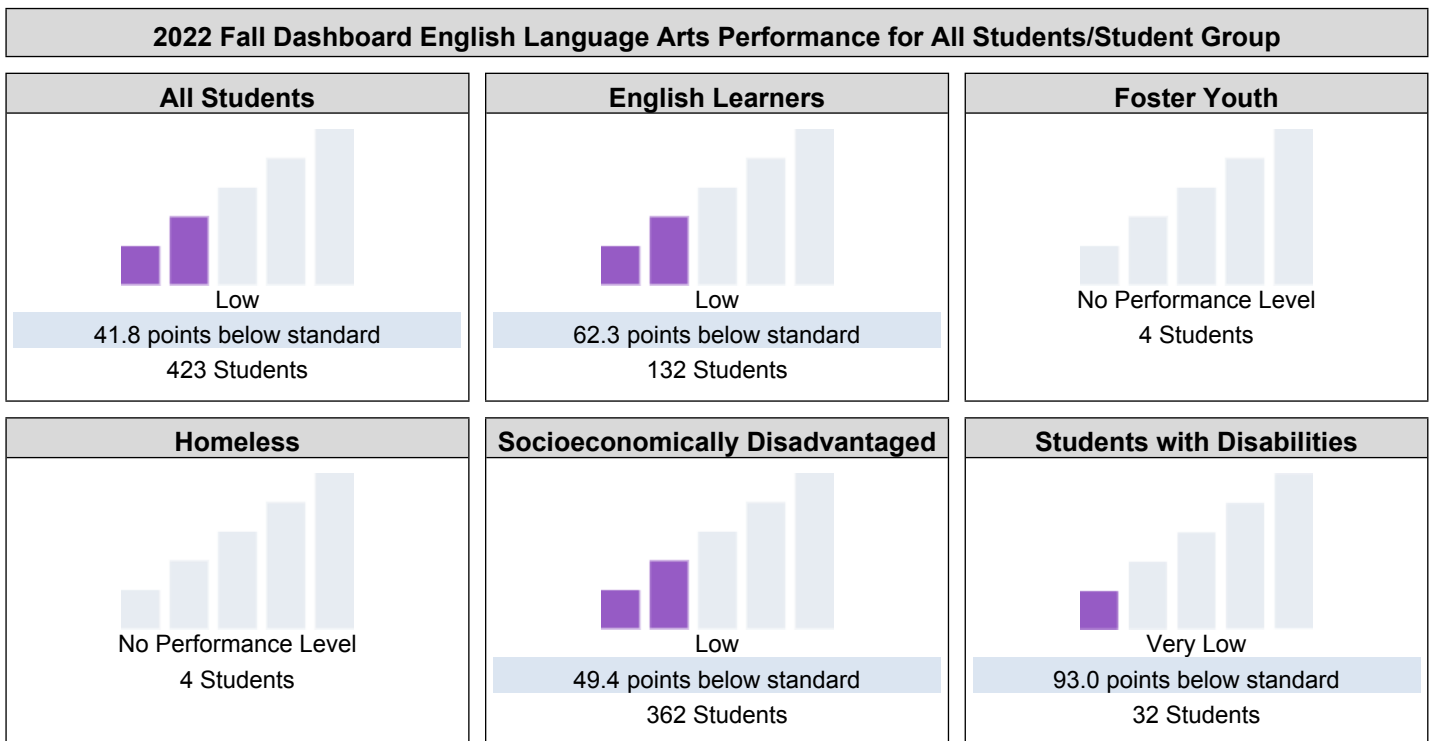
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
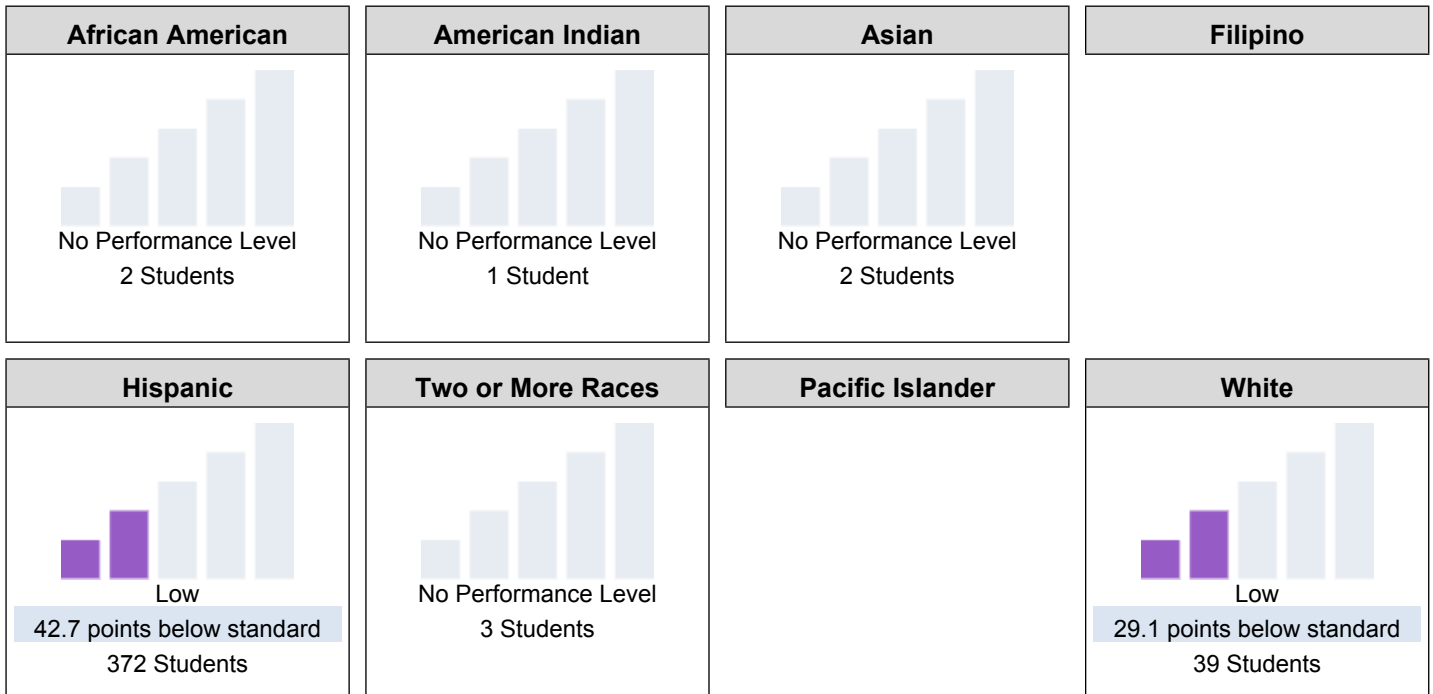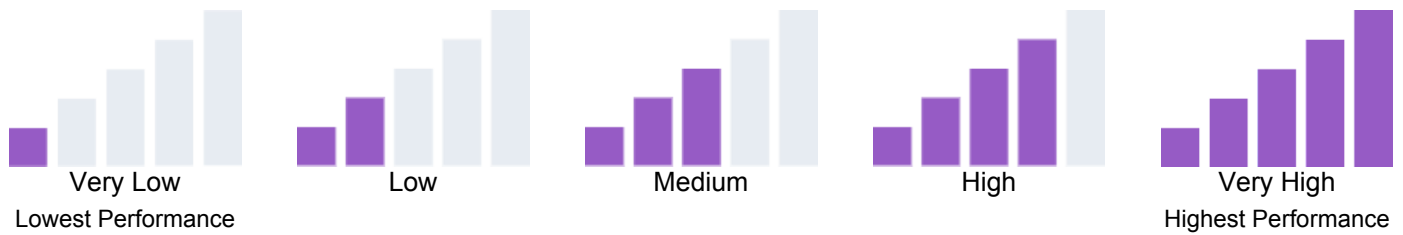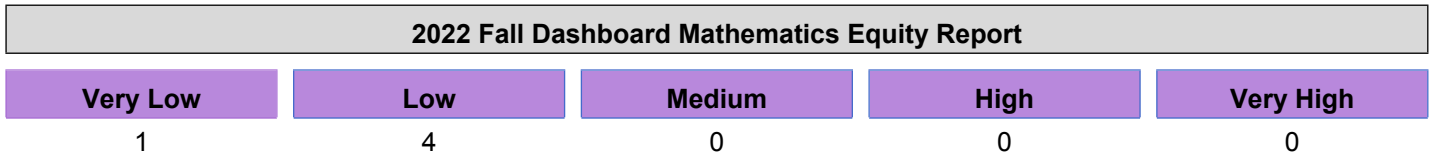
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
61.3 points below standard	81.5 points below standard	4 Students
422 Students	132 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
4 Students	69.3 points below standard	105.9 points below standard
	361 Students	32 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
2 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
2 Students

Filipino

Hispanic

Low
59.8 points below standard
371 Students

Two or More Races

No Performance Level
3 Students

Pacific Islander

White

Low
60.2 points below standard
39 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

105.0 points below standard
86 Students

Reclassified English Learners

37.7 points below standard
46 Students

English Only

54.4 points below standard
272 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Low

49 making progress towards English language proficiency

Number of EL Students: 98 Students

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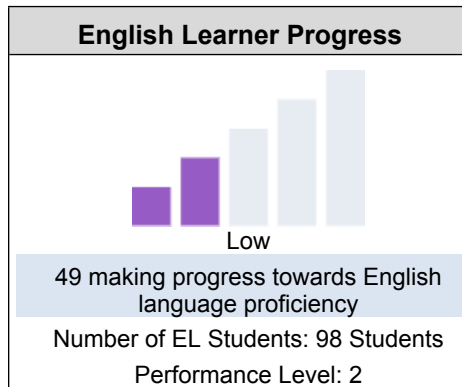
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
21.4%	29.6%	0.0%	49.0%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
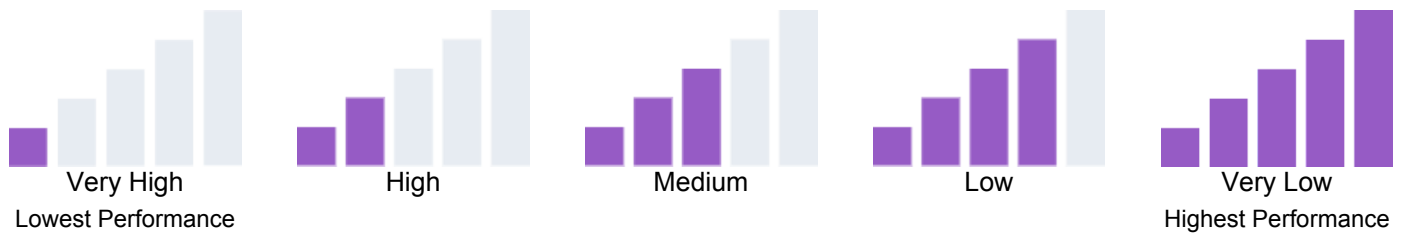
Conclusions based on this data:
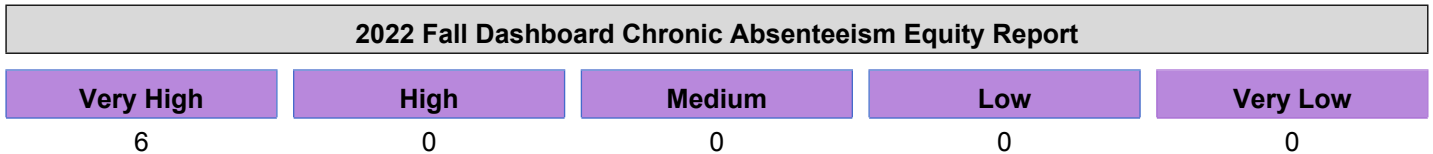
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
55% Chronically Absent	55.9% Chronically Absent	61.5% Chronically Absent
817 Students	188 Students	13 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
55% Chronically Absent	56% Chronically Absent	47.6% Chronically Absent
20 Students	673 Students	63 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Level

Less than 11 Students

5 Students

American Indian

No Performance Level

Less than 11 Students

2 Students

Asian

No Performance Level

Less than 11 Students

9 Students

Filipino

Hispanic

Very High

54.9% Chronically Absent

689 Students

Two or More Races

Very High

71.9% Chronically Absent

32 Students

Pacific Islander

White

Very High

52.5% Chronically Absent

80 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
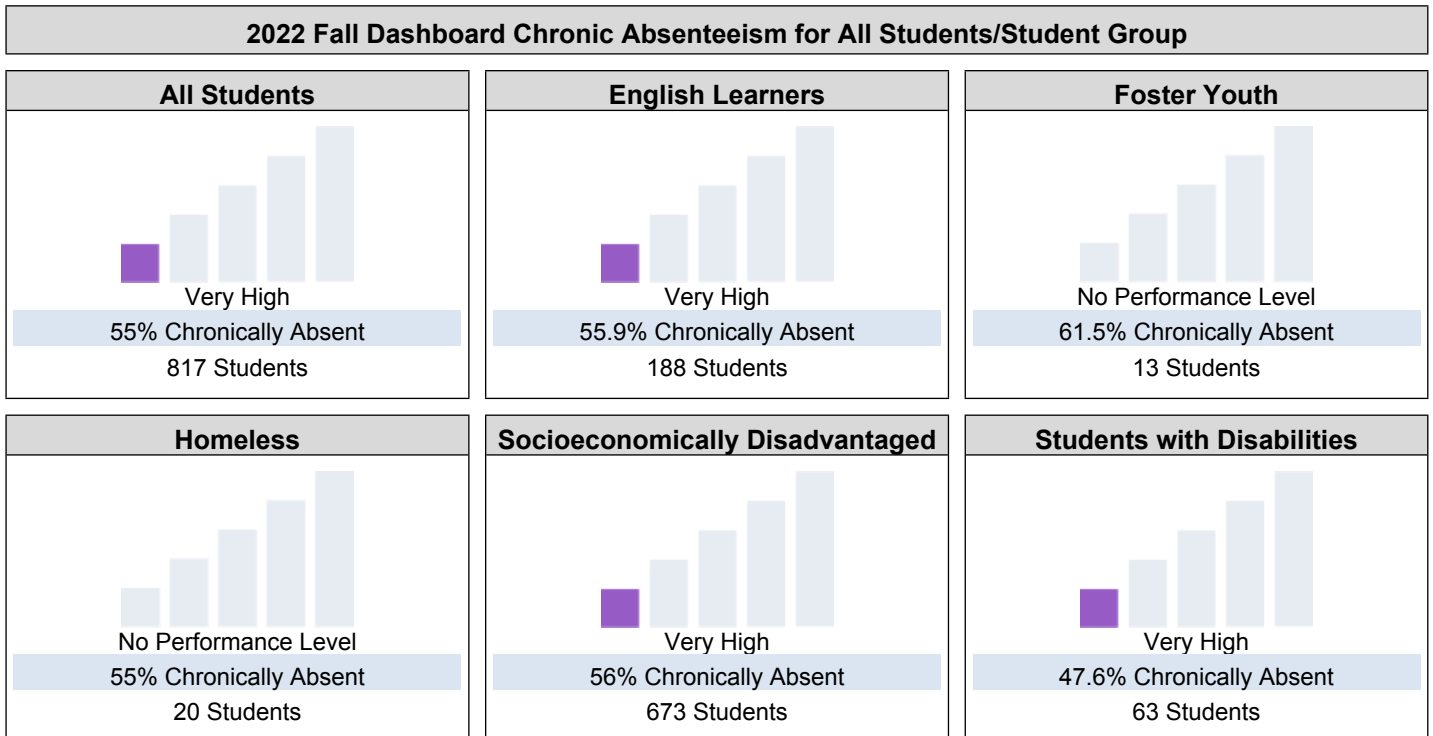
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

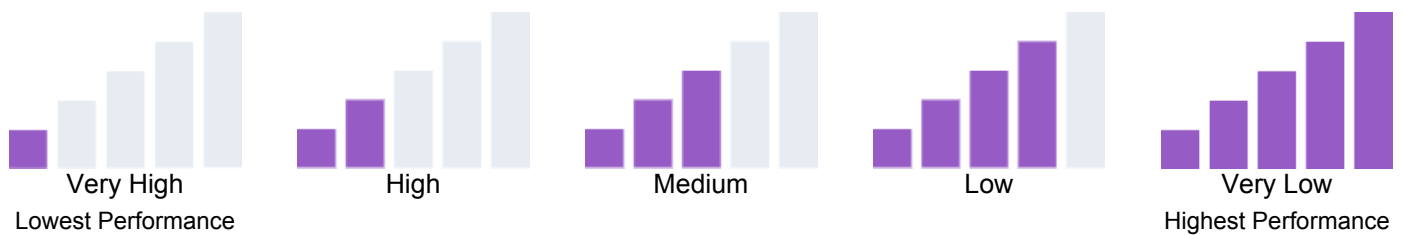| 2022 Fall Dashboard Graduation Rate by Race/Ethnicity |
|---|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

Conclusions based on this data:

1.

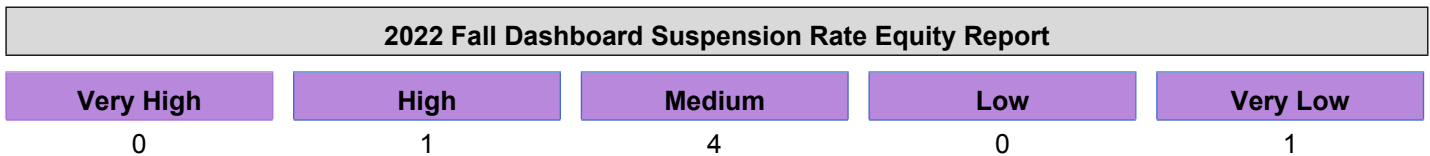# School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
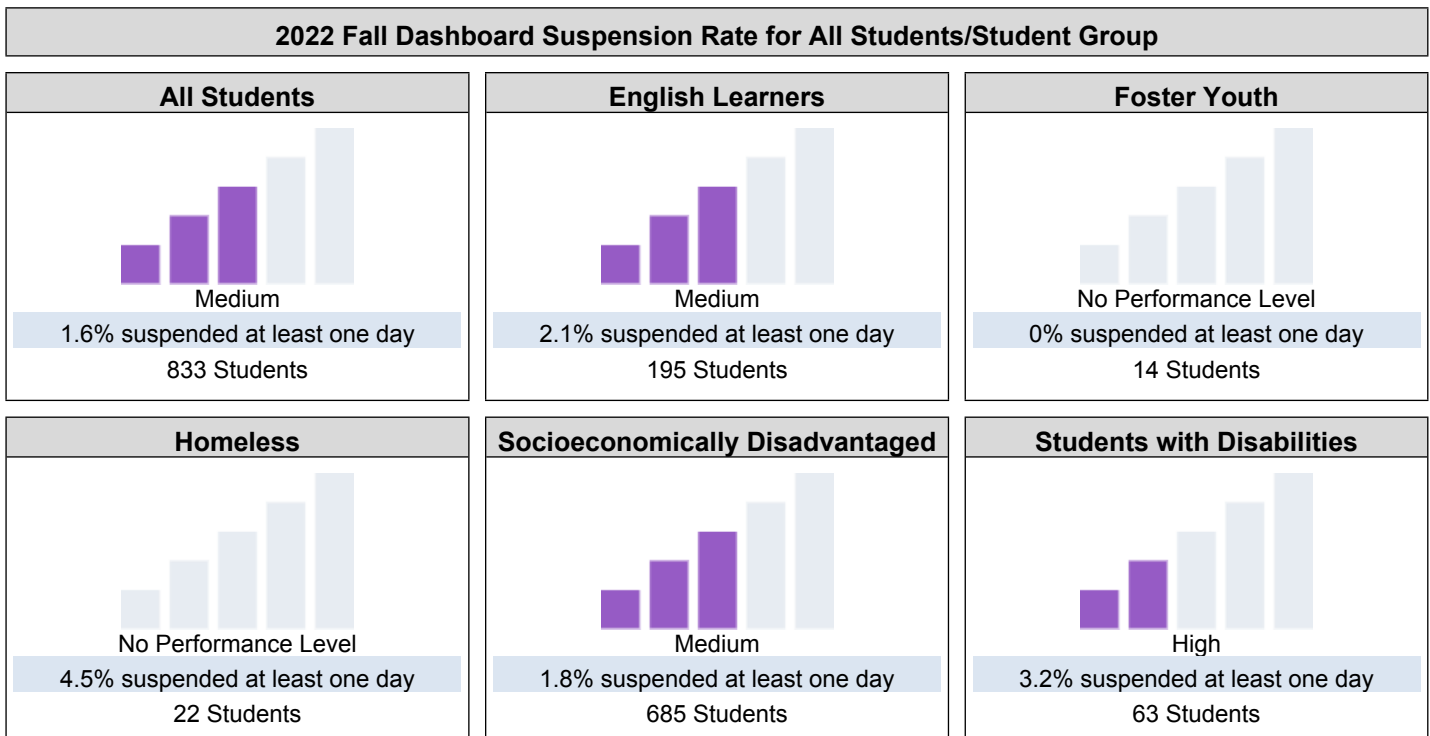
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
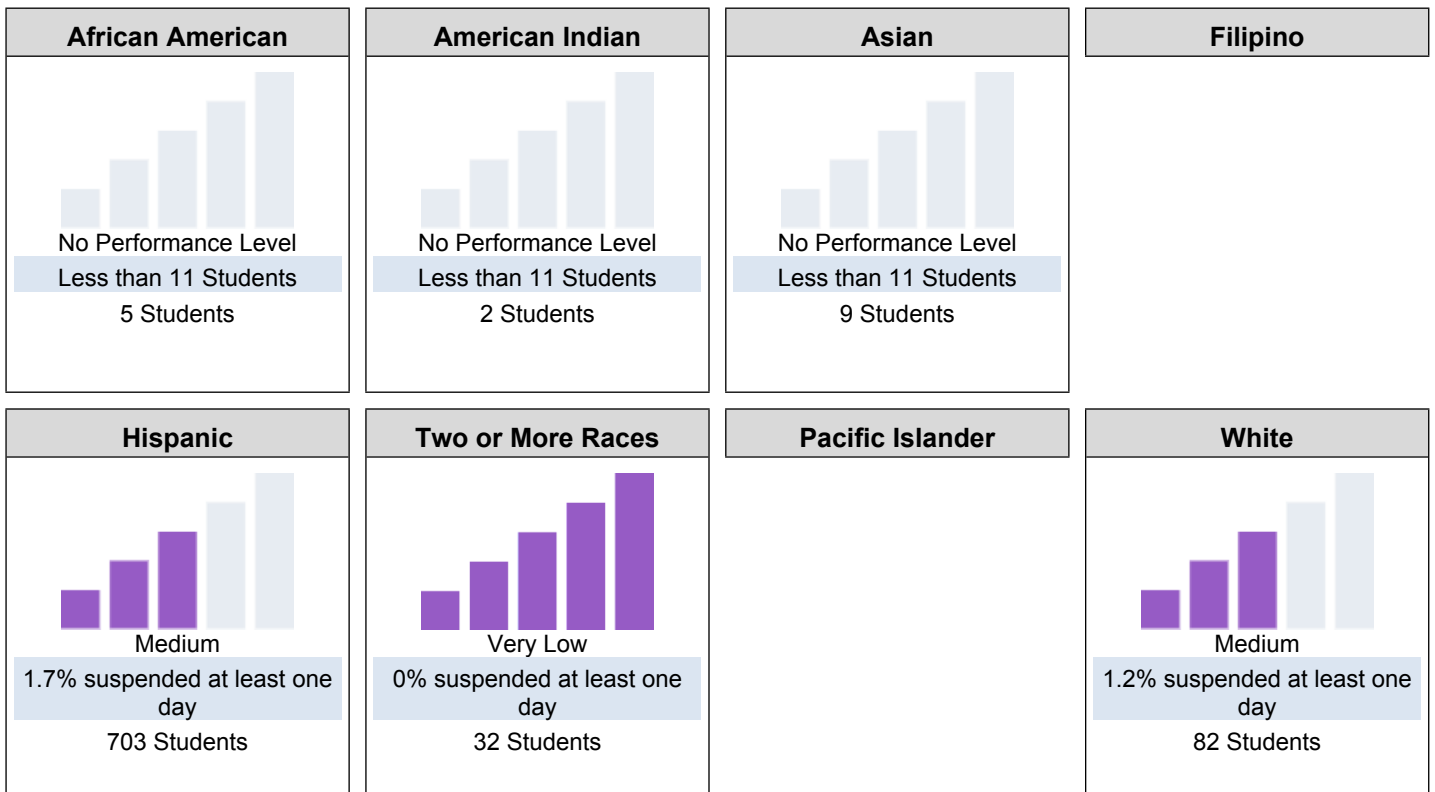
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	4	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Medium	Medium	No Performance Level
1.6% suspended at least one day	2.1% suspended at least one day	0% suspended at least one day
833 Students	195 Students	14 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	High
4.5% suspended at least one day	1.8% suspended at least one day	3.2% suspended at least one day
22 Students	685 Students	63 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
5 Students	2 Students	9 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium	Very Low		Medium
1.7% suspended at least one day	0% suspended at least one day		1.2% suspended at least one day
703 Students	32 Students		82 Students

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

State Priorities: 1, 2, 4, 5 ,7, 8
Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

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

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 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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)

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

State Priorities 1, 5, & 6
Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	California Dashboard 2018-2019=3.6% suspension rate 2019-2020=1.7% suspension rate 2020-2021= 0% suspension rate 2021-2022= 1.6% suspension rate	Projected for 2021-2022 = 2.8% Projected for 2022-2023 = 2.3% Projected for 2023-2024 =1%
Expulsion Rate	California Dashboard *2018-2019 = 0% Expulsion rate *2019-2020 = 0% Expulsion rate	Projected for 2021-2022 = 0% Projected for 2022-2023 = 0% Projected for 2023-2024 = 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2020-2021 = 0% Expulsion rate *2021-2022 = 0% Expulsion rate	
Chronic Absenteeism Rates	California Dashboard *2018-2019 = 9.7% Chronic Absenteeism Rates *2019-2020 = No data due to COVID19 pandemic *2020-2021 = 11.6% Chronic Absenteeism Rates *2021-2022 = 55% Chronic Absenteeism Rates	Projected for 2021-2022 = 49% Projected for 2022-2023 = 30% Projected for 2023-2024 = 25%
3rd - 5th Grade: Teacher-Student Relationships	Current level is 77% positive. (Data from 18-19 climate survey: 50% (104 student responses)) 2022-2023 School Safety 70%, School Belonging 64%, School Climate 61%, School Engagement 55%	80% (Climate survey questions changed so data could not be compared. We have a new baseline. Data from 18-19 75%) Projected for 2023-2024 School Safety 80%, School Belonging 74%, School Climate 71%, School Engagement 65%
6th Grade: Teacher-Student Relationships	Current level is 78% positive. (Data from 18-19 climate survey: 64% (107 student responses)) 2022-2023 School Safety 60%, School Climate 50%, School Belonging 49%, School Engagement 28%	80% (Climate survey questions changed so data could not be compared. We have a new baseline. Data from 18-19 75%) Projected for 2023-2024 School Safety 70%, School Climate 60%, School Belonging 59%, School Engagement 40%
English Learner Progress (ELPAC)	2021-2022 Percent of students that scored a Level 4: 10.90% 2022-2023: 17%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Goal: Percent of students that score a Level 4 on 2023-2024 ELPAC: 20%
Reclassification Rate	2021-2022 Reclassified Students: 8 2022-2023: 18	2022-2023 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 69% Phonics/Word Recognition: 69% Listening Comprehension: 84 % Picture Vocabulary: 88% 2023-2024 Percent of Students that Meet or Exceed Grade Level Phonological Awareness: 79% Phonics/Word Recognition: 82% Listening Comprehension: 97 % Picture Vocabulary: 98%
Back to School Night (Students represented)	2020-2021=Held virtually due to COVID19 shutdown. 2020-2021=Held virtually 2021-2022=500 2022-2023 = 293	2022-2023= 2023-2024 = 120 parents
Title 1 Parent Meeting (Total attendance)	2020-2021=18 parents 2021-2022=10 2022-2023 = 0	2022-2023=11 2023-2024 = 57
ELAC (Average attendance)	2020-2021=8 parents 2021-2022=25 2022-2023 = 1	2022-2023=8 2023-2024 = 10 parents
SSC (Average attendance)	2020-2021=15 2021-2022=10 2022-2023 = 4	2022-2023=11 2023-2024 = 8

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Open House (Students represented)	2020-2021=Not held due to COVID19 shutdown. 2021-2022=550 2022-2023 = 600	2022-2023=600 2023-2024 = 600

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

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.
* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
* Provide research based interventions in a pull--out model, targeting students' identified needs.
* Prepared data and attended SST meetings with parents as appropriate.

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)
76557.69	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

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 and/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)
6000	Books & Reference Material 4200 (Title I)
1200	Duplicating/Print shop 5715 (Title I)
26057.31	Instructional Supplies 4310 (Title I)
7500	Comp. Hardware/Software Maintenance & License 5885 (Title I)
3000	Certificated Extra Time 1190 (Title I)

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 classified extra time to increase Parent Involvement:
*Phone calls and notes home to inform parents of the meetings
*Provide child care for parents to attend meetings; Berenda Parent Club (monthly), SSC, ELAC, and Reclassification Workshop/Parent meeting
*Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, paren/teacher conferences, IEP, SST, and 504 meetings
*Provide refreshments for attendees

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)
2951	Supplies 4300 (Parent Ed)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Office clerk– additional time:
* Enhance communication with our families to promote parent attendance at various activities.
* Follow up on attendance issues with parents to promote better student attendance.
* Keep accurate records and update files as needed

Paraprofessional Extra-Time
*Interpreting and child care

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)
1000	Paraprofessional Extra Time 2190 (Title I)
1000	Clerk/Office Extra time 2490 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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.

* Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder.
* Provide research based interventions in a pull--out model, targeting students' identified needs.
* Prepared data and attended SST meetings with parents as appropriate.

What were the activities implemented and to what level?
*Our RtI teacher worked with students in small group. She assessed, taught, and monitored progress.

What was not implemented that was in the 2022-23 site plan and why?
*We were not able to provide direct PD support in the classroom.

What was the overall effectiveness of this action?
*Our RtI teacher monitors progress and we did see growth for students who did attend more consistently.

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 and/or in a STEM/STEAM lab setting.
* Purchase materials, supplies, events, or activities to support PBIS.

What were the activities implemented and to what level?
*We purchased books for each classroom to support their individual needs.
*We purchased teacher resources such as "Common CORE Companions" in ELA and Math to support the development of standards based instruction and rigor.
*We utilized the district's print shop services to produce supplementary materials for students.
*We purchased licenses for a supplemental math program, ST Math, to support students in grades K
*We purchased RazKids as a supplemental reading support for K-4 classrooms.

What was not implemented that was in the 2022-23 site plan and why?
We did not purchase additional programs such as Lego Robotics due to an overage of current inventory.

What was the overall effectiveness of this action?
These additional resources for students and teachers provided necessary support in addressing our SAP initiative and growth/achievement goals.

Strategy/Activity 3
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.

What were the activities implemented and to what level?
*Translation services were provided for parent conferences.

What was not implemented that was in the 2022-23 site plan and why?
Parent Education Nights were not scheduled due to an administration change and scheduling.

What was the overall effectiveness of this action?
*We are committed to communicating with parents regarding their student's social/emotional, behavioral, and academic growth. Another funding source was utilized to cover the cost.

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
Teachers on Special Assignment: RtI TSA was able to meet and work with students via Zoom this year to support our struggling learners.
*Budgeted: $ 50,471   Estimated Actuals: 50,470.07
*Difference: $ 0.93
Why or why not is there a difference?:

Strategy/Activity #2
Purchase supplemental materials: We were able to make purchases to support the various needs of our students.
*Budgeted: $ 47587   Estimated Actuals: $ 11,817.40
*Difference: $ 35,769.60
Why or why not is there a difference?: This money has been spent on instructional materials and supplies for the school.

Strategy/Activity 3
*Budgeted: $ 2841.00   Estimated Actuals: $ 0
*Difference: $ 2841.00
Why or why not is there a difference?: We did not need to provide teacher/classified release time and extra time to support our ParentEd events/activities.

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:
*Changes: Keep, Delete, or Modify? This will remain in place.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We see great results with this support for our struggling readers.

Strategy/Activity #2
Purchase supplemental materials:
*Changes: Keep, Delete, or Modify? This will remain in place.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? There is always a need for supplemental materials and supplies to enhance our program.

Strategy/Activity #3
*Changes: Keep, Delete, or Modify? Keep
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? 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 to support their involvement in their child's education.

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

State Priorities: 3, 4, 5, 6, 7
Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	2021-2022 Percent of Students that Met or Exceeded ELA Standard Grade 3: 29% Grade 4: 38% Grade 5: 43% Grade 6: 26% 2022-2023 Percent of Students that Met or Exceeded ELA Standard Grade 3: 30% Grade 4: 32% Grade 5: 35% Grade 6: 40%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 3: 34% Grade 4: 43% Grade 5: 48% Grade 6: 31% 2023 - 2024 Percent of Students that Meet or Exceed ELA Standard Grade 3: 40% Grade 4: 42% Grade 5: 45% Grade 6: 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 25.7% Winter 2022: 25% Spring 2022: 23.5% Fall to Spring % Met Best Growth Target 38.8% Percent of Students ready or exceeded Grade Level Reading Fall 2022: 29% Winter 2023: 34% Spring 2023: 30% Fall to Spring % Met Best Growth Target: 45%	NWEA Reading BEST Growth Target Fall 2021/2022: 20.09% Fall 2022/2023: 40.06% Fall 2023/2024: 60.03% Fall 2024/2025: 80%
CAASPP SBAC Math	2021-2022 Percent of Students that Met or Exceeded Math Standard Grade 3: 40% Grade 4: 28% Grade 5: 17% Grade 6: 14% 2022-2023 Percent of Students that Met or Exceeded Math Standard Grade 3: 29% Grade 4: 35% Grade 5: 18% Grade 6: 30%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 3: 45% Grade 4: 33% Grade 5:22% Grade 6: 19% 2023-2024 Percent of Students that Meet or Exceed Math Standard Grade 3: 39% Grade 4: 45% Grade 5: 28% Grade 6: 40%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math Fall 2021: 12.1% Winter 2022: 11.2% Spring 2022: 14% Fall to Spring % Met Best Growth Target 38.31%	NWEA Math BEST Growth Target Fall 2021/2022: 9.70% Fall 2022/2023: 33.13% Fall 2023/2024: 56.57% Fall 2024/2025: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent of Students ready or exceeded Grade Level Math Fall 2022: 19% Winter 2023: 22% Spring 2023: 21% Fall to Spring % Met Best Growth Target: 26%	
MAP Reading Fluency (NWEA) - First Grade	2021-2022 Percent of Students with an Oral Reading Rate: 22.4% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 9.3% 2022-2023 Percent of Students with an Oral Reading Rate: 22% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 20.6%	2022-2023 Percent of Students with an Oral Reading Rate: 32 % 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 19% 2023-2024 Percent of Students with an Oral Reading Rate: 32 % 2023-2024 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 30%
MAP Reading Fluency (NWEA) - Second Grade	2021-2022 Percent of Students that Met or Exceeded Grade Level Oral Reading Rate 13% Percent of Students that Met or Exceeded Grade Level Sentence Reading Fluency: 27.4% 2022-2023 Percent of Students with an Oral Reading Rate: 39% Percent of Students that Met or Exceeded Grade Level	2022-2023 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate % 2022-2023 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 37% 2023-2024 Percent of Students that Meet or Exceed Grade Level Oral Reading Rate 49%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Sentence Reading Fluency: 46.2%	2023-2024 Percent of Students that Meet or Exceed Grade Level Sentence Reading Fluency: 56%

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

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 and/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)
0	Instructional Supplies 4310 (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

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)
3000	Certificated Subs 1125 (Title I)
5000	Certificated Extra Time 1190 (Title I)
7500	Travel & Conference 5200 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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 materials:
* Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to text in informational text with common core expectations.
* Purchase materials to support the state standards framework and rigor.
* Utilize the district's print shop service to provide materials for student use.
* 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 project based learning opportunities. These items could be purchased to support students in the classroom and/or in a STEM/STEAM lab setting.

What were the activities implemented and to what level?
*We purchased books for each classroom to support individual reading levels.
*We purchased teacher resources such as "Common CORE Companions" in ELA and Math to support the development of standards based instruction and rigor.
*We utilized the district's print shop services to produce supplementary materials for students.
*We purchased licenses for a supplemental math program, STMath, to support students in grades K-2
*We purchased RazKids as a supplemental reading support for K-4 classrooms.

What was not implemented that was in the 2022-23 site plan and why?
N/A

What was the overall effectiveness of this action?
*These additional resources for students and teachers provided necessary support in addressing our SAP initiative and growth/achievement goals. All K-3 students take home a book bag nightly with leveled reading materials to support literacy.

Strategy/Activity #2
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.
*Provide during school and/or after-school tutoring for students.
*Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

What were the activities implemented and to what level?
*We were able to provide extra support to some of our students this year through after school tutoring.
*We provided our time for individual grade levels to participate in an Instructional cycle focused on Designated ELD.
*We provided each grade level a full day of planning to general a Scope and Sequence in ELA and Math for ESSENTIAL Standards and begin the planning of these units of study in preparation for the 23/24 school year.

What was not implemented that was in the 2022-2023 site plan and why?
*We did not have any teachers attend workshops, conferences, or seminars.

What was the overall effectiveness of this action?
*The intense support of an instructional cycle did increase teacher knowledge of planning and facilitating designated ELD instruction.

* Collaborative Teams are increasing their knowledge in establishing a Guaranteed and Viable Curriculum with a focus on ESSENTIAL standards while working rhrough the PLC process.

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 materials: We were able to make purchases to support the various needs of our students.
*Budgeted: $ 47587   Estimated Actuals: $ 11,817.40
*Difference: $ 35,769.60
Why or why not is there a difference?: This money has been spent on instructional materials and supplies for the school.

Strategy/Activity#2
We were also able to provide tutoring for some of our students.
*Budgeted: $ 0   Estimated Actuals: $ 0
*Difference: $ 0
Why or why not is there a difference?: Another funding source was utilized to cover the cost.

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
Purchase supplemental materials:
*Changes: Keep, Delete, or Modify? This will remain in place.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? There is always a need for supplemental materials and supplies to enhance our program.

Strategy/Activity #2
Provide teacher release time and extra time:
*Changes: Keep, Delete, or Modify? This will remain in place.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will continue to provide release time for teachers for planning and training purposes. We would like to increase the opportunities for teachers to observe their peers, and hold collaborative team meetings beyond the duty day as teams need. We are also planning on 6-8 teachers attend with administration a PLC conference in Spring/Summer of 2024. .

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

State Priorities: 1, 2, 4, 5 ,7, 8
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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)
0	Certificated Subs 1125 (Title I)
0	Certificated Extra Time 1190 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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 #2
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 during school and/or after-school tutoring for students.
*Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

What were the activities implemented and to what level?
*We were able to provide extra support to some of our students this year.
*We provided our time for individual grade levels to participate in an Instructional cycle focused on Designated ELD.
*We provided each grade level a full day of planning to general a Scope and Sequence in ELA and Math for ESSENTIAL Standards and begin the planning of these units of study in preparation for the 23/24 school year.

What was not implemented that was in the 2022-2023 site plan and why?
*We did not have any teachers attend workshops, conferences, or seminars.

What was the overall effectiveness of this action?
*The intense support of an instructional cycle did increase teacher knowledge of planning and facilitating designated ELD instruction.
* Collaborative Teams are increasing their knowledge in establishing a Guaranteed and Viable Curriculum with a focus on ESSENTIAL standards while working rhrough the PLC process.

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
We were also able to provide tutoring for some of our students.
*Budgeted: $ 0   Estimated Actuals: $ 0
*Difference: $ 0
Why or why not is there a difference?: Another funding source was utilized to cover the cost.

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
Provide teacher release time and extra time:
*Changes: Keep, Delete, or Modify? This will remain in place.
*Why are you Keeping, Deleting, or Modifying this Action and or Goal? We will continue to provide release time for teachers for planning and training purposes. We would like to increase the opportunities for teachers to observe their peers, and hold collaborative team meetings beyond the duty day as teams need. We are also planning on 6-8 teachers attend with administration a PLC conference in Spring/Summer of 2024. .

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

State Priorities: 1, 2, 4, 5 ,7, 8
Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

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	$140,766
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$140,766.00

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 ($)

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)	$6,000.00
Certificated Extra Time 1190 (Title I)	$8,000.00
Certificated Subs 1125 (Title I)	$3,000.00
Clerk/Office Extra time 2490 (Title I)	$1,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$7,500.00
Duplicating/Print shop 5715 (Title I)	$1,200.00
Instructional Supplies 4310 (Title I)	$26,057.31
Paraprofessional Extra Time 2190 (Title I)	$1,000.00
Supplies 4300 (Parent Ed)	$2,951.00
Travel & Conference 5200 (Title I)	$7,500.00
TSA 1100 (Title I)	$76,557.69

Subtotal of state or local funds included for this school: $140,766.00

Total of federal, state, and/or local funds for this school: $140,766.00

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
Dave Luft	Classroom Teacher
Pat Rozek	Classroom Teacher
Jennifer Cosentino	Other School Staff
Carsten Christiansen	Principal
Michelle Villacis	Parent or Community Member
Alayne Garcia	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
H Perez	English Learner Advisory Committee
	Other: Leadership 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 5/19/21.

Attested:

	Principal, Lori King on 5/19/21
J Cosentino	SSC Chairperson, Jennifer Cosentino (via Zoom) on 5/19/21

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.

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.

Educational Partner 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 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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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
		$6,000.00		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 and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Books & Reference Material 4200 (Title I) Total Expenditures: $6,000.00

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

Berenda Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,000.00		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 and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

$5,000.00

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.

$0.00

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.

Berenda Elementary School

Certificated Extra Time 1190 (Title I) Total Expenditures: $8,000.00

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
		$0.00		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.

Berenda Elementary School

	$3,000.00	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.

Certificated Subs 1125 (Title I) Total Expenditures:	$3,000.00

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,000.00		Office clerk– additional time: * Enhance communication with our families to promote parent attendance at various activities. * Follow up on attendance issues with parents to promote better student attendance. * Keep accurate records and update files as needed Paraprofessional Extra-Time *Interpreting and child care

Berenda Elementary School

Clerk/Office Extra time 2490 (Title I) Total Expenditures: $1,000.00

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
		$7,500.00		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 and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Berenda Elementary School

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures: $7,500.00

Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,200.00		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 and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Duplicating/Print shop 5715 (Title I) Total Expenditures: $1,200.00

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

Berenda Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$26,057.31		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 and/or in a STEM/STEAM lab setting. * Purchase materials, supplies, events, or activities to support PBIS.

Berenda Elementary School

	$0.00	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 and/or in a STEM/STEAM lab setting.

Instructional Supplies 4310 (Title I) Total Expenditures: $26,057.31

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action

Berenda Elementary School

	Amount		Action
	$1,000.00		Office clerk– additional time: * Enhance communication with our families to promote parent attendance at various activities. * Follow up on attendance issues with parents to promote better student attendance. * Keep accurate records and update files as needed Paraprofessional Extra-Time *Interpreting and child care

Paraprofessional Extra Time 2190 (Title I) Total Expenditures: $1,000.00

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

Funding Source: Supplies 4300 (Parent Ed) $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,951.00		Provide classified extra time to increase Parent Involvement: *Phone calls and notes home to inform parents of the meetings *Provide child care for parents to attend meetings; Berenda Parent Club (monthly), SSC, ELAC, and Reclassification Workshop/Parent meeting *Translation services and oral interpretation services to support our parents' understanding at various meetings: parent workshops, parent nights, paren/teacher conferences, IEP, SST, and 504 meetings *Provide refreshments for attendees

Supplies 4300 (Parent Ed) Total Expenditures: $2,951.00

Supplies 4300 (Parent Ed) Allocation Balance: $0.00

Berenda Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$7,500.00		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.

Travel & Conference 5200 (Title I) Total Expenditures: $7,500.00

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

Berenda Elementary School

	$76,557.69	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. * Update list of services provided on RtI Tracker, monitor progress, and support identified interventions indicated on the 'Green' intervention folder. * Provide research based interventions in a pull--out model, targeting students' identified needs. * Prepared data and attended SST meetings with parents as appropriate.

TSA 1100 (Title I) Total Expenditures:	$76,557.69
TSA 1100 (Title I) Allocation Balance:	$0.00
Berenda Elementary School Total Expenditures:	$140,766.00