

# 2025-26 School Plan for Student Achievement

## Berkshire Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



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The following items are included and/or on file with the District:  
(Check all that apply)

- X SPSA Annual Evaluation
- X Recommendations and Assurances SSC
- X Data Reports
- X Budgets
- X Title I Schools
- X Parent and Family Engagement Policy (Title I)
- X School Compact (Title I)

<i>FOR DISTRICT OFFICE USE</i>	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	May 20, 2025
Board of Trustees Approval Date	June 24, 2025

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# Purpose and Description

Select Title I Program:

Schoolwide Program

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Berkshire School receives Title I and Local Control Funds from the federal government. Title I funds our reading intervention programs, staff development, and resources, while Local Control Funding assists identified English Language Learners. A standards-based curriculum and sound assessment strategies provide the foundation for continuous improvement of student performance and school programs. Students will leave Berkshire Elementary School with a positive attitude toward learning, a strong foundation in basic skills, and the ability to meet future academic and social challenges.

Berkshire Elementary School is deeply committed to the concept of 'Excellence in Education' as defined by the Panama-Buena Vista Union School District. Our unwavering commitment to equity ensures that every member of our school community is treated with respect, dignity, and grace, and is provided an equitable learning environment in which they can realize their full potential.

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The SPSA is a written plan developed by the leadership team and SSC, a crucial body that represents various stakeholders, addressing the school program and how resources will be utilized to meet the instructional needs of all students, but most especially those students who are most at risk of not meeting state academic achievement standards. The SPSA:

- aligns with the District LCAP goals

The SPSA sets site-specific achievement goals based on a variety of student performance data and the comprehensive needs assessment, reflecting our unwavering focus on student achievement.

- describes specific instructional strategies to increase/improve student learning

The SPSA is a comprehensive plan that includes regular monitoring of student progress, ensuring that no student is left behind.

- identifies interventions for students not achieving, such as [specific interventions or programs].

- determines the professional development needs of teachers, support staff, and administration

- delineates strategies for parent communication and engagement to improve student achievement, and assist parents in becoming knowledgeable stakeholders in the school community

- reflects estimated costs and funding sources (Title I and LCFF)

- indicates that site advisory groups such as the SSC, ELAC, and Title I Review Committee had opportunities to review and advise on the plan

This SWP plan assists students who require support in literacy (reading, writing), language development, and math. Funding sources are utilized for effective curriculum and instruction, professional development, teacher release time for collaboration, and extra II Aide support for students (i.e. Bootcamp).

LCFF funds utilized at the district level to fund specific actions/services are included if those funds directly benefit the school site. The SWP also describes where LCFF funds distributed to the school may support ongoing efforts to improve/increase student services and/or materials. If an action to improve student achievement is not an allocable cost to a federal program, the school leadership may utilize site-based LCFF funds to provide a cohesive program. For 2024-2025, actions may indicate LCFF costs when such funding is available to the school site; if no LCFF funds are currently

available at the site level, leadership may include action with no cost associated with the strategy. Should site-level LCFF funding become available, a budget revision and specific actions will be funded.

The state has identified the school for:

## School Vision and Mission

Berkshire Elementary School Vision:

Every member of our school community is treated with respect and dignity, shown grace, and provided with an equitable learning environment in which they can realize their full potential.

Berkshire Elementary School Mission:

Meet the academic, social, emotional, and cultural needs of the students by:

Ensuring a safe and nurturing learning environment

Providing rich and engaging learning experiences

Analyzing data to plan targeted instruction to meet individual student needs

Planning meaningful community events

Working collaboratively to ensure that we are the school of choice

## 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

The community and families of Berkshire Elementary students support their students by helping children at home with their school work, providing a caring environment, and attending conferences, programs, and athletic and academic events. Opportunities for Parental Involvement at Berkshire School include the Berkshire Parent Club, School Site Council, Parent Advisory Council, English Learner Advisory Committee, African American Advisory Committee, monthly Chat A Lattes, Loving Solutions Parent Training, Family Literacy Training, Family STEM Night, Author Night, Math, Art, and Literacy Nights. The Parent Club, open to all parents, provides funds and supports assemblies, field trips, and other extra benefits for the school and its students. To join the Parent Club, parents can express their interest during the monthly Chat A Lattes, School Site Council Meetings, or by contacting the school Principal, Amy Mensing, at 661-834-9472, @amensing@pbvUSD.k12.ca.us, or through ParentSquare. This is a great way to get involved and make a difference in our school community.

The Berkshire community and parents are integral to the SPSA/Annual Review planning process. This process, which aims to assess the school's performance and plan for improvements, comprises informal "Question and Answer" sessions at the monthly Chat A Latte, School Site Council Meetings (SSC), English Learner Advisory Committee (ELAC) Meetings, African American Advisory Committee, and Parent Club. The following surveys played a considerable role in determining areas of need: Title 1 Needs Assessment Surveys sent via ParentSquare and hard copies- Student Connectedness Survey, Berkshire Needs Assessment Survey, SWIFT FIA- completed by our Instructional Leadership Team. Additionally, we look at the following student data: California Dashboard, CAASPP ELA, Math, & Science, STAR scores for both ELA and Math, Science, Interims, IABs, attendance, suspension, and grade-level common formative assessments. All

stakeholders can participate in a perception survey to gather data and input on the next steps and program revisions. Throughout the year, during Chat a Lattes, English Learner Advisory Committee meetings, African American Advisory Committee meetings, and School Site Council meetings, attendees provide input on the SPSA. They are involved in its development and approval.

## Resource Inequities

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

Not applicable. The school has not been identified as ATSI or CSI.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0%	0	0	0
African American	5.65%	6.91%	6.83%	52	64	63
Asian	11.96%	12.2%	12.89%	110	113	119
Filipino	0.33%	0.43%	0.43%	3	4	4
Hispanic/Latino	69.57%	70.73%	71.18%	640	655	657
Pacific Islander	0.11%	0%	%	1	0	
White	10.43%	7.13%	6.18%	96	66	57
Multiple/No Response	0.87%	1.08%	0.98%	8	10	9
<b>Total Enrollment</b>				920	926	923

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	137	150	102
Grade 1	111	119	111
Grade 2	116	119	125
Grade3	131	122	129
Grade 4	143	126	127
Grade 5	137	144	139
Grade 6	145	146	139
<b>Total Enrollment</b>	920	926	923

### Conclusions based on this data:

1. Enrollment remains fairly steady, with no significant increases or decreases to the population.
2. There have been no significant changes in the enrollment of any student groups.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	212	197	204	21.3%	21.3%	22.1%
Fluent English Proficient (FEP)	106	91	75	9.8%	9.8%	8.1%
Reclassified Fluent English Proficient (RFEP)	79	69	53	25.9%	25.9%	20.6%

### Conclusions based on this data:

1. The percentage of Fluent English Proficient students has dropped over the past two years.
2. The percentage of students who are Reclassified as Fluent English Proficient has decreased.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	130	125	126	129	124	126	129	124	126	99.2	99.2	100
Grade 4	143	131	130	141	131	128	140	131	128	98.6	100.0	98.5
Grade 5	134	143	139	133	142	138	133	142	138	99.3	99.3	99.3
Grade 6	138	151	142	132	149	142	132	149	142	95.7	98.7	100
All Grades	545	550	537	535	546	534	534	546	534	98.2	99.3	99.4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2399.	2391.	2386.	16.28	15.32	7.94	20.16	18.55	23.02	31.78	29.03	32.54	31.78	37.10	36.51
Grade 4	2442.	2445.	2428.	15.71	16.03	14.06	18.57	24.43	17.97	32.14	23.66	18.75	33.57	35.88	49.22
Grade 5	2471.	2466.	2473.	11.28	15.49	14.49	24.81	18.31	19.57	27.82	25.35	28.26	36.09	40.85	37.68
Grade 6	2524.	2503.	2505.	18.94	8.72	16.90	30.30	33.56	21.83	25.00	26.85	28.87	25.76	30.87	32.39
All Grades	N/A	N/A	N/A	15.54	13.74	13.48	23.41	23.99	20.60	29.21	26.19	27.15	31.84	36.08	38.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.63	12.10	4.76	67.44	67.74	73.02	20.93	20.16	22.22
Grade 4	14.29	11.45	12.50	65.00	70.23	57.81	20.71	18.32	29.69
Grade 5	14.29	14.08	15.22	63.91	61.27	62.32	21.80	24.65	22.46
Grade 6	18.18	16.11	18.31	57.58	53.69	45.77	24.24	30.20	35.92
All Grades	14.61	13.55	12.92	63.48	62.82	59.36	21.91	23.63	27.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.98	12.90	10.32	53.49	45.16	52.38	39.53	41.94	37.30
Grade 4	12.95	6.11	10.94	56.12	62.60	46.88	30.94	31.30	42.19
Grade 5	12.12	9.15	10.87	50.00	52.82	57.25	37.88	38.03	31.88
Grade 6	19.85	9.40	18.31	53.44	51.68	49.30	26.72	38.93	32.39
All Grades	12.99	9.34	12.73	53.30	53.11	51.50	33.71	37.55	35.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.30	9.68	4.76	70.54	68.55	77.78	20.16	21.77	17.46
Grade 4	7.86	9.92	12.50	73.57	74.05	72.66	18.57	16.03	14.84
Grade 5	7.58	8.45	8.70	74.24	73.94	73.91	18.18	17.61	17.39
Grade 6	17.42	10.07	7.04	63.64	78.52	76.06	18.94	11.41	16.90
All Grades	10.51	9.52	8.24	70.54	73.99	75.09	18.95	16.48	16.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.05	8.06	8.73	59.69	66.94	66.67	23.26	25.00	24.60
Grade 4	10.00	11.45	8.59	69.29	70.99	61.72	20.71	17.56	29.69
Grade 5	10.53	13.38	12.32	71.43	62.68	63.04	18.05	23.94	24.64
Grade 6	21.97	10.74	15.49	62.12	71.81	59.15	15.91	17.45	25.35
All Grades	14.79	10.99	11.42	65.73	68.13	62.55	19.48	20.88	26.03

**Conclusions based on this data:**

1. We had a 99.45% participation rate among all students who were eligible to take the CAASPP ELA.
2. Overall, 34.08% of our students met or exceeded standard on CAASPP ELA.
3. Overall, 27.15% of our students nearly met standard.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	130	125	126	128	124	126	128	124	126	98.5	99.2	100
Grade 4	143	131	130	139	131	128	139	131	128	97.2	100.0	98.5
Grade 5	134	143	139	132	142	139	132	142	139	98.5	99.3	100
Grade 6	138	151	142	131	148	142	131	146	142	94.9	98.0	100
All Grades	545	550	537	530	545	535	530	543	535	97.2	99.1	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2402.	2400.	2389.	9.38	11.29	6.35	28.13	19.35	19.84	17.19	30.65	23.02	45.31	38.71	50.79
Grade 4	2415.	2443.	2421.	2.88	8.40	3.91	20.86	24.43	18.75	29.50	29.01	33.59	46.76	38.17	43.75
Grade 5	2434.	2428.	2436.	3.03	4.93	5.76	7.58	5.63	10.07	28.79	27.46	18.71	60.61	61.97	65.47
Grade 6	2481.	2457.	2455.	10.69	5.48	6.34	16.03	11.64	10.56	27.48	27.40	29.58	45.80	55.48	53.52
All Grades	N/A	N/A	N/A	6.42	7.37	5.61	18.11	14.92	14.58	25.85	28.55	26.17	49.62	49.17	53.64

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.50	12.10	7.14	41.41	41.94	41.27	46.09	45.97	51.59
Grade 4	5.04	13.74	4.69	43.17	46.56	47.66	51.80	39.69	47.66
Grade 5	4.58	2.82	3.60	42.75	42.25	43.88	52.67	54.93	52.52
Grade 6	9.16	2.74	5.63	48.09	42.47	46.48	42.75	54.79	47.89
All Grades	7.75	7.55	5.23	43.86	43.28	44.86	48.39	49.17	49.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.50	16.13	11.90	63.28	60.48	57.94	24.22	23.39	30.16
Grade 4	7.19	14.50	7.81	52.52	56.49	60.16	40.29	29.01	32.03
Grade 5	3.82	4.93	2.16	50.38	54.23	61.15	45.80	40.85	36.69
Grade 6	8.40	6.16	8.45	67.18	53.42	50.70	24.43	40.41	40.85
All Grades	7.94	10.13	7.48	58.22	55.99	57.38	33.84	33.89	35.14

**Conclusions based on this data:**

1. Our site had a 99.6% participation rate among students who were eligible to take the CAASPP Math.
2. Overall, 20.19% of students met or exceeded standard on CAASPP Math.
3. Overall, 26.17% of students nearly met standard on CAASPP Math.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1426.7	1421.0	1415.4	1431.7	1430.7	1430.4	1414.8	1398.0	1380.7	32	48	37
<b>1</b>	1452.9	1451.2	1455.2	1462.9	1463.3	1466.9	1442.3	1438.5	1443.0	19	26	29
<b>2</b>	1461.3	1470.3	1490.5	1465.6	1464.0	1492.7	1456.6	1476.1	1487.7	17	22	26
<b>3</b>	1486.3	1472.8	1491.1	1492.0	1469.9	1483.0	1479.9	1475.3	1498.8	27	20	22
<b>4</b>	1501.4	1519.7	1491.9	1503.4	1520.2	1492.1	1498.7	1518.6	1491.1	35	24	25
<b>5</b>	1519.7	1510.0	1532.3	1518.3	1511.4	1528.9	1520.5	1508.1	1535.3	23	31	21
<b>6</b>	1529.2	1524.8	1513.9	1528.4	1522.2	1507.0	1529.5	1527.2	1520.4	25	25	31
<b>All Grades</b>										178	196	191

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	9.38	16.67	16.22	40.63	29.17	21.62	43.75	35.42	40.54	6.25	18.75	21.62	32	48	37
<b>1</b>	10.53	3.85	6.90	31.58	46.15	34.48	31.58	30.77	51.72	26.32	19.23	6.90	19	26	29
<b>2</b>	5.88	9.09	19.23	35.29	36.36	34.62	41.18	45.45	34.62	17.65	9.09	11.54	17	22	26
<b>3</b>	3.70	5.00	18.18	44.44	25.00	31.82	44.44	45.00	31.82	7.41	25.00	18.18	27	20	22
<b>4</b>	14.29	12.50	8.00	51.43	50.00	40.00	8.57	37.50	28.00	25.71	0.00	24.00	35	24	25
<b>5</b>	17.39	9.68	19.05	47.83	38.71	52.38	21.74	29.03	28.57	13.04	22.58	0.00	23	31	21
<b>6</b>	16.00	24.00	6.45	60.00	40.00	45.16	8.00	16.00	32.26	16.00	20.00	16.13	25	25	31
<b>All Grades</b>	11.24	12.24	13.09	45.51	37.24	36.13	27.53	33.67	36.13	15.73	16.84	14.66	178	196	191

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	20.83	21.62	34.38	31.25	27.03	43.75	29.17	32.43	9.38	18.75	18.92	32	48	37
<b>1</b>	15.79	15.38	20.69	47.37	42.31	48.28	31.58	42.31	24.14	5.26	0.00	6.90	19	26	29
<b>2</b>	11.76	9.09	23.08	41.18	45.45	57.69	35.29	36.36	19.23	11.76	9.09	0.00	17	22	26
<b>3</b>	29.63	10.00	22.73	51.85	55.00	50.00	11.11	20.00	9.09	7.41	15.00	18.18	27	20	22
<b>4</b>	40.00	50.00	28.00	28.57	50.00	44.00	17.14	0.00	8.00	14.29	0.00	20.00	35	24	25
<b>5</b>	39.13	35.48	38.10	47.83	35.48	57.14	0.00	25.81	4.76	13.04	3.23	0.00	23	31	21
<b>6</b>	48.00	48.00	19.35	32.00	24.00	54.84	4.00	12.00	9.68	16.00	16.00	16.13	25	25	31
<b>All Grades</b>	29.21	27.04	24.08	39.33	38.78	47.12	20.22	24.49	16.75	11.24	9.69	12.04	178	196	191

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	3.13	6.25	5.41	43.75	25.00	27.03	43.75	47.92	45.95	9.38	20.83	21.62	32	48	37
<b>1</b>	10.53	0.00	3.45	21.05	42.31	24.14	26.32	19.23	34.48	42.11	38.46	37.93	19	26	29
<b>2</b>	5.88	13.64	15.38	17.65	22.73	34.62	41.18	45.45	26.92	35.29	18.18	23.08	17	22	26
<b>3</b>	0.00	0.00	4.55	7.41	20.00	31.82	74.07	35.00	50.00	18.52	45.00	13.64	27	20	22
<b>4</b>	5.71	8.33	4.00	20.00	37.50	24.00	42.86	29.17	28.00	31.43	25.00	44.00	35	24	25
<b>5</b>	4.35	6.45	4.76	30.43	9.68	42.86	39.13	41.94	47.62	26.09	41.94	4.76	23	31	21
<b>6</b>	8.00	8.00	3.23	32.00	36.00	19.35	36.00	28.00	48.39	24.00	28.00	29.03	25	25	31
<b>All Grades</b>	5.06	6.12	5.76	25.28	27.04	28.27	44.38	36.73	40.31	25.28	30.10	25.65	178	196	191

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	15.63	20.83	24.32	78.13	64.58	62.16	6.25	14.58	13.51	32	48	37
<b>1</b>	26.32	38.46	34.48	68.42	61.54	55.17	5.26	0.00	10.34	19	26	29
<b>2</b>	17.65	4.55	23.08	64.71	77.27	73.08	17.65	18.18	3.85	17	22	26
<b>3</b>	29.63	15.00	13.64	62.96	60.00	68.18	7.41	25.00	18.18	27	20	22
<b>4</b>	42.86	45.83	36.00	45.71	50.00	56.00	11.43	4.17	8.00	35	24	25
<b>5</b>	17.39	9.68	19.05	73.91	70.97	76.19	8.70	19.35	4.76	23	31	21
<b>6</b>	16.00	16.00	3.23	76.00	72.00	77.42	8.00	12.00	19.35	25	25	31
<b>All Grades</b>	24.72	21.43	21.99	66.29	65.31	66.49	8.99	13.27	11.52	178	196	191

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	15.63	16.67	18.92	68.75	56.25	51.35	15.63	27.08	29.73	32	48	37
<b>1</b>	5.26	7.69	17.24	78.95	80.77	75.86	15.79	11.54	6.90	19	26	29
<b>2</b>	35.29	40.91	50.00	52.94	45.45	46.15	11.76	13.64	3.85	17	22	26
<b>3</b>	59.26	10.00	40.91	33.33	70.00	40.91	7.41	20.00	18.18	27	20	22
<b>4</b>	48.57	50.00	36.00	28.57	50.00	44.00	22.86	0.00	20.00	35	24	25
<b>5</b>	65.22	58.06	76.19	21.74	35.48	23.81	13.04	6.45	0.00	23	31	21
<b>6</b>	68.00	56.00	48.39	24.00	32.00	41.94	8.00	12.00	9.68	25	25	31
<b>All Grades</b>	43.26	33.16	38.74	42.70	52.55	47.64	14.04	14.29	13.61	178	196	191

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	3.13	10.42	2.70	87.50	70.83	72.97	9.38	18.75	24.32	32	48	37
<b>1</b>	15.79	15.38	10.34	42.11	38.46	44.83	42.11	46.15	44.83	19	26	29
<b>2</b>	0.00	9.09	7.69	64.71	68.18	61.54	35.29	22.73	30.77	17	22	26
<b>3</b>	0.00	0.00	0.00	48.15	45.00	63.64	51.85	55.00	36.36	27	20	22
<b>4</b>	2.86	12.50	8.00	48.57	54.17	44.00	48.57	33.33	48.00	35	24	25
<b>5</b>	4.35	3.23	9.52	65.22	51.61	71.43	30.43	45.16	19.05	23	31	21
<b>6</b>	8.00	0.00	3.23	44.00	56.00	35.48	48.00	44.00	61.29	25	25	31
<b>All Grades</b>	4.49	7.65	5.76	57.87	56.63	56.02	37.64	35.71	38.22	178	196	191

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	46.88	27.08	35.14	50.00	50.00	40.54	3.13	22.92	24.32	32	48	37
<b>1</b>	5.26	7.69	6.90	73.68	73.08	82.76	21.05	19.23	10.34	19	26	29
<b>2</b>	5.88	22.73	26.92	76.47	68.18	61.54	17.65	9.09	11.54	17	22	26
<b>3</b>	3.70	5.00	22.73	92.59	90.00	72.73	3.70	5.00	4.55	27	20	22
<b>4</b>	14.29	29.17	12.00	62.86	62.50	56.00	22.86	8.33	32.00	35	24	25
<b>5</b>	30.43	12.90	23.81	52.17	58.06	76.19	17.39	29.03	0.00	23	31	21
<b>6</b>	32.00	48.00	29.03	56.00	32.00	54.84	12.00	20.00	16.13	25	25	31
<b>All Grades</b>	21.35	22.45	23.04	65.17	59.69	61.78	13.48	17.86	15.18	178	196	191

**Conclusions based on this data:**

1. In 23-24 13.09% of our students were a Level 4 overall on the ELPAC, which is an increase of 0.85% from the 22-23 school year.

2. In 23-24 5.76% of our students were a Level 4 in the ELPAC Writing domain, which is a decrease of 0.36% from the 22-23 school year.
3. In 23-24 5.76% of our students were Well-Developed in the ELPAC Reading domain, which is a decrease of 1.89% from the 22-23 school year.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
923	86.1%	22.1%	0.5%
Total Number of Students enrolled in Berkshire 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	204	22.1%
Foster Youth	5	0.5%
Homeless	0	0.0%
Socioeconomically Disadvantaged	795	86.1%
Students with Disabilities	132	14.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	63	6.8%
American Indian	0	0.0%
Asian	119	12.9%
Filipino	4	0.4%
Hispanic	657	71.2%
Two or More Races	9	1%
Pacific Islander	0	0.0%
White	57	6.2%

### Conclusions based on this data:

1. Hispanic and Asian are the largest Race/Ethnicity groups at Berkshire.

2. The number of Students with Disabilities has increased to 14.3% which is 132 students.

3. The largest Sub-Group we have is Socioeconomically Disadvantaged at 86.1%.

# School and Student Performance Data

## Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Orange

##### English Learner Progress



Orange

#### Conclusions based on this data:

1. Math, ELA, and English Learner Progress are areas of concern for Berkshire.
2. Our suspension rate for 2023-2024 is in the Green category, which is an improvement from 2022-2023 when it was Orange. It appears that close monitoring and alternative methods of discipline have had a positive impact on our suspensions.

# School and Student Performance Data

## Academic Performance English Language Arts

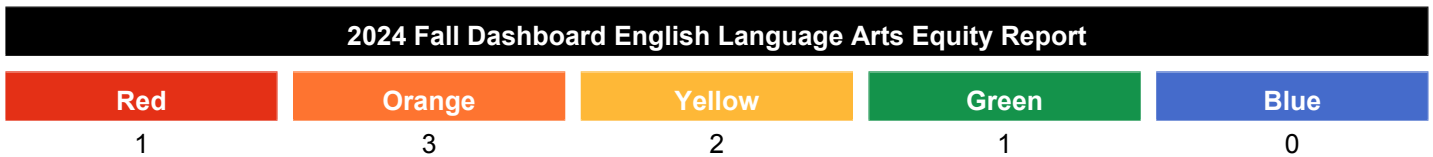
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>34.2 points below standard</p> <p>Declined 3.9 points</p> <p>501 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>50.4 points below standard</p> <p>Maintained 1.5 points</p> <p>130 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>36.6 points below standard</p> <p>Declined 3.2 points</p> <p>437 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>123.8 points below standard</p> <p>Maintained 2.4 points</p> <p>74 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>48.2 points below standard</p> <p>Increased 6.2 points</p> <p>39 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>4.5 points above standard</p> <p>Increased 8.1 points</p> <p>55 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>41.4 points below standard</p> <p>Declined 7.2 points</p> <p>355 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>17.7 points below standard</p> <p>Increased 4.0 points</p> <p>36 Students</p>

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

### 2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.3 points below standard	37.3 points above standard	36.7 points below standard
Declined 6.1 points	Declined 5.6 points	Declined 7.2 points
88 Students	42 Students	338 Students

#### Conclusions based on this data:

1. We had a decrease in ELA performance for Socio-Economically Disadvantaged and Hispanic students.
2. We had an increase in ELA performance for White, Asian, African American students.
3. Our current English Learners remain around 90 points below standard while our Reclassified English Learners increased to 37 points above standard.

# School and Student Performance Data

## Academic Performance Mathematics

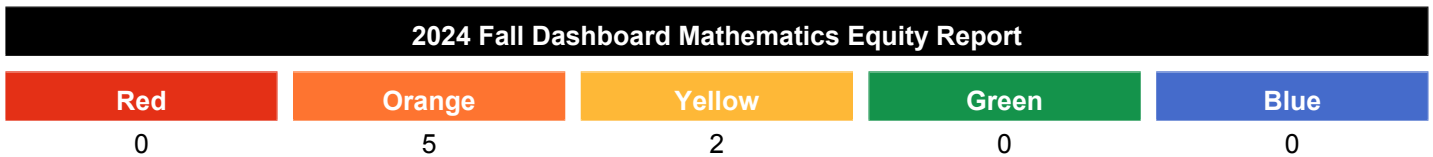
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>73.0 points below standard</p> <p>Maintained 2.4 points</p> <p>502 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>81.9 points below standard</p> <p>Increased 6.2 points</p> <p>131 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>76.8 points below standard</p> <p>Maintained 2.6 points</p> <p>438 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>144.5 points below standard</p> <p>Increased 5.5 points</p> <p>74 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>92.0 points below standard</p> <p>Declined 8.7 points</p> <p>39 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>32.6 points below standard</p> <p>Increased 18.3 points</p> <p>55 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>80.3 points below standard</p> <p>Declined 5.9 points</p> <p>356 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>58.1 points below standard</p> <p>Declined 7.1 points</p> <p>36 Students</p>

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

### 2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>116.9 points below standard</p> <p>Increased 9.5 points</p> <p>89 Students</p>	<p>7.7 points below standard</p> <p>Declined 13.8 points</p> <p>42 Students</p>	<p>76.2 points below standard</p> <p>Declined 8.8 points</p> <p>338 Students</p>

#### Conclusions based on this data:

1. The "All Students" group is performing in the Orange on CAASPP Math.
2. Our current English Learners are performing significantly lower than English Only students in CAASPP Math.
3. Our Students with Disabilities are performing significantly lower than all other sub-groups with 144 points below the standard.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 44.4% making progress. Number Students: 151 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 9 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 17.9%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 37.1%	<b>Maintained ELPI Level 4</b> 2%	<b>Progressed At Least One ELPI Level</b> 42.4%

### Conclusions based on this data:

- 42.4% of English Learners have progressed at least one indicator level.
- 17.9% of English Learners have decreased one indicator level, which is down approximately 1% from last year.
- 37.1% maintained their current level, which indicates a need for planning instruction that addresses students' individual needs identified in each ELPAC domain.

# School and Student Performance Data

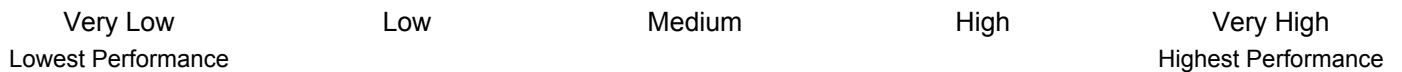
## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

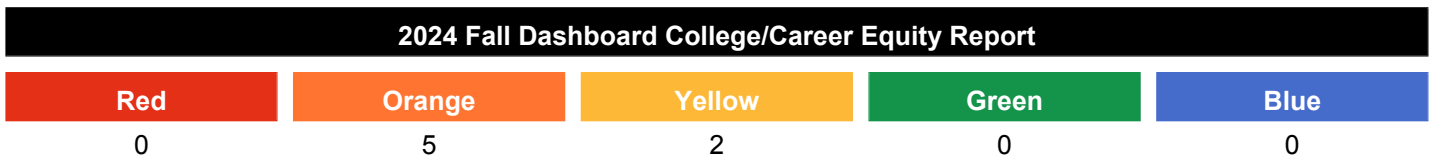
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>23.1% Chronically Absent</p> <p>Declined 4.6</p> <p>986 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>16.9% Chronically Absent</p> <p>Declined 8.7</p> <p>225 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>24.1% Chronically Absent</p> <p>Declined 4.4</p> <p>855 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>26.9% Chronically Absent</p> <p>Declined 9.2</p> <p>160 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>23.5% Chronically Absent</p> <p>Increased 3.2</p> <p>68 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>18.1% Chronically Absent</p> <p>Declined 0.6</p> <p>127 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>23.2% Chronically Absent</p> <p>Declined 7</p> <p>702 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>38.5% Chronically Absent</p> <p>Increased 1</p> <p>26 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>27.1% Chronically Absent</p> <p>Increased 2.5</p> <p>59 Students</p>

**Conclusions based on this data:**

1. On the 2024 California Dashboard, 23.1% of all students were Chronically Absent, which is down 4.6% from 2022-2023.
2. On the 2024 California Dashboard, 26.9% of our Students with Disabilities were Chronically Absent. That is an improvement of 9.2% from the previous school year.
3. On the 2024 California Dashboard, 24.1% of our Socioeconomically Students were Chronically Absent. This is an improvement of nearly 24% from the 2021-2022 School Year (decrease of 20% in 22-23, decrease of 4% in 23-24)

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

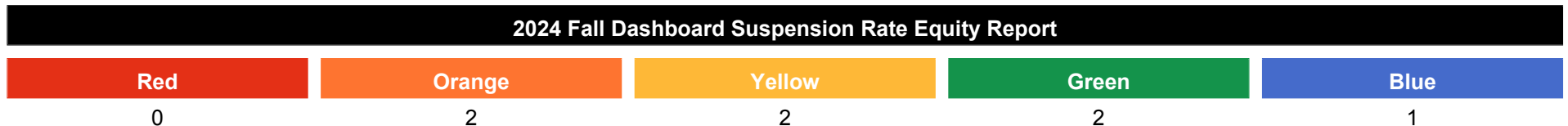
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
2.4% suspended at least one day	3.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Declined 0.5%	Increased 1.2%	
1009 Students	230 Students	10 Students

**Foster Youth**




No Performance Color

Fewer than 11 students - data not displayed for privacy

9 Students

**Homeless**




No Performance Color

Fewer than 11 students - data not displayed for privacy

7 Students

**Socioeconomically Disadvantaged**




Green

2.6% suspended at least one day

Declined 0.6%

875 Students

**Students with Disabilities**




Orange

5.5% suspended at least one day

Maintained 0%

163 Students

**African American**




Yellow

4.1% suspended at least one day

Declined 1.1%

74 Students


**American Indian**



No Performance Color

0 Students

**Asian**




Blue

0% suspended at least one day

Maintained 0%

127 Students

**Filipino**




No Performance Color

Fewer than 11 students - data not displayed for privacy

4 Students

**Hispanic**




Yellow

2.8% suspended at least one day

Maintained 0.1%

716 Students

**Two or More Races**




No Performance Color

0% suspended at least one day

Maintained 0%

27 Students


**Pacific Islander**



No Performance Color

0 Students

**White**



Green

1.6% suspended at least one day

Declined 6.6%

61 Students

**Conclusions based on this data:**

1. On the 2024 California Dashboard we have no groups in the red category.
2. On the 2024 California Dashboard all groups maintained or decreased except for English Learners, which increased by 1.2%.
3. Overall on the 2024 California Dashboard 2.4% of our students were suspended which is a .5% decrease from the previous year.

# 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

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, and an increase in the district reclassification rate.

## Goal 1A English Language Arts/Literacy/ELD

Strategic Goal: ELA/LITERACY - Berkshire will increase the number of students at or above benchmark on STAR Reading (State) (K-2)/ and Met or Exceeded Standard on CAASPP (3-6) will increase by 5%.(Tier I)

Throughout the year the students will be monitored in the following ways:

TK-6: STAR Assessment (Reading, Early Literacy)- monitor growth and areas of need throughout the year in early literacy and reading skills

TK-6: DIBELS 8

TK-6: PSI, PASI- Phonemic Awareness and Phonics to identify early literacy readiness and progress monitor for growth

TK-6: Benchmark Week, Unit, and Progress Monitoring assessments.

TK-6: Oral Language Screener

Strategic Goal: Students with Disabilities (SWD) - Berkshire's Students with Disabilities at or above benchmark on STAR Reading (State) (K-2)/ and Met or Exceeded Standard on CAASPP (3-6) will increase by 5%. (Tier I)

Throughout the year the ELD students will be monitored in the following ways:

K-6: STAR Assessment (Reading, Early Literacy)- monitor growth and areas of need throughout the year in early literacy and reading skills

K-6 DIBELS 8

ELPAC Testing

K-6: PSI, PASI- Phonetic Awareness and Phonics to identify early literacy readiness and progress monitor for growth

K-6 - Benchmark Week, Unit, and Progress Monitoring assessments.

TK-6: Oral Language Screener

Strategic Goal: English Learners (EL) - Berkshire's English Learners at or above benchmark on STAR Reading (State) (K-2)/ and Met or Exceeded Standard on CAASPP (3-6) will increase by 5%. (Tier 1)

Throughout the year, the ELD students will be monitored in the following ways:

K-6: STAR Assessment (Reading, Early Literacy)- monitor growth and areas of need throughout the year in early literacy and reading skills

K-6: DIBELS 8

ELPAC Testing

K-6: PSI, PASI- Phonemic Awareness and Phonics to identify early literacy readiness and progress monitor for growth

K-6 - Benchmark Week, Unit, and Progress Monitoring assessments.

TK-6: Oral Language Screener

## Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following assessments/meetings played a considerable role in determining areas of need:

- Title 1 Needs Assessment Surveys (Staff, Community, and Teacher)

-School Site Council

- SPSA Annual Programmatic (Teacher),
- SWIFT FIA (Completed by our ILT)
- DIBELS 8
- STAR
- Phonics Screener Inventories
- Phonological Awareness Screener Inventories
- 2024-2025 CAASPP data.
- Chat a Latte Meetings
- School Site Council Meetings
- ELAC

-AAPAC

We will continue to use the committees, surveys, assessments, and Needs Assessments to evaluate the effectiveness of our 2025-2026 SPSA goals.

Our Students with Disabilities (SWD) subgroup continues to not meet standards in both ELA and mathematics, as evidenced by CAASPP data from the 2023-2024 school year. In the 2024-2025 school year, teaching staff received professional development in Kagan Cooperative Structures, which has shown a positive impact on classroom engagement; however, Berkshire is at the

implementing stages of Kagan, and continuous support is needed to increase classroom instruction engagement, aligned to the rigorous standards, differentiated instruction, and use of evidence-based strategies. Lesson design and delivery are inconsistent and lack the components of Direct Interactive Instruction (DII), therefore not meeting the essential pieces of a practical lesson.

Berkshire's Comprehensive Needs Assessments revealed a need to improve student engagement, collaboration, and foundational reading skills for all students. Additionally, teachers and administration identified a need for a deeper understanding and implementation of Benchmark Advance Berkshire's core ELA curriculum.

The California Dashboard data indicates that we are not meeting the needs of our English Learners, who are scoring significantly lower in both ELA and Math. As a result, we have identified a need for more vigorous oral language development and an increased need for collaboration and conversation throughout the school day and across all content areas.

### Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

65.92% of students have not met standard in English Language Arts according to our 2023-2024 CAASPP ELA data. Within these results, the following is also indicated:

As per the 2023-2024 CAASPP ELA data, 94% of Students with Disabilities (SWD) did not meet standard.

As per the 2023-2024 CAASPP ELA data, 67% of Economically Disadvantaged Students did not meet standard.

As per the 2023-2024 CAASPP ELA data, 92% of English Learners did not meet standard.

As per the 2023-2024 CAASPP ELA data, 100% of our Homeless Students did not meet standard.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading (Middle of Year 2024-2025)	36% At or Above Benchmark	41% At or Above Benchmark
CAASPP ELA (2023-2024)- Overall	34.08% Met or Exceeded	39.08% Met or Exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA: Sub-group Students with Disabilities (2023-2024)	5.56% Met or Exceeded	20% Met or Exceeded
CAASPP ELA: Sub-group English Learners (2023-2024)	8.25% Met or Exceeded	13.25% Met or Exceeded

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 students not meeting standard including, SWD, ELs, and SED groups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

Structured Literacy Model Implementation:

- Modeled Reading
- Guided Reading
- Read Aloud
- Independent Reading
- Leveled Readers
- Decodable Readers
- Writing
- Vocabulary
- Comprehension
- Phonemic Awareness
- Phonics (95% Group)

Universal Design for Learning (UDL) will be incorporated into core classroom instruction planning.

Focus on Emergent Reading Instruction (TK-6th):

- Science of Reading emphasized in TK-6th grade classrooms

- Evidence-based supplemental core curriculum from 95% Group
- Focus on the five components of Structured Literacy
- STAR Reading and/or DIBELS8 reports shared with families after each reporting period

Professional Learning for Teachers:

- Teachers will participate in professional learning from 95% Group to build literacy instruction capacity.
- Teachers will use Tier 1 Structured Literacy solutions linked across grades, grounded in the science of reading.

Thinking Maps and Write From the Beginning Program:

- All TK-6th grade classrooms will utilize Thinking Maps and Write From the Beginning.
- Write From the Beginning writing instruction will be incorporated into daily core instruction.
- Teachers will use rubrics from Write From the Beginning to calibrate and assess student writing.

Collaborative/Cooperative Learning Structures:

- Staff will be trained to increase student engagement and develop oral language.
- Academic Coaches will provide observation, coaching, and feedback centered around Collaborative/Cooperative Learning Structures.

Adopted Core Curriculum - Benchmark Advance:

- Benchmark Advance will be used in every K-6th grade classroom for quality Tier 1 reading instruction.
- If funds are available, professional development in Benchmark Advance will be provided.

Data Cycles:

- Data cycles will be calendared throughout the year.
- Teachers will meet with Academic Coaches and admin to analyze data and plan instructional steps.
- Substitutes will be provided for teacher release time during data cycles.
- Data analysis will take place before the school year begins, reviewing end-of-year (2023-2024) data for targeted instruction.

Adaptive Learning Programs: These programs will enhance Tier 1 instruction and provide extended learning opportunities beyond the school day.

- Lexia Core 5
- Renaissance's Accelerated Reader
- MyOn

-95% Group Sortegories

After-School Support Opportunities (TK-6th):

- Grade-specific after-school sessions for students and families to increase learning.
- Teachers will provide support in these sessions, helping both parents and students.

**Vocabulary Instruction:**

- Research-based high-leverage vocabulary strategies will be used across all content areas (TK-6th).
- Morphology will be taught in 2nd-6th grade classrooms.
- Coaches will observe, provide feedback, and coach based on student performance and walkthrough data.
- Opportunities for oral language development through speaking, listening, peer conversations, and home-school connections.
- K-6th grade teachers will use the Benchmark Advance curriculum to support vocabulary instruction.

**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.

0000	Title I, Part A 4200-00: Books - Other Than Textbooks		January 2026
20767.74	Title I, Part A 4300-00: Supplies & Materials		January 2026

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Learners

**Applicable During:**

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

**Designated ELD (English Language Development):**

- 30 minutes of Designated ELD will occur daily from the first day of instruction.
- Admin Team will monitor implementation through walk-throughs and regular reviews of teachers' ELD daily lesson plans.
- Academic Coaches will provide professional development on creating strong language objectives (form and function).
- Academic Coaches will provide follow-up with Observation, Feedback, and Coaching to ensure effective implementation.

#### Purpose of Designated ELD Block:

- Support core instruction while building English Learners' knowledge of language structures.
- Develop vocabulary to support listening, speaking, reading, and writing skills.
- Grades K-6th will follow the pacing for Designated ELD using Benchmark Advance curriculum.
- Lesson design will incorporate Collaborative Learning Structures, Thinking Maps, Write From the Beginning, and strategies for the four domains of language (listening, speaking, reading, writing).

#### Student Evaluation and Grouping:

- Teachers will evaluate and level students based on the need for intervention and enrichment using state, district, and classroom assessments.
- Students will be progress monitored regularly.

#### Access to Core Curriculum for EL Students:

- EL students have access to the core curriculum with Integrated Language Development supports, embedded ELD standards, and scaffolds.
- Teachers will include ELD standards in daily lesson plans across all curricular areas.

#### EL Instructional Program at Berkshire:

- Academic Coaches, Instructional Intervention Teacher, and teaching staff use ELlevation to place EL students in appropriate groups based on ELPAC scores and grade-level placements.
- Designated ELD will occur at the same time across grade levels with small groups to encourage academic conversations.
- Integrated ELD will be taught throughout the day in various content areas.
- Teachers will create language objectives that ensure interaction between students and include form and function.
- The goal of Integrated ELD is to help students become proficient with grade-level content and academic language.

#### Alternative Grouping Settings for ELD:

- The Instructional Leadership Team will explore alternative grouping settings for Designated ELD to maximize learning opportunities in specific domains.

#### Strategies, Actions, and Services for EL Students:

- Four-pane lesson plan for pacing and domain-focused instruction.
- EL Excellence Every Day book for building teachers' capacity in effective ELD strategies.
- Pre-teaching and teaching vocabulary through realia and visuals.
- Language frames, Thinking Maps, Write From the Beginning, and Thinking Maps: Path to Proficiency.
- Small groups and backward mapping from ELPAC to ensure appropriate rigor.
- Coaching by instructional leaders to help teachers develop strong language objectives.

- Kagan Learning Structures to support academic conversations and language processing.
- Frequent walk-throughs for feedback and coaching on EL instruction.

Individualized Support for EL Students:

- EL students may have access to Rosetta Stone or Lexia English, adaptive programs offering language support in speaking and listening.

Annual Evaluation and Progress Monitoring:

- Teachers use formal and informal assessments (Common Formative Assessments, exit tickets) to evaluate progress.
- Assessment tools include STAR ELA, Write From the Beginning rubrics, interim assessments, Google Forms, and curriculum assessments.
- ELPAC assessment at the beginning and end of the year.
- Reports on RFEP (Reclassified Fluent English Proficient) students will be monitored, and support will be provided as needed.
- ELlevation, STAR, and regular CFAs will help teachers target student needs and adjust instruction.

**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.

0000	Title I, Part A 5800-00: Consultants/Professional Services		January 2026
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students not meeting standard including, SWD, ELs, and SED groups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Walk to Learn Program:

- Provides targeted instruction for students not making adequate growth in Tier I.
- Utilizes a systematic approach to reading instruction and intervention using 95% Group materials.
- Students will be monitored through screeners to identify needs for targeted, student-centered intervention on a regular basis.
- In certain cases, students may receive one-on-one support and more frequent progress monitoring through instructional intervention aides.

**Tracking and Analyzing Student Data:**

- The school will use the 95% Literacy Intervention System (LIS) to track student data for analysis and instructional grouping schoolwide.
- If funds allows, training and professional development on strong reading instruction using but not limited to 95% Group.
- If funds allow, 95% training videos will be purchased for ongoing training on required materials throughout the year.

**Additional Support for ELD Students:**

- ELD students may have access to Rosetta Stone or Lexia English, adaptive programs that provide language support in speaking and listening.

The metrics/indicators that will be used to analyze effectiveness of these strategies will be:

- STAR Reading/STAR Early Literacy
- DIBELS8 Benchmark and Progress Monitoring data
- PASI/PSI
- Accelerated Reader data
- Benchmark Advance Weekly and Unit Assessments
- Write From the Beginning and Beyond Rubrics

**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.

0	Title I, Part A 4300-00: Supplies & Materials		January 2026
0000	Title I, Part A 5800-00: Consultants/Professional Services/Licensing		January 2026

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students not meeting standard including, SWD, ELs, and SED groups.

Applicable During:

IP

Strategy/Activity: Tier III

Walk to Learn Program:

- Provides targeted instruction for students not making adequate growth in Tier I or Tier II.
- Utilizes a systematic approach to reading instruction and intervention using 95% Group materials and the 95% Reading Achievement Program.
- Students will be monitored through screeners to identify needs for regular, targeted, student-centered intervention.
- In some cases, students may receive one-on-one support and more frequent progress monitoring.
- Instructional intervention aides and the campus Instructional Intervention Teacher will assist in providing additional support.

-Tier 3 95% RAP

- 95% PA Suite and 95% PL 2.0

Tracking and Analyzing Student Data:

- The school will use the 95% Literacy Intervention System to track student data for analysis and instructional grouping school wide.

Training and Professional Development:

- If funds allow, 95% training videos will be purchased to train staff on required materials throughout the year.

### 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.

0000			January 2026
0000	5800-89: Software		January 2026

# 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

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

## Goal 1B Mathematics

Strategic Goal: MATH- We will increase the number of students who are at or above grade level on STAR Math (State) (K-2)/ and Met or Exceeded Standard on CAASPP (3-6) will increase by 5%.(Tier I)

Throughout the year the students will be monitored and the goal will be evaluated using the following assessments:

K-6: STAR Assessment (Math)- monitor growth and areas of need throughout the year in early literacy, reading, and math skills

K-6: NextGen Math- CFA- to monitor progress on focus standards and drive small group instruction

K-6: Illuminate- CFA- to monitor progress on focus standards and drive small group instruction

K-6: Reflex/Frax - to monitor proficiency in basic math facts.

K-6: GoMath Assessments - to monitor progress on focus standards and drive small group instruction.

K-6: Universal Math Screener- to identify students who are at-risk in mathematics and provide timely intervention

Strategic Goal: ELD- Language Proficiency growth, equivalent to one year, through a targeted and integrated instructional approach. (Tier I)

Throughout the year the students will be monitored and the goal will be evaluated using the following assessments:

K-6: STAR Assessment (Math)- monitor growth and areas of need throughout the year in early literacy, reading, and math skills

K-6: NextGen Math- CFA- to monitor progress on focus standards and drive small group instruction

K-6: Illuminate- CFA- to monitor progress on focus standards and drive small group instruction

K-6: GoMath Assessments - to monitor progress on focus standards and drive small group instruction.

K-6: Universal Math Screener- to identify students who are at-risk in mathematics and provide timely intervention

Strategic Goal: Students with Disabilities (SWD) - Berkshire's Students with Disabilities at or above benchmark on STAR Math (State) (K-2)/ and Met or Exceeded Standard on CAASPP (3-6) will increase by 5%.(Tier I)

Throughout the year the students will be monitored and the goal will be evaluated using the following assessments:  
K-6: STAR Assessment (Math)- monitor growth and areas of need throughout the year in early literacy, reading, and math skills  
K-6: NextGen Math- CFA- to monitor progress on focus standards and drive small group instruction  
K-6: Illuminate- CFA- to monitor progress on focus standards and drive small group instruction  
K-6: GoMath Assessments - to monitor progress on focus standards and drive small group instruction.  
K-6: Universal Math Screener- to identify students who are at-risk in mathematics and provide timely intervention

## Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following assessments played a considerable role in determining areas of need: Title 1 Needs Assessment Surveys (Staff, Community, and Teacher), Berkshire Needs Assessment Survey (Teacher), SWIFT FIA- Completed by our ILT, and the students' STAR scores for the year thus far. Finally, we elicited feedback through our family Chat a Latte, ELAC, AAPAC and School Site Council Meetings. We will continue to use the following committees, surveys, and Needs Assessment to evaluate the effectiveness of our 2022-2023 SPSA goals.

Our Students with Disabilities (SWD) subgroup scored very low in ELA and mathematics as evidenced by CAASPP data from the 2023-2024 school year. An analysis of teacher surveys and walkthrough data indicates not all classroom instruction is engaging, aligned to the rigor of the standards, and includes differentiated instruction to positively impact all students. The resource inequity identified is the lack of differentiated professional development to refine current practices has contributed to SWD's low performance in ELA and mathematics. In addition, the lack of fully credentialed teachers also contributed to academic inequities within our special education and general education department. An additional review of the instructional program revealed inconsistency between the special education program and instructional services at the district level. An alignment of scheduling was identified to ensure that all students in a grade level are receiving their ELA and mathematics instruction at the same time. This adjustment will allow for targeted support for our SWD.

Berkshire's Comprehensive Needs Assessments revealed a need to improve student engagement, collaboration, and social skills for all students.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

80% of students in grades 3-6 have not met standard in Math according to our 2023-2024 CAASPP Math data. Within these results, the following is also indicated:

As per the 2023-2024 CAASPP Math data, 94% of Students with Disabilities (SWD) did not meet standard.

As per the 2023-2024 CAASPP Math data, 81% of Economically Disadvantaged Students did not meet standard.

As per the 2023-2024 CAASPP Math data, 91% of English Learners did not meet standard.

As per the 2023-2024 CAASPP Math data, 100% of our Homeless Students did not meet standard.

As per the 2023-2024 CAASPP Math data, 50% of our Foster Students did not meet standard.

As per the 2023-2024 CAASPP Math data, 93% of our African American Students did not meet standard.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math (MOY 2024-2025)	22% At or Above Benchmark	27% At or Above Benchmark
CAASPP Math (2023-2024)	20% Met or Exceeded	25% Met or Exceeded
CAASPP Math (2023-2024) Subgroup: Students with Disabilities	5.5% Met or Exceeded	10.5% Met or Exceeded
CAASPP Math (2023-2024) Subgroup: English Learners	9% Met or Exceeded	14% Met or Exceeded
CAASPP Math (2023-2024) Subgroup: African American Students	7% Met or Exceeded	12% Met or Exceeded

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 students including, SWD, ELs, and SED sub-groups.

Applicable During:

## In Person (IP)

### Strategy/Activity: Tier I – Core Instructional Program

#### Tier I and Tier II Instruction:

- Teachers will use the district-adopted Go Math curriculum for instruction.
- Teachers may use Next Gen Math to differentiate instruction, build small group lessons, create common formative assessments, complete district interims, and use data to inform instruction and track student success.
- Teachers will utilize chapter and unit assessments provided by GoMath for all students.
- Implementation of an universal math screener to identify students instructional needs

#### Instructional Leadership Team (ILT):

- The ILT will meet monthly to develop a school-wide plan for mathematical success.
- Grade-level teams will continue building upon the math framework, focusing on key lesson plan components: Mathematical Practices, Rigor, Collaborative/Cooperative Learning, and instructional planning (CRA Strategy: Concrete, Representational, and Abstract).

#### Professional Development:

- Continue working with Kern County Superintendent of Schools (KCSOS) to provide professional development for increasing mathematical proficiency.
- K-6th grade teachers may receive targeted professional development including but not limited to the GoMath curriculum, strong Tier 1 math instruction, and Touch Math.

#### Number Sense and Number Talks:

- Teachers will use Number Talks, an evidence-based practice focusing on student solutions for mental math computation problems.
- KCSOS will be contracted for Number Talks professional development as needed.

#### Coaching and Differentiated Professional Development:

- Academic Coaches will provide differentiated professional development based on observational data.

Thinking Maps will be utilized in all classrooms (TK-6th).

#### Kagan Learning Structures:

- Staff will be trained in Kagan Learning Structures to increase student engagement.
- Academic Coaches will complete Observation, Coaching, and Feedback Cycles focused on Collaborative/Cooperative Learning Structures.

**Data Cycles:**

- Data cycles will be calendared and intentional throughout the year.
- Teachers will meet with Academic Coaches and admin to analyze data and plan next instructional steps.
- Substitutes will provide half-day release time for each data cycle.
- The initial data cycle for kindergarten will begin before the first day of school, using beginning-of-the-year assessments to collect data for targeted instruction.

**The following adaptive learning programs will enhance Tier I and Tier II instruction:**

- Reflex Math
- Frax Math
- NextGen Math
- Data from these programs will be used to improve student learning and develop re-teaching strategies.

**After-School Grade-Specific Sessions:**

- Teachers will hold grade-specific sessions after school where parents and students can learn side by side and receive grade-level support.

**Math Manipulatives:**

- Math manipulatives will be purchased for grade levels as needed.

**Vocabulary Strategies Across Content Areas:**

- Research-based high-leverage vocabulary strategies will be utilized in TK-6th grade classrooms.
- Vocabulary Surge will be used in 2nd-6th grade classrooms.
- Coaches will provide observation, feedback, and coaching based on student performance data and walkthroughs.
- Teachers will promote speaking and listening throughout the day, read frequently to students, model language, encourage peer-to-peer conversations, and make home-school connections.
- GoMath curriculum will support vocabulary instruction in K-6th grade classrooms.

**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.

0000	Title I, Part A 1100-01: Certificated Teachers - Subs	Data cycles release time, professional development	January 2026
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0000	Title I, Part A 4300-00: Supplies & Materials	Math manipulatives	January 2026
0000	Title I, Part A 4200-00: Books - Other Than Textbooks	Professional books on mathematical instruction and best practices	January 2026
	Title I, Part A 5800-89: Software	Math Universal Screener	May 2026

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

EL students

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

Tier I and Tier II Instruction:

- Teachers will use the district-adopted Go Math curriculum.
- An additional language objective will be created based on the California ELD standards.

Teachers may use Next Gen Math to:

- Differentiate instruction.
- Build small group lessons.
- Create common formative assessments.
- Complete district interims.
- Use data to inform instruction and track student success.

Language Supports for Student Comprehension:

- Language supports will be used to aid student comprehension in math and the teaching of Common Core State Standards.
- Academic Conversations will use academic language to support student comprehension and language needs in mathematics.

To support the learning of EL students, teachers will utilize evidence-based strategies, such as:

- Number Talks

- Math brief writes
- Math tasks
- Collaborative/Cooperative Structures

**EL Students' Access to Core Curriculum:**

- EL students have access to the Benchmark Advance core curriculum in all curricular areas with:
- Integrated Language Development Supports
- Embedded ELD standards and scaffolds.
- Teachers will include ELD standards in their daily lesson plans.

**Supplies and materials include (but are not limited to):**

- Sentence strips
- Student whiteboards
- Whiteboard pens
- Chart paper
- Pocket charts

**Books (Other than Textbooks) include (but are not limited to):**

- Number Talks Books
- Thinking Classrooms
- EL Excellence

**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.

0000	Title I, Part A 4300-00: Supplies & Materials	Including but not limited to sentence strips, student whiteboards, whiteboard pens, chart paper, and pocket charts.	January 2026
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students including, SWD, ELs, and SED sub-groups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Targeted Instruction for Students Not Making Adequate Growth in Tier I:

- Students will receive more targeted instruction through small group instruction from classroom teachers.
- Instruction will utilize a systematic approach to math, including Touch Math, GoMath, and NextGen.
- Students will be monitored through screeners to identify their needs for targeted, student-centered intervention.
- In some cases, students may receive one-on-one support and more frequent progress monitoring with the help of instructional intervention aides.

-Develop of a walk to learn model that provides math intervention and enrichment at each students' level.

Supplies and materials include (but are not limited to):

- Whiteboards
- Whiteboard markers
- Math manipulatives
- Touch Math products
- Chart paper

**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.

0000	Title I, Part A 4300-00: Supplies & Materials	including but not limited to whiteboards, whiteboard markers, math manipulatives, Touch Math products, chart papers	January 2026
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# 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

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

## Goal 2 Comprehensive Educational Experience

Berkshire Elementary will provide a school environment that is comprehensive and well-rounded for all students by consistently providing opportunities to increase student achievement in all areas.

K-6: STAR Assessment (ELA, CBM, Early Literacy, Math)- monitor growth and areas of need throughout the year in early literacy, reading, and math skills

K-6: NextGen Math- CFA- to monitor progress on focus standards and drive small group instruction

K-6: Reflex/Frax - to monitor proficiency in basic math facts.

K-6: Illuminate- CFA- to monitor progress on focus standards and drive small group instruction

K-6: PSI, PASI- Phonetic Awareness and Phonics to identify early literacy readiness and progress monitor for growth

## Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following assessments played a considerable role in determining areas of need: Title 1 Needs Assessment Surveys (Staff, Community, and Teacher), Berkshire Needs Assessment Survey (Teacher), SWIFT FIA- Completed by our ILT, and the students' STAR scores for the year thus far. Finally, we elicited feedback through our monthly family Chat a Latte, School Site Council Meeting, ELAC, and AAPAC. We will continue to use the following committees, surveys, and Needs Assessment to evaluate the effectiveness of our 2024-2025 SPSA goals.

Our Students with Disabilities (SWD) subgroup scored poorly in ELA and mathematics as evidenced by CAASPP data from the 2023-2024 school year. An analysis of teacher surveys and walkthrough data indicates that not all classroom instruction is engaging,

aligned to the rigor of the standards, and includes differentiated instruction to impact all students positively. The resource inequity identified is the lack of differentiated professional development to refine current practices, which has contributed to SWD's low performance in ELA and mathematics. In addition, the lack of fully credentialed teachers also contributed to academic inequities within our special education and general education departments. An additional review of the instructional program revealed inconsistency between the special education program and instructional services at the district level. An alignment of scheduling was identified to ensure that all students at a grade level receive their ELA and mathematics instruction simultaneously. This adjustment will allow for targeted support for our SWD.

Berkshire's Comprehensive Needs Assessments revealed a need to improve student engagement, collaboration, and social skills for all students.

### Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Summative ELPAC data from 2023-2024 shows that 61% or 90 of our English learners scored one or two overall. In the speaking domain, 73% or 108 of our English learners land in "somewhat/moderately" or "beginning." In the listening domain, 84% or 125 of our English learners land in "somewhat/moderately" or "beginning." In reading, 98% or 145 of our English learners land in "somewhat/moderately" or "beginning." In the writing domain, 84% or 125 of our English learners are landing in "somewhat/moderately" or "beginning." Additionally, 9 of our 21 students (K-6) who are EL and SWD are currently in level 1 without any progress; 7 of the 9 are in grades 3rd - 6th. These statistics show Berkshire's need to strengthen designated and integrated ELD instruction across all curricular areas.

According to Berkshire's 2023-2024 CAASPP data for SWD, in ELA, 5.5% "met or exceeded" the standard, while in math, 5.5% "met or exceeded" the standard. This data indicates that the instructional strategies and approaches have not been successful, and there is a need for professional development in research-based best practices across all content areas. When disaggregating data by classroom, it is evident that consistency in implementation is lacking. Additional professional development provided by the LCFF Academic Coach and an additional Title 1-funded Academic Coach is needed to differentiate PD and ensure implementation fidelity across all curricular areas. Additionally, the CAST data indicates a need for intentionally integrated science instruction in mathematics and ELA.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC (2023-2024)	39% of our EL score overall in a three or four	44% of our EL score overall in a three or four
CAASPP (2023-2024) Math	9% At or Above Benchmark	19% At or Above Benchmark
CAASPP (2023-2024) ELA	8.25% At or Above Benchmark	18.25% At or Above Benchmark
CAASPP (2023-2024) Math -Students with Disabilities	5.5% At or Above Benchmark	15.5% At or Above Benchmark
CAASPP (2023-2024) ELA- Students with Disabilities	8.25% At or Above Benchmark	18.25% At or Above Benchmark

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 students including, SWD, ELs, and SED sub-groups.

Applicable During:

In Person (IP)

Strategy/Activity: Technology

Technology for Equitable Access & Engagement

- Purchase additional Promethean Boards and related products to equip the entire school.
- Update Promethean Boards as needed, depending on available funding.
- Train staff on effective use of Promethean Boards to build instructional capacity.

Supplemental Technology Equipment (as funds allow)

- Provide students and staff with essential tech tools to support learning, including: Headphones, mice, printers, monitors, radiosm iPads, laptops, Chromeboxes, and Chromebooks

#### 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.

0000	Title I, Part A 4300-74: Title 1 - Technology < \$500	Including but not limited to headphones, mice, printers, monitors, radios, ipads, laptops, Chromeboxes, and Chromebooks as funds become available	January 2026
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**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students including, SWD, ELs, and SED sub-groups.

Applicable During:

In Person (IP)

Strategy/Activity: Educational software and licensing (across other curricular areas)

Social-Emotional Learning (SEL) Curriculum  
 -Purchase Character Strong: A schoolwide Social-Emotional curriculum, if funding allows.  
 -Purchase Suite360: To provide teachers and students with additional SEL curriculum and materials.

Licensing Programs (if funding allows)  
 -Reflex Math  
 -Frax  
 -Rosetta Stone English  
 -Lexia English  
 -Mystery Science  
 -95% Core License  
 -95% Pocket PA  
 -95% RAP  
 -95% Training Videos  
 -95% Literacy Intervention System  
 -95% Digital PLL Site Subscription

**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.

19,000	Title I, Part A 5800-89: Software	Reflex Math, Frax, Rosetta Stone English, Lexia English, Mystery Science, PBIS Rewards, 95% Training Videos, and Suite360	January 2026
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students including, SWD, ELs, and SED sub-groups.

Applicable During:

In Person (IP)

Strategy/Activity: Upgrading the school library to improve student achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, technology)

**Purpose & Goals**

- Improve student access to books and media to support academic success.
- Leverage research showing high-quality library programs boost student achievement.
- Emphasize equity, literacy development, and family engagement.

**Library Resource Enhancements**

- Expand nonfiction collection aligned with academic standards, especially in science and history/social studies.
- Increase Accelerated Reader (AR) book copies to improve access.
- Purchase additional reading materials to boost inventory overall.

**Support for Multilingual Families**

- Expand dual language books at all grade levels to promote literacy in English and students’ native languages.

**Technology Access**

- Purchase 4 new Chromebooks for student and family use during open library hours.
- Chromebooks will support AR tests, research projects, and educational software use.

**Library Accessibility**

- Supplemental library hours to improve access for students and families.
- Summer library hours (1 day per week, June–July), including: Book checkouts, Story-time read-aloud, AR test access, and Parent workshops on library resources

**Outreach & Communication**

- Use fliers and Parent Square to notify families about:
- Summer library programs
- Extended school-year library hours

**Monitoring & Accountability**

Library media clerk responsibilities include:

- Keeping records of summer and extended-hour events and communications
- Sign-in sheets for after-hours attendance
- Tracking AR tests taken during extended hours
- Monitoring circulation data and book checkouts
- Observing student technology use during and after school hours

**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.

0000	Title I, Part A 242400-420000: Library: books, supplies & equipment	Library books (as funds become available)	January 2026
0000	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Staffing for extended hours (as funds become available)	January 2026
0000	Title I, Part A 4300-00: Supplies & Materials	Paper and ink for fliers (as funds become available)	January 2026
0000			

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students including, SWD, ELs, and SED sub-groups.

Applicable During:

In Person (IP)

Strategy/Activity: Improving Science Education (STEM/STEAM)

Goals & Focus Areas

- Support student development in creativity, problem solving, and collaboration.
- Increase engagement, motivation, and academic achievement through enriched science instruction.

Curriculum Enhancements

- Supplement core science curriculum with STEMtaught or similar STEAM resources as funding allows.
- Includes: hands-on learning, presentations, experiments, inquiry-based activities, family nights, and computer programming.

Professional Development

- Partner with KCSOS and the District office to provide science-focused professional development.
- Partner with Amplify Science for science-focused and curriculum integration professional development.
- Aim: Increase teacher capacity to improve student science outcomes.

Resource Expansion

- Expand licensing for Mystery Science for grades K–6 to support consistent and engaging science instruction.

Monitoring & Evaluation

The Instructional Leadership Team will track student progress using:

- Reports from core science programs
- Mystery Science data

**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.

0000	Title I, Part A 5800-00: Consultants/Professional Services/Licensing	STEMtaught (as funds become available) Mystery Science	January 2026
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0000	Title I, Part A 4300-00: Supplies & Materials	STEM Taught boxes, STEAM products, journals, various supplies for science (as funds become available)	January 2026
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## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

English Learners

Applicable During:

In Person (IP)

Strategy/Activity: English Learners: Monitoring EL progress, supporting LTELs, integrated ELD across the curriculum, RFEP monitoring

#### Program Structure & Implementation

- School-wide Designated ELD time is maintained with clear expectations for both Designated and Integrated ELD.
- Admin Team conducts walk-throughs and reviews daily ELD lesson plans to monitor implementation.
- The designated ELD supports core instruction and builds understanding of language structures and vocabulary in listening, speaking, reading, and writing.
- Four-pane lesson plan used, incorporating: Collaborative Learning Structures, Thinking Maps, and Write From the Beginning.

#### Curriculum & Instruction

English Learners use the Benchmark Advance core curriculum with:

- Integrated Language Development Supports
- Embedded ELD standards and scaffolds
- Teachers include ELD standards and language objectives in daily plans.
- Integrated ELD occurs throughout the day within all content areas to support academic language development.

#### Student Grouping & Instructional Tools

- The ELLevation platform places students in appropriate groups based on ELPAC scores and grade level.
- Designated ELD is scheduled consistently across grades, with small groups to promote academic conversations.
- Teachers use interactive strategies to target the four domains (reading, writing, listening, speaking).

#### Strategies, Services & Professional Development

Evidence-based strategies include:

- Four-pane ELD lesson planning
- Academic language interaction

- The EL Excellence Every Day book for building teacher capacity
- Vocabulary instruction with realia and visuals
- Language frames, Thinking Maps, and Path to Proficiency
- Backward mapping from ELPAC for rigor alignment
- Think-pair-share and other Kagan Structures to support academic conversation.
- Ongoing coaching by instructional leaders for lesson planning
- Frequent walk-throughs provide real-time coaching for EL instruction.

#### Progress Monitoring & Evaluation

Teachers use both formal and informal assessments:

- CFAs (Common Formative Assessments)
- Exit tickets
- STAR ELA
- Interim assessments
- Google Forms and platform-based tools

Annual monitoring includes:

- ELPAC testing (beginning and end of year)
- RFEP student reports monitored for continued support
- Data from ELlevation, STAR, and CFAs to inform instruction

#### **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.

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

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

All students including, SWD, ELs, and SED sub-groups.

Applicable During:

In Person (IP)

Strategy/Activity: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. (Elementary) Strategies for assisting students in the transition from 6th to 7th grade and 8th grade to high school education programs. (Jr. High)

**Student Transition & Orientation Support**

- 6th Grade to 7th Grade Transition: All 6th graders attend an annual orientation to help ease the move to junior high.
- Preschool to Kindergarten Transition: Kindergarten teachers attend IEP meetings for incoming preschool students.
- Teachers observe preschool students in their current classroom settings before the IEP meeting.

**Kindergarten Readiness & Support**

- Incoming kindergarten students are screened before the school year starts to inform class placement and instruction.
- Students receive Instructional Backpacks with basic school supplies (crayons, scissors, paper, glue).

**Summer Learning Support**

- Provide Transitional Meetings for all Families to receive information, strategies, and activities to help their student transition to the next grade level.
- If funding allows, TK–6th grade students will receive supplemental instructional materials to help prevent "summer slide."

**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.

0000	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Kindergarten Assessments (as funds become available)	August 2025
0000	Title I, Part A 1900-01: Other Certificated - Subs	Kindergarten Assessments (as funds become available)	August 2025
0000	Title I, Part A 4300-00: Supplies & Materials	Instructional Backpacks: Including but not limited to: Crayons, scissors, paper, glue, instructional books, reading books, journals, and math manipulatives (as funds become available).	August 2025

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All students including, SWD, ELs, and SED sub-groups.

Applicable During:

In Person (IP)

Strategy/Activity: Supplemental Resources (LCFF & Title I as allowable)

Materials, Equipment, and Technology

Purchase and maintain:

- Furniture, equipment, materials, technology, and software to support learning across all subjects.
- Technology and instructional tools may include: Printers, copiers, paper, computers, monitors, keyboards, mice
- Costs may cover maintenance, ink, repairs, and replacements.

Supplemental Resources

- General funds cover basic operational supplies; additional support materials may be provided for enhanced instruction.
- District-approved supplemental student and teacher materials enhance core instruction and classroom functionality.

Classroom Engagement & Organization

Student supplies provided to increase participation and organization:

- Dry/wet erase markers and whiteboards
- Binders, dividers, folders, planners to support student organization and readiness.

Academic Recognition

- Incentives and awards of nominal value to recognize: Academic Achievement, citizenship, athletics, and community involvement.
- Funded through LCFF & Title I, where appropriate.

Printing & Custom Learning Materials

- Supplemental learning materials and customized resources duplicated/printed for curriculum support.

Monitoring & Oversight

- Resource usage monitored through: Lesson plan reviews
- Classroom observations to ensure supplies are effectively used in instruction.

### **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.

0000	Title I, Part A 4300-00: Supplies & Materials	Including but not limited to wet/dry erasable markers, whiteboards, interactive technology, composition books, binders, dividers, folders, student planners, and other educationally related supplies. (as funds become available)	January 2026
0000	LCFF- Base 4300-00: Supplies & Materials	Academic Incentives and Awards (as funds become available)	January 2026
0000	Title I, Part A 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Printing supplemental instruction materials (as funds become available)	January 2026

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All students including, SWD, ELs, and SED sub-groups.

Applicable During:

In Person (IP)

### Strategy/Activity

AVID Implementation Goals

4th-6th implementation of AVID to:

- Improve organizational skills
- Strengthen critical thinking skills
- Raise student, parent, and staff expectations for student success.

Support Materials for Organization

To support student organization, the following materials will be purchased (as needed):

- Binders
- Planners
- Post-it notes
- Pencil pouches

### 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.

0000	LCFF- Base 4300-00: Supplies & Materials	Including but not limited to: binders, planners, Post-its, and pencil pouches.	January 2026
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**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

All students including SWD, EL's, and SED groups

Applicable During:

In Person (IP)

Strategy/Activity

Afterschool Learning Opportunities  
 Weekly after-school programs to extend student learning and engagement.  
 Activities designed to support: Tutoring and academic support  
 Exploration of interests and strengths in:  
 -Science  
 -Writing  
 -Visual Arts  
 -Performance Arts  
 -Real-life skills  
 -Gardening  
 -Movement  
 -Reading

Inclusive Family Engagement  
 Opportunities for students with disabilities and their families to:  
 -Participate fully in after-school programs  
 -Network with educational partners for support and collaboration

**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.

0000	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Provide additional learning opportunities after school.	January 2026
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# 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

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

## Goal 3 Integrated Educational Supports

Strategic Goal: SEL- Develop systems and structures to support the development of culturally responsive and trauma-informed relationships with staff, students, and parents.(Tier I)

Throughout the year this goal will be monitored through the following assessments and systems:

TK-6 Synergy- to track and monitor attendance

TK-6 A2A- to track and monitor attendance

KIDS-District Integrated Data System: The Kern Integrated Data System (KIDS) is a result of the commitment to sharing real-time student outcome data to assist all stakeholders in making informed decisions about what is best for students, teachers, and school

Strategic Goal: Suspension Overall - Berkshire will decrease its overall suspension rate by 1% by providing evidence-based alternatives to suspension.

Throughout the year this goal will be monitored through the following systems:

TK - 6 - Synergy - To track and monitor behavioral data

TK - 6 - SWIS - To track and monitor behavioral data

TK - 6 - Suite360 - To implement behavioral lessons, monitor student progress, and track behavioral outcomes.

TK - 6 - PBISRewards - To track and monitor behavioral data

KIDS-District Integrated Data System: The Kern Integrated Data System (KIDS) is a result of the commitment to sharing real-time student outcome data to assist all stakeholders in making informed decisions about what is best for students, teachers, and school

Strategic Goal: Sub-group Suspension: White Students- Berkshire will decrease suspension in the sub group of white students by monitoring behavioral data and providing targeted professional development.

TK - 6 - Synergy - To track and monitor behavioral data

TK - 6 - SWIS - To track and monitor behavioral data

TK - 6 - Suite360 - To implement behavioral lessons, monitor student progress, and track behavioral outcomes.

TK - 6 - PBISRewards - To track and monitor behavioral data

KIDS-District Integrated Data System: The Kern Integrated Data System (KIDS) is a result of the commitment to sharing real-time student outcome data to assist all stakeholders in making informed decisions about what is best for students, teachers, and school

Strategic Goal: Attendance Overall - Berkshire will increase its attendance rate to at or above 95% by monitoring attendance data and implementing attendance events/incentives.

TK - 6 - Synergy - To track and monitor attendance

TK - 6 - A2A - To track and monitor attendance

KIDS-District Integrated Data System: The Kern Integrated Data System (KIDS) is a result of the commitment to sharing real-time student outcome data to assist all stakeholders in making informed decisions about what is best for students, teachers, and school

Strategic Goal: Attendance Sub-group: Homeless Youth - Berkshire will decrease the chronic absence rate of homeless youth to zero percent by working in collaboration with Educational Services to provide additional resources.

Throughout the year this goal will be monitored through the following systems:

TK - 6 - Synergy - To track and monitor attendance

TK - 6 - A2A - To track and monitor attendance

KIDS-District Integrated Data System: The Kern Integrated Data System (KIDS) is a result of the commitment to sharing real-time student outcome data to assist all stakeholders in making informed decisions about what is best for students, teachers, and school

## Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following assessments played a considerable role in determining areas of need: Title 1 Needs Assessment Surveys (Staff, Community, and Teacher), Berkshire Needs Assessment Survey (Teacher), SWIFT FIA- Completed by our ILT, and the students' STAR scores for the year thus far. Finally, we elicited feedback through our monthly family Chat a Latte, ELAC, AAPAC, and School Site Council Meeting. The 2025-2026 SPSA goals will be evaluated using the same methods and surveys as they were this year.

During our meetings, our team reviewed the data sources and discussed implementation, observations, and gaps. The team reviewed and evaluated district and site initiatives for each item area making sure to note current status, upcoming initiatives, and they helped identify strategies to address the gaps. Strategies to strengthen and build our current system were identified and prioritized. A select number of new strategies were also identified.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Swift reports, truancy rates, surveys, mental health referrals, observations, home visits and discussion with instructional leadership, school staff, MTSS team, and Berkshire's community indicate a need to continue to promote positive student behavior, positive attendance, social emotional learning, school community involvement and communication to establish systems of support for all educational partners. Additionally the use of ACER PBIS school report card, KiDs, and the California Dashboard demonstrates a need for the continuation of our school-wide PBIS program.

In the 2023-2024 school year, our Students with Disabilities subgroup was high in chronic absenteeism, and was identified as a focus for our school site. Current data from Kern Integrated Data System (KiDS) revealed that attendance for our Students With Disabilities (SWD) has shown that we increased in our chronic absenteeism (22% to 23%). Systems have been put in place and strategies to support good attendance have been implemented schoolwide, including: attendance reviews at bi-weekly student support meetings, communication and connection with families of chronically absent students, contact from a school social worker (upon referral from Student Support Team), attendance drives, and increased schoolwide activities to motivate students to come to school and be on time. According to KiDS, the subgroup that shows the lowest attendance rate is Homeless Youth (40%, 2 students).

An analysis of Title 1 Annual Review indicates a resource inequity in the lack of personnel to mobilize everyone in the school community to address attendance, including organizing a multi-tiered attendance strategy that begins with prevention and early intervention using attendance, whole child approach, behavior, and academic data. While attendance clerks and social workers who have traditionally been charged with addressing attendance remain essential, the high levels of chronic absence require ensuring that many more school community members are prepared to play a role. We have higher concentrations of students with more intensive needs and require more resources to provide adequate support.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
KiDS School Data System- Attendance (as of April 2025)	The Attendance rate is 93.67%	An Attendance rate of 97%
KiDS School Data System-Suspension (as of April 2025)	The Suspension rate is .99%	A Suspension rate of .99% or less
KiDS School Data System- Suspension- Students With Disabilities (as of April 2025)	One student with a disability suspended	0% of students with disabilities suspended

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
KiDS School Data System- Suspension- White Sub-group (as of April 2025)	0% of our white students were suspended	0% of our white students suspended.
KiDS School Data System-Attendance- Chronic Absenteeism (as of April 2025)	18% of our students are chronically absent	13% of our students are chronically absent
KiDS School Data System-Attendance- Chronic Absenteeism- Students With Disabilities (as of April 2025)	23% of our students with disabilities are chronically absent	18% of our students with disabilities are chronically absent
KiDS School Data System-Attendance- Chronic Absenteeism-Homeless Students (as of April 2025)	40% Chronic Absenteeism (2 students)	0% Chronic Absenteeism
California Dashboard: Chronic Absenteeism	African American and White Subgroups were in the Red Performance Level	African American and White Subgroup in the Orange Performance Level
California Dashboard: Chronic Absenteeism	Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities Subgroups were in the Yellow Performance Level	Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities Subgroups in the Green Performance Level
California Dashboard: Suspension Rate	English Learners and Students with Disabilities Subgroups were in the Orange Performance Level	English Learners and Students with Disabilities Subgroups were in the Yellow Performance Level
California Dashboard: Suspension Rate	African American and Hispanic Subgroups were in the Yellow Performance Level	African American and Hispanic Subgroups were in the Green Performance Level

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 students including, SWD, ELs, and SED sub-groups.

Applicable During:

In Person (IP)

## Strategy/Activity: Tier I Behavior/Attendance

Implement a School Attendance Review Team, including:

- Assistant Principal
- School Social Worker
- Behavior Intervention Assistants
- Attendance Clerk
- Designated Teachers

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The team will monitor attendance and develop strategies and incentives to:

- Increase ADA (Average Daily Attendance) to 98% monthly.

The Culture and Climate Team, including:

- Assistant Principal
- School Psychologist
- Behavior Intervention Assistant
- Social Worker
- Teacher Team

Will meet monthly to:

- Monitor data
- Oversee the implementation of PBIS, Project Positivity, and 95% Suite 360 on campus
- Develop appropriate strategies to promote positive behaviors

The Culture and Climate Team will:

- Implement structured recess for 30 weeks, five days a week, to work on:

-Social skills

-Building positive social relationships on the playground

Purchase materials/curriculum to support student behavior/intervention during the school day and beyond

As funds become available, offer intramural activities for students through teaching and classified staff

SEL:

Through Character Strong and Suite360, students will:

- Learn effective strategies for developing social skills, including:
- Anger and conflict management
- Decreasing bullying

- Increasing tolerance and respect for others
- Receive lessons and programs for SEL development
- Access Tiered instruction and support for all students

Staff will be trained in:

- Effective use and implementation of The Positivity Project, Suite360, and PBIS Rewards
- Building capacity in social-emotional learning through professional development and resources
- Training may occur at the site or District level

Administration and academic coaches will provide:

- Observation
- Feedback
- Coaching to support SEL curriculum implementation

PBIS Implementation & Support

-Ongoing Purchases: Continue purchasing PBIS banners, signs, materials, and supplies to support the program's implementation across the campus.

Program Focus: Promote and celebrate positive behavior and improved attendance.

Key Components of PBIS Implementation:

-Umbrella Expectations:

-Model and promote positive behavior expectations school-wide.

-Assemblies: Present and reinforce behavior expectations, rewards (no cost), and consequences during regular school assemblies.

Student Participation:

-Encourage student involvement in activities such as: Lunch activities, assemblies, intramural sports

Regular Training and Reinforcement:

PBIS Training will occur consistently:

-During morning announcements.

-Integrated into SEL (Social-Emotional Learning) instruction.

-Reinforced across the entire campus.

Eagle Tickets:

Regular distribution of Eagle Tickets to promote positive behavior.

Eagle Tickets will serve as recognition for students exhibiting the desired behaviors.

**PBIS Store:**

-Maintain a PBIS Store offering prizes and rewards as incentives for students to continue displaying positive behaviors.

**Cultural Responsiveness:**

Cultural Responsiveness will be integrated throughout the PBIS program: Focus on social awareness and sensitivity to diverse cultural backgrounds.

-Reinforce understanding and respect for diversity among students.

**Data Tracking & Monitoring:**

-During Climate and Culture meetings, use the SWIS Big 5 Drill Down Report:

-Track actions taken to build alternatives to suspension.

-Assess patterns and effectiveness of the interventions.

**Monitoring for Effectiveness:**

Support needs will be based on data from:

- SWIS
- Synergy
- A2A
- KiDS
- Observation during walkthroughs
- Student Support Referral Form

**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.

	LCFF- Base 4300-00: Supplies & Materials	Including but not limited to: Board games and activities for use during lunch recesses and social skills groups. Purchase additional playground equipment to help involve students in constructive play. (as funds become available)	January 2026
	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Time card extra duty (as funds become available)	January 2026
	Title I, Part A	Time card extra duty	January 2026

	2200-02: Classified Support - Extra Duty/Overtime		
	Title I, Part A 2100-02: Instructional Aide - Extra Duty	Time card extra duty aides that are part of the Climate and Culture Team (as funds become available)	January 2026
	Title I, Part A 1100-01: Certificated Teachers - Subs	Certificated subs for the Climate and Culture Team (as funds become available)	January 2026
	Title I, Part A 4200-00: Books - Other Than Textbooks	Books that support social emotional learning (as funds become available)	January 2026

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students including, SWD, ELs, White, and SED sub-groups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

Tier 2 Behavior Support Overview (2024–2025)

For students not responding to Tier 1 behavioral supports, Tier 2 provides increased instruction, structure, and feedback.

Effectiveness is tracked by:

- Reduction in suspensions and referrals
- Successful student exits from Tier 2

Key Stakeholders (Multidisciplinary Team):

Principal

Assistant Principal

Social Worker

School Psychologist

Behavior Intervention Assistants (BIA)

Tier 2 Nomination Pathways

Students may be referred via:

- Staff Nomination – Teacher submits a behavioral support survey.
- Parent Nomination – Parent contacts the front office directly.

The Student Support Team meets weekly to:

- Review student data
- Identify new Tier 2 candidates.
- Monitor the progress of current students.

#### Data Collection & Baseline

Upon nomination, comprehensive data is gathered to understand behavior triggers:

- Behavior screener
- Teacher survey
- Classroom observations
- Review of academic/attendance records
- Interviews with staff, parents, and/or student
- Baseline data informs realistic behavior goals.

#### Intervention Planning

If eligible, an intervention plan is developed using data-driven insights:

- Tier 2 team reviews all referral and behavioral data.
- Parent communication and written consent is required.

#### Possible Tier 2 Interventions:

- Check-in Check-out
- Behavior Contract
- Weekly Monitoring Meetings
- Individual or Group Counseling
- Small Group Social Skills (Positivity Project resources)
- Suite 360 Lessons

#### Progress Monitoring & Adjustment

Interventions implemented for 4–6 weeks, with progress checks every 2 weeks.

If progress is evident:

- Intervention gradually fades, and the student is monitored for four additional weeks.

If behavior worsens:

-Support is reinstated and/or modified.

If limited progress:

-Intervention is adjusted or changed entirely.

Fidelity of implementation is regularly checked.

Staff are updated after the first monitoring cycle.

The Student Support team continues weekly reviews to ensure consistent oversight.

**Tier 2: Chronic Absenteeism Support**

The Assistant Principal, Climate and Culture Team, teachers plays a key role in addressing chronic absenteeism by collaborating with students and families to improve attendance.

**Key Responsibilities of the Assistant Principal:**

-Review Attendance Data: Identifies students trending towards chronic absenteeism by analyzing attendance data.

**Student & Family Engagement:**

-Meets with students to discuss attendance issues.

-Contact families to understand the root causes of absenteeism.

-Identifies strategies to encourage regular attendance.

-Impact on Academics: Reviews achievement data (e.g., STAR levels) to help families understand how absences affect academic progress.

**Collaboration with Support Services:** When necessary, coordinates with the school nurse, social worker, and the school psychologist for wraparound services.

Effectiveness is measured by:

Reduction in chronic absenteeism rates.

Improvement in student attendance through tailored interventions.

**Data Review:** Attendance data is analyzed monthly to spot students showing signs of chronic absenteeism.

**Student Support Team:**

-Meets weekly to review attendance data and documented reasons for absences.

-Identify new students for support.

-Monitor the progress of current students.

**Monitoring Effectiveness**

The effectiveness of our Tier 2 Behavior and Attendance strategies is assessed through a combination of data sources:  
 CA Dashboard  
 KiDS/Synergy Data  
 SWIS Data

**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.

	LCFF- Base 4300-00: Supplies & Materials	Including but not limited to: maker-spaces, beanbags, visual aids, canopy areas, sand or glitter timers, a small area rug to indicate the visual point of the space, supplemental lighting, technology such as iPads with calming apps, interactive digital board, and supplemental materials (as funds become available)	January 2026
	LCFF- Base 4400-00: Non-capitalized Equipment	Pads and additional technology (as funds become available)	January 2026

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier III Behavior/Attendance

Tier 3 Behavior Support

Overview of Tier 3 Behavior (Impact (Alternative to Suspension))

Purpose: Provides an alternative to traditional suspension through social-emotional instruction, responsibility-taking, restorative practices, and conflict management.

Goal: Reduce suspension rates and address behavior issues through progressive behavior modification when other strategies have failed.

#### Program Structure (Impact):

-Placement in Impact: Students who have earned a traditional suspension or require additional behavior modification.

#### Daily Schedule:

-Morning Section: Instruction from a fully credentialed teacher, helping students complete assignments from core courses.

-Afternoon Section: Restorative practice instruction focusing on a new skill each day:

-Reflect on personal behavior growth.

-Participate in restorative activities (e.g., restorative circles).

-Learn and practice strategies for improving behavior and developing positive behavior pathways.

#### Effectiveness Measurement:

-Reduced suspension rates, with an emphasis on decreasing recidivism (repeat behaviors) and out-of-school suspensions.

#### Tier 3 Chronic Absenteeism

##### Overview of Attendance Support

-Task Force: Utilizes Synergy to monitor attendance patterns and identify students at risk of chronic absenteeism.

-Communication System: Developed to engage both students and parents in improving attendance.

-Parent Meetings: Administered to address obstacles and support families struggling with consistent attendance.

#### Specific Initiatives:

-Attendance Liaison: Potential hire of an attendance liaison to specifically support English learners who are chronically absent ("red" status).

-Standing Agenda Item: Discuss attendance strategies in ELAC (English Learner Advisory Committee) and SSC (School Site Council) meetings.

-End-of-Year (EOY) Assessment: Review whether the strategies were effective and, if funds allow, hire an attendance liaison.

#### Monitoring for Effectiveness

-Data Tracking: The effectiveness of Tier 3 Behavior and Attendance strategies will be monitored through:

-CA Dashboard

-KiDS Data

-Synergy Attendance Records

-SWIS (School-Wide Information System)

-A2A (Attendance to Achievement)

### **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.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

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Applicable During:

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.

# 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

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

## Goal 4 Family & Community Engagement

SEL- Develop systems and structures to support the development of culturally responsive and trauma-informed relationships with staff, students, and parents.(Tier I)

Throughout the year, this goal will be monitored through the following assessments and systems:

K-6: P4SS - Partnering for Student Success - SST process

KIDS-District Integrated Data System for : The Kern Integrated Data System (KIDS) is a result of the commitment to sharing real-time student outcome data to assist all educational partners in making informed decisions about what is best for students, teachers, and school

Regular surveys of our educational partners including Student Connectedness Survey, AAPAC Needs Assessment, English Learner Needs Assessment, Title I Needs Assessment (parent, staff, & student).

Monitor participation rates of family and community activities.

## Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following assessments played a considerable role in determining areas of need: Title 1 Needs Assessment Surveys (Staff, Community, and Teacher), Berkshire Needs Assessment Survey (Teacher), SWIFT FIA- Completed by our Instructional Leadership Team and Climate and Culture Team. Finally, we elicited feedback through our family Chat a Latte, School Site Council Meetings, AAPAC, and ELAC . We will continue to use the committees, surveys and Needs Assessment to evaluate the effectiveness of our 2025-2026 SPSA goals.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

According to our surveys out of 284 responses, 3% of our families do not feel that their student's teacher communicates frequently enough with them, and 2% do not feel that they are invited to participate in on-campus functions actively. 15% feel that they aren't offered training so that they may assist with home learning activities.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Berkshire Needs Assessment Survey	97% of our families feel that their student's teacher communicates frequently enough with them.	100% of our families feel that their student's teacher communicates frequently enough with them
Title 1 Berkshire Needs Assessment Survey	98% of our families feel that activities are scheduled at times and places that are convenient.	100% of our families feel that activities are scheduled at times and places that are convenient.
Title 1 Berkshire Needs Assessment Survey	97% of our families feel welcome at the school at any time.	100% of our families feel welcome at the school at any time.
Title 1 Berkshire Needs Assessment Survey	94% of our families feel valued as a partner in their child's education	100% of our families feel valued as a partner in their child's education
Title 1 Berkshire Needs Assessment Survey	97% of our families feel that they are informed about their child's academic progress.	100% of our families feel that they are informed about their child's academic progress.
Title 1 Berkshire Needs Assessment Survey	96% of our families feel that the school has linked families to education, health, and social services agencies.	100% of our families feel that the school has linked families to education, health, and social services agencies.
Title 1 Berkshire Needs Assessment Survey	97% of our families feel the school invites parents to help plan, implement, and evaluate students' instructional materials, strategies, and programs.	100% of our families feel the school invites parents to help plan, implement, and evaluate students' instructional materials, strategies, and programs
Title 1 Berkshire Needs Assessment Survey	85% of our families feel the school offers training so they may assist with home learning activities.	90% of our families feel the school offers training so they may assist with home learning activities.

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 students including, SWD, ELs, and SED sub-groups.

Applicable During:

Other

Strategy/Activity: Parent Engagement Activities

To engage Berkshire families in regularly scheduled activities at a variety of times (morning or evening) will include:

- Monthly Chat a latte
- At least four ELAC Meetings a year
- At least four AAPAC Meetings a year
- Title 1 Informational/Training Nights once a quarter
- Title 1 Family Nights/Days six times within the year:
- Family Engagement Nights: STEM Taught Night, Literacy Night, Math Night
- Parent-Teacher Conferences two times a year. (End of first quarter, beginning of third quarter)
- Monthly Student Success Team (SST) meetings
- Parent Club (Fall Festival, Dances, Family Picnic)
- School Site Council Meetings will be held at least six times yearly.
- Loving Solutions

**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.

500	Title I, Part A Parent Engagement 2900-02: Other Classified - Extra Duty/Overtime	Interpreters for Title 1 events.	March 2026
0000	Title I, Part A Parent Engagement 1100-02: Certificated Teachers - Extra Duty	Time carding for teachers (as funds become available)	March 2026
0000	LCFF- Base	Substitutes for SSTs (as funds become available)	March 2026

	1100-01: Certificated Teachers - Subs		
3000	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Materials and supplies for scheduled family activities including but limited to: STEM kits, math manipulatives, and books (as funds become available)	March 2026
0000	LCFF- Base 2200-02: Classified Support - Extra Duty/Overtime	Intepreters for Chat a Latte, Back to School Night, Parent Conferences, SST's, and Open House	March 2026
250	Title I, Part A Parent Engagement 5900-23: Communications	Print materials to promote and engage our educational partners.	March 2026
3200	Title I, Part A Parent Engagement 5800-00: Consultants/Professional Services	Family Engagement Nights: STEM Taught Night, Literacy Night, Math Night, Art Night	March 2026

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

English Learners

Applicable During:

Other

Strategy/Activity: Parent Engagement Activities Specific to English Learners

To engage Berkshire's English Learner community's families, scheduled activities at a variety of times (morning or evening) will include:

- ELAC Meetings to provide written recommendations to the SSC regarding programs and services for EL students. In addition, training is driven by the interest of families.
- Loving Solutions in Spanish is a concrete, concise resource for parents struggling to meet the needs of the strong-willed Elementary age child. The curriculum is simple and effective.
- Thinking Maps: Path to Proficiency
- Rosetta Stone English or Lexia English: licenses for families to utilize on campus to increase their English language proficiency.

- Family educational and cultural nights to build educational partners capacity around the English language development process.

**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.

0000	Title I, Part A Parent Engagement 1100-02: Certificated Teachers - Extra Duty	Time carding teachers (as funds become available)	March 2026
0000	Title I, Part A Parent Engagement 2900-02: Other Classified - Extra Duty/Overtime	Time carding for yard aides to provide childcare, interpreters (as funds become available)	March 2026
0000	Title I, Part A Parent Engagement 4200-00: Books - Other Than Textbooks	Loving Solutions Curriculum, The Family Literacy Project (as funds become available)	March 2026

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students including, SWD, ELs, and SED sub-groups.

Applicable During:

Other

**Strategy/Activity**

Berkshire Community Hub Initiative

Goal: Create a welcoming, on-campus Community Hub that connects families with essential resources, services, and support networks.

**Key Features & Supports**

-Centralized access point for families to connect with school and community services.

- Computers available for families to: Access job boards, health services, district info, and other community resources.
- Complete forms and applications, and access educational platforms.

Classified staff member assigned to:

- Provide on-site support and guidance.
- Assist families with navigating resources and using technology.

Interpreter available to:

- Support communication for multilingual families.
- Facilitate inclusive access to information and services.

Family training sessions on topics such as:

- Digital literacy
- Accessing educational platforms
- Community resource navigation
- Ways to help their child at home socially, behaviorally, academically, and emotionally.

### 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.

0000	LCFF- Base 4300-00: Supplies & Materials	Family resources, hub supplies (coffee maker, coffee, napkins, paper, etc), furnishings (as funds become available)	March 2026
0000	Title I, Part A Parent Engagement 4200-00: Books - Other Than Textbooks	Parenting books in English and Spanish, Parenting resource books (as funds become available)	March 2026
0000	Title I, Part A Parent Engagement 1100-02: Certificated Teachers - Extra Duty	Time carding (as funds become available)	March 2026
0000	Title I, Part A Parent Engagement 2200-02: Classified Support - Extra Duty/Overtime	Time carding, interpreters (as funds become available)	March 2026



# 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

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

## Goal 5 Professional Development Plan

Berkshire Elementary will increase student achievement and social-emotional well-being through professional learning and collaboration. Teachers, including instructional aides, and leadership will continue curriculum development based on data analysis and continue to improve student learning by providing staff opportunities to improve teaching and learning through leadership development, technology training to provide high-quality distance learning, behavioral, and social-emotional learning.

## Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following assessments played a considerable role in determining areas of need: Title 1 Needs Assessment Surveys (Staff, Parent, and Student), SWIFT FIA- Completed by our Instructional Leadership Team and our Climate and Culture Team, the students' BOY and MOY ELA and Math STAR scores and the Student Connectedness Survey. The assessments showed a need to provide more extensive training and professional development in the programs and curriculum that we use at Berkshire including Thinking Maps, Write From the Beginning, Number Talks, Lexia, PBIS Rewards, 95% Phonics Core Program, 95% It All Begins with Language, Small group Instruction, Social-Emotional and Academic Learning, Benchmark Advance, GoMath, Kagan Learning Structures, PBIS Rewards, Suite 360, and Character Strong. Additionally, the School Site Council, English Learner Advisory Committee, African American Parent Advisory Meetings and Chat a Latte Meetings provided input towards the Comprehensive Needs Assessment.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Our Students with Disabilities subgroup was very high in chronic absenteeism, as evidenced by CBEDS data from 2023. The Kern Integrated Data System (KiDS) data revealed that 41% of our Students With Disabilities (SWD) were chronically absent in the 2023-2024 school year. An analysis of Title 1 Annual Review indicates a resource inequity in the lack of personnel to mobilize everyone in the school community to address attendance, including organizing a multi-tiered attendance strategy that begins with prevention and early intervention using attendance, whole child approach, behavior, and academic data. While attendance clerks and social workers have traditionally been charged with addressing attendance remain essential, the high levels of chronic absence require ensuring that many more school community members are prepared to play a role. We have higher concentrations of students with more intensive needs that require more resources to provide adequate support.

Our Students with Disabilities (SWD) subgroup scored poorly in ELA and Mathematics as evidenced by SBAC data from the 2023-2024 school year. An analysis of teacher surveys and walkthrough data indicates not all classroom instruction is engaging, aligned to the rigor of the standards and includes differentiated instruction to impact all students positively. The resource inequity identified is the lack of differentiated professional development to refine current practices has contributed to SWD's low performance in ELA and mathematics. In addition, the lack of fully credentialed teachers also contributed to academic inequities within our special education and general education department. An additional review of the instructional program revealed inconsistency between the special education program and instructional services at the district level. An alignment of scheduling was identified to ensure that all grade-level students receive their ELA and Mathematics instruction simultaneously. This adjustment will allow for targeted support for our SWD.

The California Dashboard data indicates that we are not meeting the needs of our English Learners who are scoring significantly lower in both ELA and Math. As a result, we have identified a need for more vigorous oral language development and an increased need for collaboration and conversation throughout the school day and across all content areas. The resource inequity identified is the lack of differentiated professional development in collaboration and oral language. The lack of fully credentialed teachers has also contributed to our English learners' academic inequities as they do not have access to the most experienced and effective teachers.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Staff fully trained and implementing Thinking Maps, Write From the Beginning, Number Talks, Small group Instruction, Social-Emotional and Academic Learning, Benchmark Advance,	80% of Staff	100% of Staff

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
GoMath, 95% Suite 360 and Character Strong.		

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 students not meeting standard including, SWD, ELs, and SED groups.

Applicable During:

In Person (IP)

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading - all curricular areas (Teachers and Support Staff)

Strengthening Instruction Through Data and Collaboration  
 Goal: Build teacher and staff capacity in data-driven instruction, assessment design, and collaborative planning to improve student outcomes.

Professional Development & Training  
 Train teachers and support staff on:  
 -Creating high-quality Common Formative Assessments (CFAs)  
 -Conducting effective assessment analysis  
 -Designing and using Know/Show Charts to clarify learning targets and evidence of learning  
 -Effective use of Direct Interactive Instruction (DII) as the instructional model school wide.

Provide professional learning on:  
 -Collaborative classroom structures that foster student interaction and engagement

Structured Collaboration Time  
 4th–6th grade teams will use additional weekly collaboration minutes for:  
 -Data analysis to identify student needs  
 -Instructional planning for targeted teaching  
 -Lesson preparation to align instruction with assessment data

### Using Adaptive Data to Inform Instruction

Staff will use data from adaptive learning and assessment programs to guide instruction:

- Renaissance STAR Math & STAR Reading
- Reflex & Frax (Math fluency)
- Lexia (Literacy)
- NextGen (Math rigor support)
- DIBELS 8 & Progress Monitoring

Data will inform:

- Small group instruction
- Targeted reteaching
- Intervention and enrichment planning

### 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.

0000	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Time carding for support in student supervision including book clubs, mini lessons, monitoring computer based adaptive programs (as funds become available)	January 2026
33300	Title I, Part A 1100-01: Certificated Teachers - Subs	Data cycles release time, Thinking Map, Benchmark Advance, Lexia, NextGen, DIBELS 8, Renaissance, Number Talks, EL Progress Monitoring, Character Strong, 95%:Tier 1, Tier 2, and Tier 3, Suite 360, and Write from the Beginning training.	January 2026

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students not meeting standard including, SWD, ELs, and SED groups.

Applicable During:

In Person (IP)

Strategy/Activity: Professional Development: Consultants, Conferences – all curricular areas (Teachers and Instructional Support Staff)

#### Mathematics Instruction

- Number Talks: Develops conceptual understanding and comfort with math; supports exploring and reinforcing math concepts.
- Rigor Mats (NextGen): Utilizes DNA strategy for planning rigorous math instruction aligned with Common Core.
- GoMath Training: Builds teacher capacity for effectively using the GoMath curriculum.

#### Writing and Literacy

- Write From the Beginning and Beyond: Enhances teacher writing instruction; helps students internalize effective writing strategies.
- 95% Group: Provides explicit, systematic phonics instruction.
- Benchmark Advance Training: Increases teacher capacity with ELA curriculum.
- DIBELS 8 & LEXIA Training: Supports literacy instruction through data analysis.
- ELD - 4 Domain Strategies: Supports reading, writing, speaking, and listening for English Learners.

#### Thinking and Learning Strategies

- Thinking Maps: Encourages visualization of thinking; supports abstract thinking through consistent visual patterns.
- Thinking Maps Path to Proficiency: Adds English Learner-focused strategies to foundational Thinking Maps.

#### Kagan Learning Structures: Boosts student engagement through cooperative learning.

- Social-Emotional Learning (SEL) & School Climate
- Social, Emotional, Academic Learning: Builds social skills and respect; includes Restorative Justice and SEL programs.
- Character Strong & Suite 360: Provides SEL professional development and resources.
- School Climate Conference: Supports teacher development in SEL.

#### Professional Development and Collaboration

- PLC at Work Institute: Build the Instructional Leadership team's knowledge and tools to implement this robust data-based PLC process.
- UDL & Science Instruction Training: Builds teacher capacity in Universal Design for Learning and science.
- Co-Plan/Co-Teach: Encourages collaborative planning and teaching across focus areas.
- Teacher Observation: Learning through observing exemplary teachers.
- Every Child Counts: Enhances practices for Students with Disabilities.

### **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.

27000	Title I, Part A 5800-00: Consultants/Professional Services/Licensing	Consultants in various curriculum and instructional strategies	January 2026
9000	Title I, Part A 1100-01: Certificated Teachers - Subs	Substitutes for release time for Data Cycles, professional development, co-plan/co-teach, teacher observations of exemplar teachers (as funds become available)	January 2026
0000	Title I, Part A 2100-01: Instructional Aide - Subs	Substitutes for release time for professional development (as funds become available)	January 2026
10266.76	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Time carding for professional development in various curriculum and instructional strategies (as funds become available)	January 2026
0000	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Time carding for professional development (as funds become available)	January 2026
34250	Title I, Part A 5200-00: Travel & Conference	Conferences and professional development (as funds become available)	January 2026

# Goal 6 Staffing and Duties

Instructions: Complete for every supplemental support staff position in direct service to students, position title only (no names). If a position is multifunded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be placed on one line and the estimated total cost of all 3 indicated.

Administrators will consult with the Consolidated Programs Staff Accountant for assistance to complete this section accurately.

COMPLETED BY FISCAL SERVICES						COMPLETED BY SCHOOL		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. code	Identified need	SPSA Goals Supported	Description of Duties and Responsibilities
1	.5	Academic Coach	58104.00	LCFF- District	1100-00: Certificated Teachers - Salary			
1	.5	Academic Coach	58104.00	Title I, Part A	1100-00: Certificated Teachers - Salary	When considering the demographics and data for students at Berkshire Elementary, all students will benefit from services provided by this position to close the achievement gap.	Goal 1A ELA & Literacy Goal 1B Math Goal 2 Comprehensive Educational Experience Goal 3 Student Engagement and Campus Climate Goal 4 Parent and Family Climate Goal 5 Professional Learning	* Assist in the implementation of a three-tiered model of instruction and intervention and providing supports for socio-economically disadvantaged students, English learners, and foster youth. * Observe instruction by teachers and instructional intervention aides and provide feedback and coaching. * Assist grade level and/or subject area teams with administration of assessments, data analysis, forming intervention groups, and planning instruction/intervention. * Provide professional development and modeling

								<p>of effective instruction and intervention.</p> <ul style="list-style-type: none"> <li>* Provide training for new teachers and support services for teachers participating in District Induction programs.</li> <li>* Provide instruction in reading or math to individuals or small groups of students.</li> <li>* Assist in the implementation and monitoring of categorical programs at the school site.</li> <li>* Coordinate parent education activities that directly relate to student performance.</li> <li>* Maintain and monitor time schedules and documentation of provided services.</li> <li>* Attend meetings and trainings and keep current with applicable state guidelines.</li> </ul>
1	1.000	Academic Coach	118822.00	LCFF- District	1100-00: Certificated Teachers - Salary	When considering the demographics and data for students at Berkshire Elementary, all students will benefit from services provided by this position to close the achievement gap.	<p>Goal 1A ELA &amp; Literacy          Goal 1B Math          Goal 2 Comprehensive Educational Experience          Goal 3 Student Engagement and Campus Climate          Goal 4 Parent and Family Climate          Goal 5 Professional Learning</p>	<ul style="list-style-type: none"> <li>* Assist in the implementation of a three-tiered model of instruction and intervention and providing supports for socio-economically disadvantaged students, English learners, and foster youth.</li> <li>* Observe instruction by teachers and instructional intervention aides and provide feedback and coaching.</li> </ul>

								<ul style="list-style-type: none"> <li>* Assist grade level and/or subject area teams with administration of assessments, data analysis, forming intervention groups, and planning instruction/intervention.</li> <li>* Provide professional development and modeling of effective instruction and intervention.</li> <li>* Provide training for new teachers and support services for teachers participating in District Induction programs.</li> <li>* Provide instruction in reading or math to individuals or small groups of students.</li> <li>* Assist in the implementation and monitoring of categorical programs at the school site.</li> <li>* Coordinate parent education activities that directly relate to student performance.</li> <li>* Maintain and monitor time schedules and documentation of provided services.</li> <li>* Attend meetings and trainings and keep current with applicable state guidelines.</li> </ul>
1	1.000	Elementary Assistant Principal	120994.00	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors	When considering the demographics and data for students at Berkshire Elementary, all students will benefit from services	Goal 1A ELA & Literacy Goal 1B Math Goal 2 Comprehensive Educational Experience Goal 3 Student Engagement and Campus Climate	<ul style="list-style-type: none"> <li>* Facilitate a safe environment for students and staff.</li> <li>* Support a professional learning community which demonstrates a united</li> </ul>

						provided by this position to close the achievement gap.	Goal 4 Parent and Family Climate Goal 5 Professional Learning	commitment to student learning, parent involvement, and ongoing improvement. * Support a school atmosphere where all students realize maximum growth. * Support a positive image for the school and district. * Direct student activities and maintain student discipline. * Implement Board Policies and Administrative Procedures as they relate to the school. * Maintain the safe operation of buildings and grounds. Supervise and evaluate classified staff. * Communicate effectively with all members of the school community. * Assume duties as site administrator in the Principal's absence.
1	.8	Instruction Intervention Teacher	78050.00	Title I, Part A	1100-00: Certificated Teachers - Salary	When considering the demographics and ELA data for students at Berkshire Elementary, all students will benefit from services provided by this position to close the achievement gap.	Goal 1A ELA & Literacy Goal 1B Math Goal 3 Integrated Educational Supports	Assists with the implementation of a three-tiered model of instruction and intervention and provides support for low achieving students, including socioeconomically disadvantaged students, English learners, and foster youth. * Works with children in large groups, small groups, or individually to provide specific, targeted

								<p>instruction based on assessments and the academic needs of the students.</p> <ul style="list-style-type: none"> <li>* As part of the school intervention team assesses students provides intervention monitors progress, analyze data, and keeps accurate records.</li> <li>* Helps children develop a motivation and appropriate behavior for learning and success.</li> <li>* Prepares appropriate materials and instructional resources for individualized and group instruction.</li> <li>* Demonstrates teaching methods and techniques, serving as a resource to the site staff.</li> <li>* Disseminates current reading and/or math research relevant to the goals of the school and program.</li> <li>* Participates in the school Professional Learning Community.</li> <li>* Confers with children, parents, teachers, and specialized personnel as needed.</li> <li>* Participates in District, county and state meetings and training as directed by the site administration.</li> </ul>
	1.00	School Aide	18976.00	Title I, Part A	2100-00: Instructional		Goal 1A ELA & Literacy Goal 1B Math	Assists with the implementation of a three-tiered model of instruction

					Aide - Salaries		Goal 3 Integrated Educational Supports	<p>and intervention and provides support for low achieving students, including socioeconomically disadvantaged students, English learners and foster youth.</p> <ul style="list-style-type: none"> <li>* Works with children in large groups, small groups, or individually to provide specific, targeted instruction based on assessments and the academic needs of the students.</li> <li>* As part of the school intervention team assesses students provides intervention monitors progress, analyze data, and keeps accurate records.</li> <li>* Helps children develop a motivation and appropriate behavior for learning and success.</li> <li>* Prepares appropriate materials and instructional resources for individualized and group instruction.</li> <li>* Demonstrates teaching methods and techniques, serving as a resource to the site staff.</li> <li>* Disseminates current reading and/or math research relevant to the goals of the school and program.</li> <li>* Participates in the school Professional Learning Community.</li> <li>* Confers with children,</li> </ul>
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								parents, teachers, and specialized personnel as needed. * Participates in District, county and state meetings and training as directed by the site administration.
		Benefits - Title I	59590.00	Title I, Part A	3000-00: Employee Benefits			
		Benefits - District	66500.00	LCFF- District	3000-00: Employee Benefits			
		Benefits - Variable	11717.24	Title I, Part A	3100-00: Substitute/Extra Duty Benefits (variable)			

## SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Date(s)	<u>3/24/2025</u>
X	Title I Review Committee	Date(s)	<u>4/2/2025</u>
X	Other committees established by the school or district (list): <i>Committee/Group Name &amp; Date(s)</i> Chat a Lattes, African American Advisory Committee		<u>3/24/2025, 12/17/2025</u>

4. 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 and the local control accountability plan.
5. 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.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

**Attested by the following SSC members present:**

	Member Name	Term		Role	Signature
		Begin	End		
1.	Amy Mensing	N/A	N/A	Principal	
2.	Lisa Beck	Fall 2023	Fall 2025	Classroom Teacher	
3.	Raina Daniels	Fall 2022	Fall 2024	Classroom Teacher	
4.	Emily Bumgarner	Fall 2024	Fall 2026	Classroom Teacher	
5.	Leticia Pelayo	Fall 2024	Fall 2026	Other Staff	
6.	Vanessa Arreola	Fall 2023	Fall 2025	Parent	
7.	Jacalyn Duenas	Fall 2023	Fall 2025	Parent	
8.	Anais Gallegos	Fall 2024	Fall 2026	Parent	
9.	Lizbeth Martinez	Fall 2024	Fall 2026	Parent	
10.	Craig Tomkins	Fall 2024	Fall 2026	Parent	

**The SPSA was adopted by the SSC at a public meeting on:**

# SPSA Annual Review: for School Year 2024-25

1. For each Goal area, describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
2. 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.
3. 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.

## Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>We will implement a Structured Literacy Model, which will include Modeled Reading, Guided Reading, Read Aloud, Independent Reading, Leveled Readers, Decodable Readers, Writing, Vocabulary, Comprehension, Phonemic Awareness, and Phonics (95% Group). Additionally, Universal Design for Learning (UDL) will be utilized when planning core classroom instruction.</p> <p>TK - 6th-grade classrooms will focus on the science of reading, specifically in the area of emergent reading instruction. TK - 6th may utilize the evidence-based supplemental core curriculum from 95% Group that incorporates the five components of Structured Literacy. To develop teachers' literacy instruction capacity, teachers will participate in professional learning provided by 95 Percent Group. The Tier 1 structured literacy solution</p>	<p>1) This year we were able to fully implement the following:</p> <ul style="list-style-type: none"> <li>-Structured Literacy Model, which will include Modeled Reading, Guided Reading, Read Aloud, Independent Reading, Leveled Readers, Decodable Readers, Writing, Vocabulary, Comprehension, Phonemic Awareness, and Phonics (95% Group)</li> <li>-Staff was trained in 95% Core (explicit, direct phonics program), and used the program to supplement phonics instruction.</li> <li>-Thinking Maps and Write From the Beginning is used campus-wide. <ul style="list-style-type: none"> <li>• All staff has been trained in Kagan Cooperative Learning Structures, and structures were a look for in all certificated observations.</li> </ul> </li> <li>-The District adopted curriculum was used in every classroom K-6.</li> <li>-Teachers met with school administration and</li> </ul>	<p>4200-00: Books - Other Than Textbooks Title I, Part A 0000</p> <p>4300-00: Supplies &amp; Materials Title I, Part A 29681.69</p>	

<p>from 95 Percent Group that supports meaningful and effective literacy progress linked across grades, grounded in the science of reading and supporting the critical K-5 years.</p> <p>Our teachers will utilize Thinking Maps and the Write From the Beginning program in all classrooms TK through sixth grade. All teachers will utilize Write from the Beginning writing instruction in their daily core instruction. During instructional planning and PLC, teacher grade-level teams will use Write from the Beginning's rubrics to calibrate and score students' writing to determine instructional next steps.</p> <p>Staff will be trained in Collaborative/Cooperative Learning Structures to increase student engagement and develop oral language. Academic Coaches will also complete Observation, Coaching, and Feedback Cycles centered around the Collaborative/Cooperative Learning Structures.</p> <p>Our adopted core curriculum, Benchmark Advance, will be used in every classroom K-6th as a tool to provide quality Tier 1 reading instruction. If funds become available, Benchmark Advanced professional development will be provided to K-6th grade teachers.</p>	<p>coaches 3 times to complete data analysis and plan instructional steps.</p> <ul style="list-style-type: none"> <li>-All students had access to Lexia Core 5, Accelerated Reader and MyOn to extend learning opportunities beyond the school day.</li> <li>-Emphasis on oral language development through daily speaking/listening, read-alouds, modeling, peer conversations, and home-school connections.</li> </ul> <p>Benchmark Advance was used to support vocabulary instruction. Morphology was taught in 2nd-6th through the use of 95% Core and/or Benchmark Advance.</p> <p>2) We were unable to implement the following:</p> <ul style="list-style-type: none"> <li>-Professional development for Benchmark Advance</li> <li>-Data Analysis prior to the first instructional day of the year (review 23-24 data</li> <li>-After school support opportunities for students and families with grade level sessions.</li> </ul> <p>Implementation of these strategies was not possible due to funding limitations.</p> <p>3) Changes to be made for the 25-26 School Year:</p> <ul style="list-style-type: none"> <li>-Addition of 95% Group Sortegories if funding allows.</li> <li>-STAR Reading and/or DIBELS8 reports shared with families after each reporting period</li> </ul>	
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Data cycles will be calendared and intentional throughout the year. Teachers will meet with Academic Coaches and admin to analyze data to plan next instructional steps. Substitutes will be utilized to provide release time for each teacher per data cycle. Prior to the first instructional day of school, time will be spent in data analysis to review end of the year (2023-2024) data in order to begin targeted instruction as soon as students begin the school year.

The following adaptive learning programs will be utilized to enhance Tier I instruction and extended learning opportunities beyond the school day: Lexia Core 5, Renaissance's Accelerated Reader, and MyOn.

Berkshire's classes (TK - 6th), will hold after-school support opportunities for students and families to help increase student learning. Teachers will hold grade-specific sessions after school where parents and students will learn side by side as the teachers provide grade-level support.

TK-6th grade classrooms will incorporate and utilize research-based high-leverage vocabulary strategies across all content areas. The 2nd-6th grade will teach morphology in their classrooms. Coaches will

The metrics/indicators that will be used to analyze effectiveness of these strategies will be:  
 -STAR Reading/STAR Early Literacy  
 -DIBELS8 Benchmark and Progress Monitoring data  
 -PASI/PSI  
 -Accelerated Reader data  
 -Benchmark Advance Weekly and Unit Assessments  
 -Write From the Beginning and Beyond Rubrics

<p>provide observation, feedback and coaching based on need, as indicated by student performance data and walkthrough data. All teachers in TK-6th grade will give children opportunities to develop oral language through speaking and listening throughout the day, reading often to all children, being a language model, promoting peer-to-peer conversations, and making home-school connections. K-6th grade teachers will use their Benchmark Advance adopted curriculum to aid in developing vocabulary instruction.</p>		
<p>From the first day of instruction, thirty minutes of Designated ELD will occur daily. The Admin Team will monitor implementation via walk-throughs, and regular reviews of teachers' ELD daily lesson plans to ensure adequate planning is made for both designated and integrated English Language Development. Academic Coaches will provide professional development on creating strong language objectives that include form and function. Academic Coaches will follow up with Observation, Feedback, and Coaching to ensure implementation and additional professional development needs.</p> <p>The Designated ELD block will be used to support core instruction</p>	<p>1. This year we were able to fully implement the following:</p> <ul style="list-style-type: none"> <li>-Designated ELD instruction began day one and was held daily in each class for 30 minutes.</li> <li>-Designated ELD occurs at the same time across grade levels.</li> <li>-Groups are kept small to promote academic conversations and strategic instruction.</li> <li>-Academic Coaches conducted observations and provided feedback to teachers they were supporting.</li> <li>-All K-6 teachers followed Benchmark Advance pacing for ELD.</li> <li>-ELD lessons included Collaborative Learning Structures, Thinking Maps, Write from the Beginning, and strategies that targeted all four domains.</li> </ul>	<p>5800-00: Consultants/Professional Services Title I, Part A 0000</p>

<p>while building English Learner knowledge about language structures and developing vocabulary to support listening, speaking, reading, and writing skills. In grades K-6th all teachers will be following the pacing for Designated ELD using their Benchmark Advanced curriculum. Designated ELD lesson design will include the following Collaborative Learning Structures, Thinking Maps, Write from the Beginning, and strategies to support the four domains.</p> <p>Teachers will evaluate and appropriately level students based on the need for intervention and enrichment as needed using state, district, and classroom assessments.</p> <p>EL students have access to the core curriculum in all curricular areas with Integrated Language Development Supports, embedded ELD standards, and scaffolds. Teachers will include ELD standards in their daily lesson plans across all curricular areas.</p> <p>EL Instructional Program</p> <p>At Berkshire Elementary School, our Academic Coaches, Instructional Intervention Teacher, and teaching staff use ELLevation to place EL students in appropriate groups based on their ELPAC scores and grade-level placements. Designated ELD occurs at the same time across the</p>	<p>-All EL students had access to core curriculum in all subjects where lessons included integrated ELD supports through the use of embedded ELD standards and scaffolds.</p> <p>-Focus is on interaction and language development across the four domains.</p> <p>-Placement of EL students based on ELPAC scores and grade level using ELLevation.</p> <p>-Teachers utilized the four-pane lesson plan.</p> <p>-Kagan Learning Structures to promote student language processing and academic dialogue.</p> <p>-Monitoring of RFEP students throughout the year using ELLevation.</p> <p>2. We were unable to fully implement the following:</p> <p>-Admin Team monitors through walk-throughs and review of ELD lesson plans.</p> <p>-Academic Coaches did not provide professional development on creating language objectives.</p> <p>-While integrated ELD did occur staff still require professional development in creating strong ELD objectives that focus on form and function.</p> <p>-Instructional Leadership Team did not explore alternative groupings to maximize learning by domain.</p> <p>-Not all teachers backward mapped using the ELPAC to ensure appropriate rigor.</p> <p>-Ongoing use of formal and informal assessments</p>	
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<p>grade level. Groups are kept small to encourage the use of strategies that promote academic conversations between students. Teachers focus on ELD standards and interaction between students in the areas of reading, writing, listening, and speaking. Integrated ELD is taught throughout the day within the various content areas. Teachers create a language objective that includes form and function in order to ensure interaction between students. The goal of Integrated ELD is to help students become proficient with grade-level content and academic language, supported by the various strategies listed in the below section.</p> <p>The Instructional Leadership Team will explore alternative grouping settings for Designated ELD to provide the maximum the learning opportunities within specific domains.</p> <p>Strategies, Actions, Services</p> <p>There are various evidence-based strategies we provide at Berkshire for EL students, which include: the use of a four-pane lesson plan, which reinforces appropriate pacing and domain focused instruction; the book EL Excellence Every Day, which was purchased for each Berkshire teacher and will be used to build teachers' capacity regarding effective ELD strategies;</p>	<p>to guide instruction and evaluate progress.</p> <p>Implementation of these areas did not take place due to calendar space for professional development and funding limitations.</p> <p>3. Changes that will be made for the following 2025/2026 school year:</p> <ul style="list-style-type: none"> <li>-Students will be progress monitored regularly to determine instructional next steps.</li> <li>-ELD standards and objectives will be clearly called out in daily lesson plans across all curricular areas.</li> <li>-Instructional leaders (classroom teachers that are strong examples) will lead professional development and host observers to strengthen the school's EL program.</li> </ul> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p> <ul style="list-style-type: none"> <li>-STAR Reading/STAR Early Literacy</li> <li>-DIBELS8 Benchmark and Progress Monitoring data</li> <li>-PASI/PSI</li> <li>-Accelerated Reader data</li> <li>-Benchmark Advance Weekly and Unit Assessments</li> <li>-Write From the Beginning and Beyond Rubrics</li> </ul>	
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pre-teaching and teaching vocabulary through realia and visuals; language frames; Thinking Maps, Write from the Beginning, and Thinking Maps: Path to Proficiency; small groups; backward mapping from the ELPAC to ensure proper rigor; coaching by the instructional leaders on campus to help teachers develop strong language objectives for designated and integrated ELD lessons; and Kagan Learning Structures, which give our EL students time to process questions and practice using language as they respond during academic conversations. Walk-throughs of EL instruction are conducted frequently for timely feedback and coaching.

To provide additional individualized support, ELD students may have access to Rosetta Stone or Lexia English. Both are adaptive computer programs that provide specific language support in the domains of speaking and listening.

#### Annual Evaluation and Progress Monitoring

Teachers use formal and informal assessments to evaluate and monitor implementation and progress toward accomplishing program goals, which addresses the needs of low-achieving EL students. Common Formative Assessments (CFA) and exit tickets are regularly

<p>implemented in order to guide teacher instruction. STAR ELA, Write from the Beginning writing rubrics, interim assessments, online resources such as Google Forms, and assessments located within the platforms for our adopted curriculum are all used for assessment and data analysis. The process for annually evaluating and monitoring implementation and progress toward program goals also includes the ELPAC--once at the beginning of the year and also near the end. Teachers are provided reports of RFEF students, and they monitor these students throughout the year and provide support when needed. ELLevation, STAR, and regular CFAs provide teachers with the data needed to target student needs and provide instruction that best supports the needs of EL students.</p>			
<p>Students who are not making adequate growth in Tier I, will have an opportunity to receive more targeted instruction based on need through our Walk to Learn program, which utilizes a systematic approach to reading instruction and intervention (95% Group materials). These students will be monitored through screeners to identify needs in order to provide targeted, student-centered intervention on a regular basis. In certain cases, students may be</p>	<p>1) This year we were able to fully implement the following:          -Walk to Learn instruction for Tier I support in all grade levels. Walk to Learn cycles include assessment, targeted instruction, and a post assessment to gauge mastery of skills.          -Use of 95% Literacy Intervention System to assess students, organize data, and allow teachers to effectively group students based on need.          -Purchase and use 95% training videos to assist in</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 5935.60</p>	
		<p>5800-00: Consultants/Professional Services/Licensing Title I, Part A 0000</p>	

<p>provided with one-on-one support and more frequent progress monitoring utilizing instructional intervention aides. Our school site will utilize 95% Literacy Intervention System in order to track student data for analysis and instructional grouping schoolwide. If funds allow, we will purchase 95% training videos to allow for training on required materials throughout the year. To provide additional individualized support, ELD students may have access to Rosetta Stone or Lexia English. Both are adaptive computer programs that provide specific language support in the domains of speaking and listening.</p>	<p>fidelity and implementation of Walk to Learn materials. -Lexia English</p> <p>2) We were unable to implement the following: -Rosetta Stone</p> <p>Students and families preferred Lexia English as a supplement and support for English Learners.</p> <p>3) Changes that will be made for the following 2025/2026 school year: -Refining instructional practices with existing materials. -Additional professional development from, not limited to 95% Group on strong reading instruction and intervention.</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be: -STAR Reading/STAR Early Literacy -DIBELS8 Benchmark and Progress Monitoring data -PASI/PSI -Accelerated Reader data -Benchmark Advance Weekly and Unit Assessments -Write From the Beginning and Beyond Rubrics</p>		
<p>Students who are not making adequate growth in Tier I or Tier II, will have an opportunity to receive more targeted instruction based on need through our Walk to Learn program, which utilizes a systematic approach to</p>	<p>1) This year were were able to fully implement the following:</p> <ul style="list-style-type: none"> <li>Structures for Tier I, Tier II, and Tier III reading instruction. 95% Reading</li> </ul>	<p>4300-00: Supplies &amp; Materials Title I, Part A 0000</p>	
		<p>5800-89: Software Title I, Part A 0000</p>	

<p>reading instruction and intervention (95% Group materials and 95% Reading Achievement Program). These students will be monitored through screeners to identify needs in order to provide targeted, student-centered intervention on a regular basis. In certain cases, students may be provided with one-on-one support and more frequent progress monitoring utilizing instructional intervention aides and our campus Instructional Intervention Teacher. Our school site will utilize 95% Literacy Intervention System in order to track student data for analysis and instructional grouping schoolwide. If funds allow, we will purchase 95% training videos to allow for training on required materials throughout the year.</p>	<p>Achievement Program was used to support students who had been identified for Tier III support.</p> <ul style="list-style-type: none"> <li>• Use of 95% Group materials across all Tiers for consistent routines and language.</li> <li>• Use of 95% Group Training Videos and Literacy Intervention System.</li> </ul> <p>2) There were no major differences between intended and actual implementation.</p> <p>3) There will be no changes to this strategy for the 25-26 school year. We will continue to monitor implementation and progress.</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p> <ul style="list-style-type: none"> <li>-STAR Reading/STAR Early Literacy</li> <li>-DIBELS8 Benchmark and Progress Monitoring data</li> <li>-PASI/PSI through the 95% Literacy Intervention System</li> </ul>	
<b>Total Amounts:</b>		

## Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>For Tier I and Tier II instruction, teachers will use their district adopted curriculum, Go Math. Teachers may also use Next Gen Math to differentiate instruction, build small group lessons, create common formative assessments, complete District interims, use data to inform instruction and track student success. Teachers will utilize the chapter and unit assessments provided by the GoMath curriculum for all students.</p> <p>Continue to use our Instructional Leadership Team (ILT) to meet monthly in developing a school-wide plan for mathematical success. Grade-level teams will also continue to build upon the math framework for key lesson plan expectations and components such as Mathematical Practices, Rigor, Collaborative/Cooperative Learning, and instructional planning (CRA Strategy: Concrete, Representational, and Abstract). As funds allow, continue to work with the Kern County Superintendent of School (KCSOS) to provide professional development in order to increase mathematical proficiency. K-6th teachers may also be receive targeted professional development on the adopted GoMath curriculum.</p>	<p>1) This year we were able to fully implement the following:</p> <ul style="list-style-type: none"> <li>Teachers will used the district-adopted Go Math curriculum.</li> <li>Teachers used Next Gen Math to create CFAs in order to differentiate instruction, build small group lessons, inform instruction and track student progress. Additionally, it was used to complete district interims</li> </ul> <p>-Staff will be trained to implement Kagan Learning Structures to increase engagement.            -Academic Coaches conducted observations, coaching, and feedback to the teachers they were supporting.            -Teachers continued using Number Talks to build number sense through mental math and student discussion.            -All TK -6 classrooms incorporated Thinking Maps            -Data days were held to review student progress and plan instructional next steps.            -Teachers utilized Reflex and Frax Math.            -Math manipulative sets were purchased as needed.</p>	<p>1100-01: Certificated Teachers - Subs Title I, Part A 0000</p> <p>4300-00: Supplies &amp; Materials Title I, Part A 0000</p> <p>4200-00: Books - Other Than Textbooks Title I, Part A 0000</p>	

<p>To increase students' number sense, teachers will continue to use the evidence-based practice of Number Talks. Number Talks focuses on student solutions for a single, carefully chosen mental math computation program. As need arises, we will contract with KCSOS to provide Number Talks professional development.</p> <p>Academic Coaches will provide differentiated professional development to staff based on observational data.</p> <p>Our teachers will utilize Thinking Maps in all classrooms TK through sixth grade.</p> <p>Staff will be trained to practice Kagan Learning Structures to increase student engagement. Academic Coaches will also complete Observation, Coaching, and Feedback Cycles centered around the Collaborative/Cooperative Learning Structures.</p> <p>Data cycles will be calendared and intentional throughout the year. Teachers will meet with Academic Coaches and admin to analyze data to plan the next instructional steps. Substitutes will be utilized to provide a half-day release per data cycle. Our initial data cycle will begin for kindergarten prior to the first day of school as staff will complete beginning-of-</p>	<p>2) We were unable to fully implement the following:</p> <ul style="list-style-type: none"> <li>• The Instructional Leadership Team did not develop a school-wide math plan.</li> <li>• Strengthening of the math framework with key lesson expectations with emphases on Mathematical Practices, Rigor, and CRA strategy (Concrete, Representational, Abstract)</li> <li>• Continued work with Kern County Superintendent of Schools to improve math instruction and Number Talks</li> <li>• Target professional development for Go Math curriculum was not available from the publisher</li> </ul> <p>-Additional professional development is needed in order to have TK–6 classrooms implement high-leverage vocabulary strategies across all subjects.</p> <p>-Teachers did not host grade-specific after-school sessions where students and parents learn together grade-level math activities.</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>-More professional</p>	
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the-year assessments in order to collect data to begin targeted instruction as soon as students begin the school year.

The following adaptive learning programs will be utilized to enhance Tier 1 and Tier 2 instruction and extended learning opportunities beyond the school day: Reflex Math, Frax Math, and NextGen Math..

Purchasing other supplemental materials and computer licenses to differentiate and enhance core mathematics instruction. The use of Reflex and Frax Math, and NextGen Math data will be used in improving student learning and developing re-teaching strategies for students' math instruction and concepts.

Teachers will hold grade-specific sessions after school where parents and students will learn side by side as the teachers provide grade-level support.

Purchase math manipulatives for grade levels as needed.

TK-6th grade classrooms will incorporate and utilize research-based high-leverage vocabulary strategies across all content areas. The 2nd-6th grade will utilize Vocabulary Surge in their classrooms. Coaches will provide observation, feedback and coaching based on need, as indicated by student

development to improve strong Tier 1 math instruction.

- Professional development on the TouchMath curriculum.

-More focus on data analyze in order to promote student success and increased numbers of proficient students.  
-Implementation of a universal math screener.

The metrics/indicators that will be used to analyze effectiveness of these strategies will be:

- STAR Assessment (Math)
- NextGen Math-CFA
- Illuminate- CFA
- Reflex/Frax
- GoMath Assessments
- Universal Math Screener

<p>performance data and walkthrough data. All teachers in TK-6th grade will give children opportunities to promote speaking and listening throughout the day, read often to all children, be a language model, promote peer-to-peer conversations, and make home-school connections. K-6th grade teachers will use their GoMath adopted curriculum to aid in developing vocabulary instruction.</p>		
<p>For Tier I and Tier II instruction, teachers will use their district adopted curriculum, Go Math, and create an additional language objective based on the California ELD standards. Teachers may also use Next Gen Math to differentiate instruction, build small group lessons, create common formative assessments, complete District interims, use data to inform instruction and track student success.</p> <p>Use of language supports for student comprehension within the content area of math and the teaching of Common Core State Standards. Academic Conversations will use academic language to support student comprehension and language needs in the content area of mathematics. Evidence-based strategies such as Number Talks, math brief writes, math tasks, and Collaborative/Cooperative Structures will be used to support learning for EL students.</p>	<p>1) This year we were able to fully implement the following:</p> <ul style="list-style-type: none"> <li>• Teachers using their District adopted curriculum.</li> <li>• All teachers used Next Gen Math for District interims</li> </ul> <p>-Teachers utilized sentence strips, whiteboards, pens, chart paper and pocket charts during whole group and small group instruction          -Teachers planned and facilitated a daily Number Talk and/or Math Task</p> <p>2) We were unable to implement the following:</p> <p>-Partial implementation of Next Gen Math as a tool to differentiate instruction, build small group lessons, create common formative assessments (some teachers used the platform, while others did not)          -Additional ELD objectives based on ELD standards were not created for math lessons</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 0000</p>

<p>EL students have access to the Benchmark Advance core curriculum in all curricular areas with Integrated Language Development Supports, embedded ELD standards, and scaffolds. Teachers will include ELD standards in their daily lesson plans.</p> <p>Supplies and Materials include but are not limited to sentence strips, student whiteboards, whiteboard pens, chart paper, and pocket charts.</p> <p>Books- Other Than Textbooks including but not limited to: Number Talks Books, Thinking Classrooms and EL Excellence</p>	<p>3) Changes to be made for the 25-26 School Year:          -All teachers will use use Next Gen Math to differentiate instruction, build small group lessons, create common formative assessments, complete District interims, use data to inform instruction and track student success.          -All math lessons will have an ELD objective          -Plans will be reviewed to ensure that there is an ELD standard connected to their daily lesson.</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:          -STAR Assessment (Math)          -NextGen Math- CFA- to monitor progress on focus standards and drive small group instruction          -Illuminate- CFA- to monitor progress on focus standards and drive small group instruction          K-6: Reflex/Frax - to monitor proficiency in basic math facts.          K-6: GoMath Assessments - to monitor progress on focus standards and drive small group instruction.          K-6: Universal Math Screener- to identify students who are at-risk in mathematics and provide timely intervention          -Daily Lesson Plans</p>	
<p>Students who are not making adequate growth in Tier I, will have an opportunity to receive more targeted instruction</p>	<p>1) This year we were able to implement the following:</p> <ul style="list-style-type: none"> <li>• Some teachers provided</li> </ul>	<p>4300-00: Supplies &amp; Materials Title I, Part A 0000</p>

based on need through small group instruction from classroom teachers, which utilizes a systematic approach to math instruction and intervention (Touch Math GoMath, NextGen). These students will be monitored through screeners to identify needs in order to provide targeted, student-centered intervention on a regular basis. In certain cases, students may be provided with one-on-one support and more frequent progress monitoring utilizing instructional intervention aides.

Supplies and Materials including but not limited to: whiteboards, whiteboard markers, math manipulatives, Touch Math products, and chart paper.

students not making adequate growth in Tier I will receive more targeted instruction based on need.

- In certain cases, students may receive one-on-one support and more frequent progress monitoring with the support of instructional intervention aides.
- Supplies and materials such as whiteboards, whiteboard markers, math manipulatives, and chart paper were purchased as needed.

2) We were unable to implement the following:

- Some teachers did not students not making adequate growth in Tier I will receive more targeted instruction based on need.
- Regularly monitoring of students through screeners and CFAs did not occur in order to identify needs and guide regular, student-centered intervention.
- Additional Touch Math products

	<p>were not purchased.</p> <p>3) Changes to be made for the 25-26 School Year:</p> <ul style="list-style-type: none"> <li>• Increased observations and walk throughs during math to highlight assets in math instruction that can be capitalized upon in order to improve Berkshire's school wide math program.</li> <li>• Develop of a walk to learn model that provides math intervention and enrichment at each students' level.</li> </ul> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p> <ul style="list-style-type: none"> <li>• STAR Assessment (Math)</li> <li>• NextGen Math-CFA</li> <li>• Illuminate- CFA</li> <li>• Reflex/Frax</li> <li>• GoMath Assessments</li> <li>• Universal Math Screener</li> </ul>		
<b>Total Amounts:</b>			

## Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>To continue to ensure equitable access, enhance instruction, and increase student engagement additional Promethean Boards and Promethean Board products will be purchased to outfit the entire school. To build capacity, staff will be trained in the use of Promethean Boards. Additionally to ensure equitable access provide headphones, mice, printers, monitors, radios, ipads, laptops, Chromeboxes, and Chromebooks as funds become available If funds allow, Promethean Boards will be updated as needed.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>4300-74: Title 1 - Technology &lt; \$500 Title I, Part A 0000</p>	
<p>If funding allows, purchase The Positivity Project a schoolwide Social Emotional curriculum. We will also purchase Suite360 to provide access to more curriculum and materials for teachers and students. If funding allows including the following Licensing programs as well: Reflex Math, Frax, Rosetta Stone English, Lexia English, Mystery Science, PBIS Rewards, and Suite360.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>5800-89: Software Title I, Part A 19,000</p>	
<p>Improvement of the Library/Media Center to increase student access to books and other media to improve student success. Research indicates that there is a positive correlation</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p>	<p>242400-420000: Library: books, supplies &amp; equipment Title I, Part A 3000</p> <p>2200-02: Classified Support - Extra</p>	

between increased student achievement in schools that have high-quality library programs staffed by those who share their expertise with the school community.

An inventory of library resources indicates that there is a lack of non-fiction books especially in the area of the sciences and history/social studies. The library circulation will be expanded to include new titles, with a focus on nonfiction and science areas aligned to the standards. Books aligned to the Accelerated Reading program are available, but more copies will increase student access. Other library reading materials will be purchased to increase library inventory.

The school has a large number of multilingual families. With a focus on equity, the library will expand the dual language reading materials at all grade levels to encourage literacy in both English and the students' native languages.

At the beginning of the year, the library will purchase 4 additional Chromebooks to have available for student and family use during open library hours. Students will come to the library to take tests, perform research projects, or access educational software programs.

Supplemental Library hours will be offered to

3) Changes to be made for the 25-26 School Year:

The metrics/indicators that will be used to analyze effectiveness of these strategies will be:

Duty/Overtime Title I, Part A 0000	
4300-00: Supplies & Materials Title I, Part A 0000	
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better meet the needs of students and families in accessing and utilizing the library.

The school will offer summer library hours, 1 day per week in June-July managed by a school staff member. Students and their families will be allowed to check out books, attend a story-time read aloud, access computers to take AR tests, and parents can learn about accessing the library resources and other activities related to helping their child utilize the Library Media Center.

Fliers and Parent Square notices will be sent to families to make them aware of scheduled summer library programs and encourage attendance, as well as reminders of the extended library hours during the school year.

The library media clerk will maintain and monitor: Copies of the summer schedule of events as well as copies of any fliers and Parent Square notices announcing/describing the upcoming events sent to parents regarding library services.

Sign-in sheets for after hours attendance to monitor the participation of students and families  
AR tests taken during the extended library hours  
Inventory and circulation data to determine the number of books checked out

Informal monitoring of students utilizing

<p>technology during in-school hours as well as a review of the sign-in sheets for after school hours.</p>			
<p>To support development in skills (creativity, problem solving, and collaboration), increase engagement, motivation, and student achievement our core science curriculum will be supplemented with STEMtaught, or similar STEAM products (hands-on learning, presentations, experiments, inquiry, family nights, and computer programming activities) (as funds become available). Additionally, we will partner with KCSOS and our District office to provide science professional development to increase the teaching capacity of our teachers and therefore increase the learning outcomes of our students. Expand the licensing for grades K- 6th for Mystery Science. Our Instructional Leadership Team, will monitor our students progress in science using reports from our science curriculums and Mystery Science.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>5800-00: Consultants/Professional Services/Licensing Title I, Part A 0000</p>	
		<p>4300-00: Supplies &amp; Materials Title I, Part A 0000</p>	
<p>A school-wide approach to providing specific time frames for Designated ELD will be maintained along with clear expectations detailing how designated and integrated ELD will be done. The Admin Team will monitor implementation via "walk-throughs," and regular</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p>		

<p>reviews of teachers' ELD daily lesson plans.</p> <p>The Designated ELD block will be used to support core instruction while building English Learner knowledge about language structures and developing vocabulary to support listening, speaking, reading, and writing skills. The four-pane lesson plan, including the following strategies Collaborative Learning Structures, Thinking Maps, and Write from the Beginning will be used to teach designated ELD.</p> <p>Teachers will evaluate and appropriately level students based on the need for intervention and enrichment as needed using state, district, and classroom assessments.</p> <p>English Learners have access to the BenchMark Advance core curriculum in all curricular areas with Integrated Language Development Supports, embedded ELD standards, and scaffolds. Teachers will include ELD standards in their daily lesson plans.</p> <p>Berkshire's Instructional Leadership Team will meet and monitor Berkshire's English Learners' progress, and develop progress monitoring materials for English Learners.</p> <p>EL Instructional Program</p> <p>At Berkshire Elementary School, our Academic</p>	<p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	
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Coaches, Reading Teacher, and teaching staff use ELlevation to place EL students in appropriate groups based upon their ELPAC score and grade-level placement. Designated ELD occurs at the same time across the grade levels. Groups are kept small to encourage the use of strategies that promote academic conversations between students. Teachers focus on ELD standards and interaction between students in the areas of reading, writing, listening, and speaking using the 4 Pane ELD Lesson plan format. Integrated ELD is taught throughout the day within the various content areas. Teachers create a language objective in order to ensure interaction between students. The goal of Integrated ELD is to help students become proficient with grade-level content and academic language, supported by the various strategies listed in the below section.

Strategies, Actions, Services

There are various evidence-based strategies we provide at Berkshire for EL students, which include: The development of a four-pane lesson plan, which emphasizes interaction between students where they use academic language; the book EL Excellence Every Day, which was purchased for each Berkshire teacher and will be used to build teachers'

capacity regarding effective ELD strategies; pre-teaching and teaching vocabulary through realia and visuals; language frames; Thinking Maps and Thinking Maps: Path to Proficiency; small groups; backward mapping from the ELPAC to ensure proper rigor; coaching by the instructional leaders on campus to help teachers develop strong language objectives for designated and integrated ELD lessons; and think-pair-share strategies, which give our EL students time to process questions and practice using language as they respond during academic conversations. Walk-throughs of EL instruction is conducted frequently for right in the moment coaching.

Annual Evaluation and Progress Monitoring

Teachers use formal and informal assessments to evaluate and monitor implementation and progress toward accomplishing program goals, which addresses the needs of low-achieving EL students. CFAs and exit tickets are regularly implemented in order to guide teacher instruction. STAR ELA, interim assessments, and online resources such as Google Forms and assessments located within the platforms for adopted curriculum are all used for testing and data analysis. The process for annually evaluating and monitoring

<p>implementation and progress toward program goals also includes the ELPAC--once at the beginning of the year and also near the end. Teachers are provided reports of RFEP students, and they monitor these students throughout the year and provide support when needed. ELLevation, STAR, and regular CFAs provide teachers with the data needed to target student needs and provide instruction that best supports the needs of EL students.</p>			
<p>All sixth graders who are transitioning from sixth grade to seventh grade attend an annual orientation at the end of their sixth-grade year to ease the transition from elementary school to junior high school.</p> <p>School site kindergarten teachers attend and participate in IEP meetings of all incoming preschool students. Prior to the IEP, the kindergarten teachers visit the students' classes and observe them in their learning environment.</p> <p>Incoming kindergarten students are screened prior to beginning their kindergarten year in order to gather data to create classes and plan instruction. Students are provided Instructional Backpacks which include crayons, scissors, paper, and glue.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 0000</p>	
		<p>1900-01: Other Certificated - Subs Title I, Part A 0000</p>	
		<p>4300-00: Supplies &amp; Materials Title I, Part A 0000</p>	

<p>If funds allow, Tk-6th grade students will receive supplemental instructional materials to combat the potential for "summer slide".</p>								
<p>Purchase and maintain materials, equipment, furniture, technology, and software to extend learning across the curriculum for all students.</p> <p>Supplemental Resources: General funds provide basic operational supplies and equipment for use by students and teachers. Additional support materials may be provided for students and for teachers to use in their instruction.</p> <p>To supplement core instruction, including but not limited to: printers, paper, copiers, computers, computer monitors, keyboards, and mice will be available for instructional enhancement (teachers) and student needs as applicable. Costs may include ongoing maintenance costs, ink, repair, and replacement for damaged/non-working equipment.</p> <p>To increase engagement and organization during lessons in the classroom, additional student supplies will be available including but not limited to wet/dry erasable markers, the computer license Peardack, and whiteboards to directly involved the students in the lesson by giving them the opportunity to respond</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<table border="1"> <tr> <td data-bbox="812 338 1161 464">4300-00: Supplies &amp; Materials Title I, Part A 0000</td> <td data-bbox="1161 338 1528 464"></td> </tr> <tr> <td data-bbox="812 464 1161 590">4300-00: Supplies &amp; Materials LCFF- Base 0000</td> <td data-bbox="1161 464 1528 590"></td> </tr> <tr> <td data-bbox="812 590 1161 716">5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A 0000</td> <td data-bbox="1161 590 1528 716"></td> </tr> </table>	4300-00: Supplies & Materials Title I, Part A 0000		4300-00: Supplies & Materials LCFF- Base 0000		5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A 0000	
4300-00: Supplies & Materials Title I, Part A 0000								
4300-00: Supplies & Materials LCFF- Base 0000								
5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A 0000								

<p>to prompts and questions. Binders, dividers, folders, student planners and other educationally related supplies will be provided to help students with overall organizational strategies to be present and ready for instruction.</p> <p>Academic incentives and awards of nominal value will be purchased to recognize outstanding achievement/growth in areas such as core subjects, citizenship, physical education, and school/community involvement. (LCFF &amp; Title I as appropriate)</p> <p>Duplication/printing of student supplemental learning materials/customized learning materials for subjects across the curriculum to enhance learning objectives.</p> <p>Supplemental resource actions will be monitored by reviewing lesson plans, specially funded supply requests, and classroom visits/observation of the supplies in use.</p>		
<p>Implement AVID throughout the school to improve organizational skills, critical thinking skills, and enhance student, parent, and staff expectations for student success. To help improve organizational skills the following, but not limited to will be purchased: binders, planners, Post-its, and pencil pouches.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze</p>	<p>4300-00: Supplies &amp; Materials AVID* 0000</p>

	effectiveness of these strategies will be:		
Provide additional learning opportunities afterschool weekly to engage students. Students and their guardians would have opportunities to seek tutoring, explore interests and areas of strengths including science, writing, art, real life skills, gardening, movement, and reading. Students with disabilities and their families would have the opportunity to network with educational partners.	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	1100-02: Certificated Teachers - Extra Duty Title I, Part A 0000	
<b>Total Amounts:</b>			

### Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Implement a School Attendance Review Team including the Assistant Principal, the school social worker, the behavior intervention assistants, attendance clerk, and designated teachers who will monitor attendance. Strategies and incentives will be developed to increase ADA to 98% monthly.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>		
<p>The Student Support Team will meet bi-weekly to examine existing informal and formal school disciplinary practices and data; as well as current laws, policies, and regulations. The Student Support Team will also examine the impact of existing disciplinary policies and practices on students, paying close attention to groups who have disproportionate suspension rates (White students).</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>		
<p>The Culture and Climate Team, including the Assistant Principal, school psychologist, behavior intervention assistant, social worker, and teacher team, will meet monthly to monitor data, oversee the implementation of the PBIS, Project Positivity and 95% Suite 360 on campus and develop appropriate strategies that promote positive</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p>	<p>4300-00: Supplies &amp; Materials LCFF- Base 0000</p> <p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 0000</p> <p>2900-02: Other Classified - Extra Duty/Overtime Title I, Part A 0000</p>	

<p>behaviors on campus. The Culture and Climate Team will implement structured recess for thirty weeks, five days a week, to work on social skills, building positive social relationships while on the playground. Purchase of materials/curriculum to support student behavior/intervention during the school day and beyond. As funds become available, our teaching and classified staff will offer intramural activities for our students.</p> <p>SEL Through the use of The Positivity Project, Character Strong, and Suite360 we will teach students to use effective strategies that develop social skills, including anger and conflict management, decrease bullying, increase tolerance and respect for others through lessons and programs. The various SEL curriculums will allow for Tiered instruction and support for all students. We will train all staff in effective use and implementation of The Positivity Project, Suite360 and PBIS Rewards in order to build teacher's capacity in the area of social, emotional learning by providing professional development and resources. Staff may be trained at the site or District level.</p> <p>Administration and academic coaches will provide observation, feedback, and coaching to support the</p>	<p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>2100-02: Instructional Aide - Extra Duty Title I, Part A 0000</p>	
		<p>1100-01: Certificated Teachers - Subs Title I, Part A 0000</p>	
		<p>4200-00: Books - Other Than Textbooks Title I, Part A 0000</p>	

<p>implementation of the SEL curriculum. Need will be based on data points from SWIS, Synergy, A2A, KiDS, and observation during walkthroughs.</p>		
<p>Provide recognition, intermittent rewards, and incentives to students for the purpose of reinforcing desired academic and behavioral goals. If funding allows, we will provide monthly and/or quarterly attendance drives with incentives to increase overall daily attendance.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>4300-00: Supplies &amp; Materials LCFF- Base 0000</p>
<p>Create de-escalation spaces in the Library and BIA's classroom for students in need of Tier 2 support. De-escalation spaces may include but are not limited to: maker-spaces, beanbags, visual aids, canopy areas, sand or glitter timers, a small area rug to indicate the visual point of the space, supplemental lighting, technology such as iPads with calming apps, interactive digital board, and supplemental materials. These spaces would be mobile for relocation in order to support physical distancing. The use of these spaces aligns with the MTSS model of building self-regulation strategies that will allow the students to stay on campus, resulting in lower suspension rates.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>4300-00: Supplies &amp; Materials LCFF- Base 0000</p> <p>4400-00: Non-capitalized Equipment LCFF- Base 0000</p>

<b>Total Amounts:</b>		
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## Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>To engage Berkshire families in regularly scheduled activities at a variety of times (morning or evening) will include:</p> <ul style="list-style-type: none"> <li>• Monthly Chat a latte</li> <li>• At least four ELAC Meetings a year</li> <li>• At least four AAPAC Meetings a year</li> <li>• Title 1 Informational/Training Nights once a quarter</li> <li>• Title 1 Family Nights/Days six times within the year:</li> <li>• Family Engagement Nights: STEM Taught Night, Literacy Night, Math Night</li> <li>• Parent-Teacher Conferences two times a year. (End of first quarter, beginning of third quarter)</li> <li>• Monthly Student Success Team (SST) meetings</li> <li>• Parent Club (Fall Festival, Dances, Family Picnic)</li> <li>• School Site Council Meetings will be held at least six times yearly.</li> <li>• Loving Solutions</li> </ul> <p>Interpreters/translation services in Spanish will assist parents in</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>2900-02: Other Classified - Extra Duty/Overtime Title I, Part A Parent Engagement 0000</p> <p>1100-02: Certificated Teachers - Extra Duty Title I, Part A Parent Engagement 0000</p> <p>1100-01: Certificated Teachers - Subs Title I, Part A 0000</p> <p>4300-00: Supplies &amp; Materials Title I, Part A Parent Engagement 3000</p> <p>2200-02: Classified Support - Extra Duty/Overtime LCFF-Base 0000</p> <p>5900-23: Communications Title I, Part A 0000</p> <p>5800-00: Consultants/Professional Services Title I, Part A Parent Engagement 3200</p>	

<p>accessing parent-involvement events and training. If requested and available, efforts will be made to provide language support to parents who speak languages other than Spanish. Extra Duty (time carding) for phone calls in primary Language, Translators, Interpreters, and Substitutes</p> <p>Materials and supplies for scheduled family activities including but limited to: STEM kits, math manipulatives, and books (as funds become available). We will print materials to promote and engage our educational partners.</p>			
<p>To engage Berkshire's English Learner community's families, scheduled activities at a variety of times (morning or evening) will include:</p> <ul style="list-style-type: none"> <li>• ELAC Meetings to provide written recommendations to the SSC regarding programs and services for EL students. In addition, training is driven by the interest of families.</li> <li>• Loving Solutions in Spanish is a concrete, concise resource for parents struggling to meet the needs of the strong-willed Elementary age child. The</li> </ul>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A Parent Engagement 0000</p>	
		<p>2900-02: Other Classified - Extra Duty/Overtime Title I, Part A Parent Engagement 0000</p>	
		<p>4200-00: Books - Other Than Textbooks Title I, Part A Parent Engagement 0000</p>	

<p>curriculum is simple and effective.</p> <ul style="list-style-type: none"> <li>• Thinking Maps: Path to Proficiency</li> <li>• Rosetta Stone English or Lexia English: licenses for families to utilize on campus to increase their English language proficiency.</li> <li>• Family educational and cultural nights to build educational partners capacity around the English language development process.</li> </ul>			
<p>To create a community hub on Berkshire's campus that contains resources that will connect families to the many sources of aide and support that they might need. Computers would be provided to give access to community resources. A certificated teacher and interpreter would be there to provide assistance, answer questions, and provide training.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>4300-00: Supplies &amp; Materials LCFF- Base 0000</p> <p>4200-00: Books - Other Than Textbooks Title I, Part A Parent Engagement 0000</p> <p>1100-02: Certificated Teachers - Extra Duty Title I, Part A Parent Engagement 0000</p> <p>2200-02: Classified Support - Extra Duty/Overtime Title I, Part A Parent Engagement 0000</p>	
<b>Total Amounts:</b>			

## Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Teachers and instructional support staff will be trained in creating high quality CFAs, assessment analysis and Know/Show Charts. 4th-6th will utilize extra minutes each week for grade level collaboration with a focus of data analysis, instructional planning and preparation. Staff will also participate in professional reading/learning on collaborative structures in the classroom. Staff will utilize adaptive computer program data (Renaissance: STAR Math, STAR Reading, Reflex/Frax, Lexia, Illuminate, NextGen, Acadience Screener and Progress Monitoring) to guide small group instruction and reteach.</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 0000</p> <p>1100-01: Certificated Teachers - Subs Title I, Part A 33300</p>	
<p>To build capacity and teacher collective efficacy our staff will be trained in the following research-based strategies and best practices:                      -Number Talks will help to develop a deeper conceptual understanding and comfortability with numbers, operations, and mathematics. They can be used to introduce math concepts, properties about numbers, explore math connections and relationships or review, practice, and reinforce concepts.                      -Thinking Maps provide consistent visual patterns. They allow the student to visualize their thinking</p>	<p>1) This year we were able to fully implement the following:</p> <p>2) We were unable to implement the following:</p> <p>3) Changes to be made for the 25-26 School Year:</p> <p>The metrics/indicators that will be used to analyze effectiveness of these strategies will be:</p>	<p>5800-00: Consultants/Professional Services/Licensing Title I, Part A 27000</p> <p>1100-01: Certificated Teachers - Subs Title I, Part A 9000</p> <p>2100-01: Instructional Aide - Subs Title I, Part A 0000</p> <p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 10266.76</p> <p>2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 0000</p> <p>5200-00: Travel &amp; Conference Title I, Part A 35000</p>	

and create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking which are essential components of 21st Century education.

- Write From the Beginning and Beyond will allow teachers to build their capacity as writing teachers, and allows students to internalize the skills and strategies used by effective writers so they can apply them in academic discourse.
- Thinking Maps Path to Proficiency- Teachers and students will receive the benefits of foundational Thinking Maps while also being provided with additional strategies that focus on best practice for English Learners.
- Social, Emotional, Academic Learning: Teach students to use effective strategies that develop social skills, including anger and conflict management, decrease bullying, increase tolerance and respect for others through lessons and programs such as, Restorative Justice and SEL. Build teachers' capacity in the area of social-emotional learning by providing professional development and resources.
- Rigor Mats for Common Core Math Standards (NextGen) will allow teachers to utilize the DNA strategy for planning rigorous instruction.
- ELD- 4 domain best practices and strategies will support in

implementing intentional designated ELD instruction which encompasses reading, writing, speaking, and listening.

- 95% Group is an explicit, systematic approach to phonics instruction.
- Professional Development in UDL and Science instruction to build teaching capacity.
- Co-Plan/Co-Teach in all the above areas.
- Teachers observing exemplar teachers to build capacity and improve instruction.
- The Positivity Project and 95% Suite 360 to build teachers' capacity in the area of social-emotional learning by providing professional development and resources.
- GoMath training to increase capacity in implementation and best practices with our state adopted Math curriculum(GoMath).
- Benchmark Advance training to increase capacity in implementation and best practices with our state adopted ELA curriculum(Benchmark Advance).
- Acadience Online Learning training to increase capacity in data analysis to guide literacy instruction.
- LEXIA training to increase capacity in data analysis to guide literacy instruction.
- Every Child Counts-increase capacity in instructional practices for Students with Disabilities.
- School Climate Conference to build

<p>teachers' capacity in the area of social-emotional learning by providing professional development and resources.  -Kagan Learning Structures Training will build teacher's capacity in the area of student engagement through collaborative/cooperative learning structures</p>		
<b>Total Amounts:</b>		

Panama-Buena Vista Union School District Preliminary Title 1 Budget 2025-26

School: Berkshire

Site Council Review Date:  
5/20/25

Principal's Signature: [Signature] Date: 5/20/25

Number of Eligible Students:	793
Title 1 Allocation per Student	481.53
2025-26 Basic Allocation	381,853.74
2024-25 Carryover	-
Parent Involvement	5,118.00
<b>Preliminary 2025-26 Allocation</b>	<b>386,971.74</b>

Staffing Salary & Benefit Costs		2024-25 YTD as of 04/30/25	Final 24-25 Budget	Preliminary 25-26 Budget
1100-00	Certificated Teachers - Salaries	130,849.55	130,849.55	136,154.00
1100-01	Certificated Teachers - Substitutes	6,230.00	42,300.00	42,300.00
1100-02	Certificated Teachers - Extra Duty	9,475.91	20,314.69	10,266.76
1200-01	Certificated Support - Substitutes			
1200-02	Certificated Support - Extra Duty/Overtime			
1900-01	Other Certificated Staff - Substitutes			
1900-02	Other Certificated Staff - Extra Duty/Overtime			
2100-00	Instructional Aides - Salaries	1,751.98	1,800.00	18,976.00
2100-01	Instructional Aides - Substitutes	6,768.78	6,800.00	
2100-02	Instructional Aides - Extra Duty/Overtime	1,505.90	4,305.04	
2200-00	Classified Support Staff - Salaries			
2200-01	Classified Support Staff - Substitutes			
2200-02	Classified Support Staff - Extra Duty/Overtime			
2900-00	Other Classified Staff - Salaries		5,800.00	
2900-01	Other Classified Staff - Substitutes			
2900-02	Other Classified Staff - Extra Duty/Overtime	145.75	545.75	366.46
3000-00	Employee Benefits (Contracted)	39,390.00	39,390.00	59,590.00
	Employee Benefits (22.3% of CE, 36.4% of CL)	18,202.51	18,202.51	11,850.77

Other Operational Costs		2024-25 YTD as of 04/30/25	Final 24-25 Budget	Preliminary 25-26 Budget
2424-4200	Library - Books & Supplies	2,534.77	2,534.77	
4200-00	Books Other Than Textbooks	32,952.51	33,047.74	
2495-4300	Parent - Materials & Supplies < \$500			3,000.00
4300-00	Materials & Supplies < \$500	30,220.83	30,264.11	20,767.74
4300-74	Title 1 Technology < \$500			
4400-00	Materials & Supplies > \$500			
4400-74	Title 1 Technology > \$500			
5200-00	Travel & Conference	24,360.22	35,000.00	34,250.00
5600-29	Repairs			
5710-00	Printing & District Bus Field Trips	411.60	500.00	
5800-00	Consultants & Professional Services	24,499.60	44,651.51	30,200.00
5800-72	Charter Buses			
5800-89	Publications & Software Licenses	17,792.66	17,792.66	19,000.00
5900-00	Communications			250.00
<b>Total</b>		<b>347,092.57</b>	<b>434,098.32</b>	<b>386,971.73</b>

Budget balance remaining to be allocated 0.00

Salaries & Benefits should be limited to 80% of the overall net allocation, which is: \$ 309,577  
 The current budgeted Salaries & Benefits are a total of: 214,720.00  
 Which represents an allocation of: 55.49%

MAY22 '25 RCVD

## SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

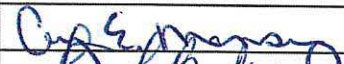
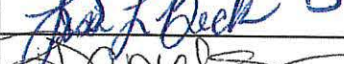
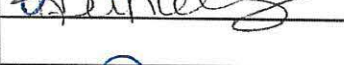
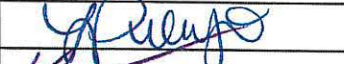
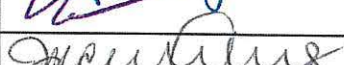
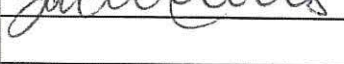

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

<input checked="" type="checkbox"/>	English Learner Advisory Committee	Date(s)	<u>3/24/2025</u>
<input checked="" type="checkbox"/>	Title I Review Committee	Date(s)	<u>4/2/2025</u>
<input checked="" type="checkbox"/>	Other committees established by the school or district (list): <i>Committee/Group Name &amp; Date(s)</i>		<u>3/24/2025, 12/17/2025</u>
	<i>Chat a Lattes, African American Advisory Committee</i>		

4. 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 and the local control accountability plan.
5. 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.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

**Attested by the following SSC members present:**

	Member Name	Term		Role	Signature
		Begin	End		
1.	Amy Mensing	N/A	N/A	Principal	
2.	Lisa Beck	Fall 2023	Fall 2025	Classroom Teacher	
3.	Raina Daniels	Fall 2022	Fall 2024	Classroom Teacher	
4.	Emily Bumgarner	Fall 2024	Fall 2026	Classroom Teacher	
5.	Leticia Pelayo	Fall 2024	Fall 2026	Other Staff	
6.	Vanessa Arreola	Fall 2023	Fall 2025	Parent	
7.	Jacalyn Duenas	Fall 2023	Fall 2025	Parent	
8.	Anais Gallegos	Fall 2024	Fall 2026	Parent	
9.	<del>Lizbeth Martinez</del> <i>resigned</i>	<del>Fall 2024</del>	<del>Fall 2026</del>	<del>Parent</del>	
10.	Craig Tomkins	Fall 2024	Fall 2026	Parent	

The SPSA was adopted by the SSC at a public meeting on: 5/20/25