

2026-27 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)

FOR DISTRICT OFFICE USE	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	May 13, 2026
Board of Trustees Approval Date	June 23, 2026

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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.

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).

Local Control Funding Formula (LCFF) funds utilized at the district level to fund specific actions/services are included if those funds directly benefit the school site. The Schoolwide Plan (SWP) also describes where LCFF funds distributed to the school may be used to 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 2026-2027, 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 would be made and specific actions 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, Daniel Hansford, at 661-834-9472, [@dhansford@pbvusd.k12.ca.us](mailto:dhansford@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, 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

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Berkshire Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	0.34%			3
African American	6.83%	6.97%	5.96%	63	65	53
Asian	12.89%	13.95%	13.60%	119	130	121
Filipino	0.43%	0.32%	0.45%	4	3	4
Hispanic/Latino	71.18%	70.28%	70.34%	657	655	626
White	6.18%	5.47%	4.94%	57	51	44
Two or More Races	0.98%	1.07%	1.57%	9	10	14
Not Reported	1.52%	1.93%	2.81%	14	18	25
Total Enrollment				923	932	890

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		50	73
Kindergarten	102	109	87
Grade 1	111	135	107
Grade 2	125	108	105
Grade 3	129	121	122
Grade 4	127	126	124
Grade 5	139	142	128
Grade 6	139	141	144
Total Enrollment	923	932	890

Conclusions based on this data:

1. Enrollment remains fairly steady, with no significant increases or decreases to the population.
2. There has been a decline in White students enrolled over the last three years.
3. The number of Kindergarteners enrolled has declined over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	204	202	166	22.1%	21.7%	18.7%
Fluent English Proficient (FEP)	75	70	67	8.1%	7.5%	7.5%
Reclassified Fluent English Proficient (RFEP)	53	42		5.7%	4.5%	

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.
3. The number of English Learners has held steady.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	125	126	119	124	126	118	124	126	118	99.2	100	99.2
Grade 4	131	130	128	131	128	123	131	128	123	100.0	98.5	96.1
Grade 5	143	139	144	142	138	142	142	138	142	99.3	99.3	98.6
Grade 6	151	142	142	149	142	142	149	142	142	98.7	100	100
All Grades	550	537	533	546	534	525	546	534	525	99.3	99.4	98.5

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2391.	2386.	2394.	15.32	7.94	18.64	18.55	23.02	17.80	29.03	32.54	22.88	37.10	36.51	40.68
Grade 4	2445.	2428.	2400.	16.03	14.06	8.94	24.43	17.97	13.01	23.66	18.75	24.39	35.88	49.22	53.66
Grade 5	2466.	2473.	2445.	15.49	14.49	11.97	18.31	19.57	17.61	25.35	28.26	16.90	40.85	37.68	53.52
Grade 6	2503.	2505.	2507.	8.72	16.90	10.56	33.56	21.83	29.58	26.85	28.87	28.17	30.87	32.39	31.69
All Grades	N/A	N/A	N/A	13.74	13.48	12.38	23.99	20.60	19.81	26.19	27.15	23.05	36.08	38.76	44.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.10	4.76	11.86	67.74	73.02	61.02	20.16	22.22	27.12
Grade 4	11.45	12.50	7.32	70.23	57.81	58.54	18.32	29.69	34.15
Grade 5	14.08	15.22	9.86	61.27	62.32	55.63	24.65	22.46	34.51
Grade 6	16.11	18.31	12.68	53.69	45.77	57.75	30.20	35.92	29.58
All Grades	13.55	12.92	10.48	62.82	59.36	58.10	23.63	27.72	31.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.90	10.32	11.86	45.16	52.38	49.15	41.94	37.30	38.98
Grade 4	6.11	10.94	8.13	62.60	46.88	44.72	31.30	42.19	47.15
Grade 5	9.15	10.87	10.56	52.82	57.25	48.59	38.03	31.88	40.85
Grade 6	9.40	18.31	8.45	51.68	49.30	57.04	38.93	32.39	34.51
All Grades	9.34	12.73	9.71	53.11	51.50	50.10	37.55	35.77	40.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.68	4.76	11.86	68.55	77.78	69.49	21.77	17.46	18.64
Grade 4	9.92	12.50	6.50	74.05	72.66	64.23	16.03	14.84	29.27
Grade 5	8.45	8.70	4.93	73.94	73.91	74.65	17.61	17.39	20.42
Grade 6	10.07	7.04	9.15	78.52	76.06	72.54	11.41	16.90	18.31
All Grades	9.52	8.24	8.00	73.99	75.09	70.48	16.48	16.67	21.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.06	8.73	9.32	66.94	66.67	59.32	25.00	24.60	31.36
Grade 4	11.45	8.59	2.44	70.99	61.72	64.23	17.56	29.69	33.33
Grade 5	13.38	12.32	7.75	62.68	63.04	53.52	23.94	24.64	38.73
Grade 6	10.74	15.49	14.79	71.81	59.15	65.49	17.45	25.35	19.72
All Grades	10.99	11.42	8.76	68.13	62.55	60.57	20.88	26.03	30.67

Conclusions based on this data:

1. We had a 98.5% participation rate among all students who were eligible to take the CAASPP ELA.
2. Overall, 32.19% of our students met or exceeded standard on CAASPP ELA.

3. 6th grade had the highest percentage of students who met standard (40.14%).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	125	126	119	124	126	118	124	126	118	99.2	100	99.2
Grade 4	131	130	128	131	128	124	131	128	124	100.0	98.5	96.9
Grade 5	143	139	144	142	139	142	142	139	139	99.3	100	98.6
Grade 6	151	142	142	148	142	142	146	142	142	98.0	100	100
All Grades	550	537	533	545	535	526	543	535	523	99.1	99.6	98.7

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2400.	2389.	2398.	11.29	6.35	13.56	19.35	19.84	22.03	30.65	23.02	19.49	38.71	50.79	44.92
Grade 4	2443.	2421.	2398.	8.40	3.91	3.23	24.43	18.75	10.48	29.01	33.59	29.84	38.17	43.75	56.45
Grade 5	2428.	2436.	2410.	4.93	5.76	1.44	5.63	10.07	7.19	27.46	18.71	25.18	61.97	65.47	66.19
Grade 6	2457.	2455.	2467.	5.48	6.34	5.63	11.64	10.56	14.08	27.40	29.58	28.87	55.48	53.52	51.41
Grade 11															
All Grades	N/A	N/A	N/A	7.37	5.61	5.74	14.92	14.58	13.19	28.55	26.17	26.00	49.17	53.64	55.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.52	11.90	17.80	50.81	42.86	41.53	34.68	45.24	40.68
Grade 4	12.98	8.59	4.03	47.33	39.84	32.26	39.69	51.56	63.71
Grade 5	4.93	4.32	0.00	33.10	32.37	32.37	61.97	63.31	67.63
Grade 6	5.48	4.23	5.63	43.84	37.32	39.44	50.68	58.45	54.93
Grade 11									
All Grades	9.21	7.10	6.50	43.46	37.94	36.33	47.33	54.95	57.17

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.10	7.14	13.56	41.94	41.27	48.31	45.97	51.59	38.14
Grade 4	13.74	4.69	3.23	46.56	47.66	39.52	39.69	47.66	57.26
Grade 5	2.82	3.60	1.44	42.25	43.88	44.60	54.93	52.52	53.96
Grade 6	2.74	5.63	4.23	42.47	46.48	45.77	54.79	47.89	50.00
All Grades	7.55	5.23	5.35	43.28	44.86	44.55	49.17	49.91	50.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.13	11.90	16.95	60.48	57.94	53.39	23.39	30.16	29.66
Grade 4	14.50	7.81	4.84	56.49	60.16	53.23	29.01	32.03	41.94
Grade 5	4.93	2.16	3.60	54.23	61.15	42.45	40.85	36.69	53.96
Grade 6	6.16	8.45	9.15	53.42	50.70	54.93	40.41	40.85	35.92
All Grades	10.13	7.48	8.41	55.99	57.38	50.86	33.89	35.14	40.73

Conclusions based on this data:

1. Our site had a 98.7% participation rate among students who were eligible to take the CAASPP Math.
2. Overall, 18.93% of students met or exceeded standard on CAASPP Math.
3. The percentage of students who met or exceeded decreased from 23-24 to 24-25.

School and Student Performance Data

ELPAC Results

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1421.0	1415.4	1437.9	1430.7	1430.4	1448.6	1398.0	1380.7	1412.7	48	37	31
1	1451.2	1455.2	1435.4	1463.3	1466.9	1438.3	1438.5	1443.0	1432.2	26	29	35
2	1470.3	1490.5	1466.3	1464.0	1492.7	1473.3	1476.1	1487.7	1459.0	22	26	26
3	1472.8	1491.1	1485.1	1469.9	1483.0	1489.3	1475.3	1498.8	1480.3	20	22	18
4	1519.7	1491.9	1491.6	1520.2	1492.1	1489.1	1518.6	1491.1	1493.9	24	25	22
5	1510.0	1532.3	1501.4	1511.4	1528.9	1498.5	1508.1	1535.3	1503.9	31	21	26
6	1524.8	1513.9	1539.9	1522.2	1507.0	1543.3	1527.2	1520.4	1536.3	25	31	19
All Grades										196	191	177

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	16.22	32.26	29.17	21.62	12.90	35.42	40.54	45.16	18.75	21.62	9.68	48	37	31
1	3.85	6.90	5.71	46.15	34.48	22.86	30.77	51.72	45.71	19.23	6.90	25.71	26	29	35
2	9.09	19.23	3.85	36.36	34.62	38.46	45.45	34.62	53.85	9.09	11.54	3.85	22	26	26
3	5.00	18.18	5.56	25.00	31.82	38.89	45.00	31.82	33.33	25.00	18.18	22.22	20	22	18
4	12.50	8.00	9.09	50.00	40.00	40.91	37.50	28.00	22.73	0.00	24.00	27.27	24	25	22
5	9.68	19.05	3.85	38.71	52.38	30.77	29.03	28.57	50.00	22.58	0.00	15.38	31	21	26
6	24.00	6.45	15.79	40.00	45.16	57.89	16.00	32.26	26.32	20.00	16.13	0.00	25	31	19
All Grades	12.24	13.09	11.30	37.24	36.13	32.20	33.67	36.13	41.24	16.84	14.66	15.25	196	191	177

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.83	21.62	32.26	31.25	27.03	22.58	29.17	32.43	32.26	18.75	18.92	12.90	48	37	31
1	15.38	20.69	5.71	42.31	48.28	40.00	42.31	24.14	37.14	0.00	6.90	17.14	26	29	35
2	9.09	23.08	15.38	45.45	57.69	46.15	36.36	19.23	34.62	9.09	0.00	3.85	22	26	26
3	10.00	22.73	22.22	55.00	50.00	38.89	20.00	9.09	27.78	15.00	18.18	11.11	20	22	18
4	50.00	28.00	9.09	50.00	44.00	63.64	0.00	8.00	22.73	0.00	20.00	4.55	24	25	22
5	35.48	38.10	23.08	35.48	57.14	50.00	25.81	4.76	11.54	3.23	0.00	15.38	31	21	26
6	48.00	19.35	42.11	24.00	54.84	52.63	12.00	9.68	5.26	16.00	16.13	0.00	25	31	19
All Grades	27.04	24.08	20.34	38.78	47.12	43.50	24.49	16.75	25.99	9.69	12.04	10.17	196	191	177

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.43	5.41	16.13	11.43	27.03	19.35	60.00	45.95	58.06	17.14	21.62	6.45	35	37	31
1	13.64	3.45	2.86	22.73	24.14	31.43	13.64	34.48	25.71	50.00	37.93	40.00	22	29	35
2	6.45	15.38	0.00	41.94	34.62	38.46	41.94	26.92	26.92	9.68	23.08	34.62	31	26	26
3	7.69	4.55	0.00	23.08	31.82	27.78	38.46	50.00	38.89	30.77	13.64	33.33	39	22	18
4	3.45	4.00	4.55	20.69	24.00	18.18	51.72	28.00	36.36	24.14	44.00	40.91	29	25	22
5	3.70	4.76	0.00	25.93	42.86	15.38	55.56	47.62	46.15	14.81	4.76	38.46	27	21	26
6	8.00	3.23	0.00	36.00	19.35	31.58	28.00	48.39	57.89	28.00	29.03	10.53	25	31	19
All Grades	6.12	5.76	3.95	27.04	28.27	25.99	36.73	40.31	40.68	30.10	25.65	29.38	196	191	177

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.83	24.32	22.58	64.58	62.16	41.94	14.58	13.51	35.48	48	37	31
1	38.46	34.48	25.71	61.54	55.17	65.71	0.00	10.34	8.57	26	29	35
2	4.55	23.08	28.00	77.27	73.08	68.00	18.18	3.85	4.00	22	26	25
3	15.00	13.64	22.22	60.00	68.18	50.00	25.00	18.18	27.78	20	22	18
4	45.83	36.00	13.64	50.00	56.00	63.64	4.17	8.00	22.73	24	25	22
5	9.68	19.05	11.54	70.97	76.19	65.38	19.35	4.76	23.08	31	21	26
6	16.00	3.23	26.32	72.00	77.42	73.68	12.00	19.35	0.00	25	31	19
All Grades	21.43	21.99	21.59	65.31	66.49	60.80	13.27	11.52	17.61	196	191	176

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	18.92	29.03	56.25	51.35	64.52	27.08	29.73	6.45	48	37	31
1	7.69	17.24	5.71	80.77	75.86	62.86	11.54	6.90	31.43	26	29	35
2	40.91	50.00	11.54	45.45	46.15	88.46	13.64	3.85	0.00	22	26	26
3	10.00	40.91	50.00	70.00	40.91	50.00	20.00	18.18	0.00	20	22	18
4	50.00	36.00	31.82	50.00	44.00	54.55	0.00	20.00	13.64	24	25	22
5	58.06	76.19	65.38	35.48	23.81	23.08	6.45	0.00	11.54	31	21	26
6	56.00	48.39	89.47	32.00	41.94	10.53	12.00	9.68	0.00	25	31	19
All Grades	33.16	38.74	36.16	52.55	47.64	53.11	14.29	13.61	10.73	196	191	177

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.42	2.70	9.68	70.83	72.97	77.42	18.75	24.32	12.90	48	37	31
1	15.38	10.34	11.43	38.46	44.83	37.14	46.15	44.83	51.43	26	29	35
2	9.09	7.69	3.85	68.18	61.54	61.54	22.73	30.77	34.62	22	26	26
3	0.00	0.00	0.00	45.00	63.64	38.89	55.00	36.36	61.11	20	22	18
4	12.50	8.00	4.55	54.17	44.00	45.45	33.33	48.00	50.00	24	25	22
5	3.23	9.52	0.00	51.61	71.43	53.85	45.16	19.05	46.15	31	21	26
6	0.00	3.23	10.53	56.00	35.48	26.32	44.00	61.29	63.16	25	31	19
All Grades	7.65	5.76	6.21	56.63	56.02	50.28	35.71	38.22	43.50	196	191	177

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.08	35.14	38.71	50.00	40.54	51.61	22.92	24.32	9.68	48	37	31
1	7.69	6.90	0.00	73.08	82.76	82.35	19.23	10.34	17.65	26	29	34
2	22.73	26.92	8.00	68.18	61.54	72.00	9.09	11.54	20.00	22	26	25
3	5.00	22.73	11.11	90.00	72.73	77.78	5.00	4.55	11.11	20	22	18
4	29.17	12.00	13.64	62.50	56.00	54.55	8.33	32.00	31.82	24	25	22
5	12.90	23.81	3.85	58.06	76.19	69.23	29.03	0.00	26.92	31	21	26
6	48.00	29.03	36.84	32.00	54.84	63.16	20.00	16.13	0.00	25	31	19
All Grades	22.45	23.04	15.43	59.69	61.78	67.43	17.86	15.18	17.14	196	191	175

Conclusions based on this data:

1. In 24-25 11.3% of our students were a Level 4 overall on the ELPAC, which is an decrease of 1.79% from the 23-24 school year.

2. In 24-25 3.9% of our students were a Level 4 in the ELPAC Writing domain, which is a decrease of 1.86% from the 23-24 school year.
3. Overall. our English Learners are scoring the lowest on the writing domain of the summative ELPAC.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
932	85.1%	21.7%	0.6%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	202	21.7%
Foster Youth	6	0.6%
Homeless	2	0.2%
Socioeconomically Disadvantaged	793	85.1%
Students with Disabilities	150	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	65	7%
American Indian	0	0.0%
Asian	130	13.9%
Filipino	3	0.3%
Hispanic	655	70.3%
Two or More Races	10	1.1%
Pacific Islander	0	0.0%
White	51	5.5%

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 16.1% which is 150 students.
3. The largest student group we have is Socioeconomically Disadvantaged at 85.1%.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Math, ELA, and English Learner Progress are areas of concern for Berkshire.
- Our suspension rate for 2024-25 is in the Green category, which was maintained from the 23-24 school year.
- Our English Learner Progress is an elevated area of concern.

School and Student Performance Data

Academic Performance English Language Arts

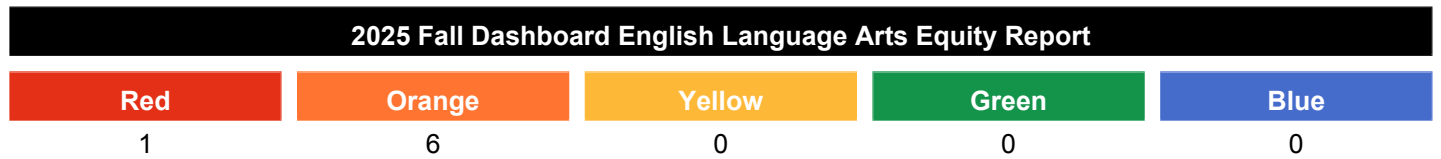
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 45.3 points below standard Declined 11.2 points 507 Students	English Learners  Orange 51.9 points below standard Maintained -1.5 points 121 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 50.8 points below standard Declined 14.2 points 448 Students

Students with Disabilities  Red 122.3 points below standard Maintained 1.5 points 81 Students	African American  Orange 68.5 points below standard Declined 20.3 points 39 Students	American Indian  No Performance Color 0 Students
Asian  Orange 9.6 points below standard Declined 14.1 points 56 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 50.5 points below standard Declined 9.1 points 364 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 34.5 points below standard Declined 16.8 points 34 Students

Conclusions based on this data:

1. We had a decrease in ELA performance for Socio-Economically Disadvantaged, African American, Asian, White, and Hispanic students.
2. We did not have an increase in ELA performance in any of our student groups.
3. Our Students with Disabilities maintained, however, they are still in red.

School and Student Performance Data

Academic Performance Mathematics

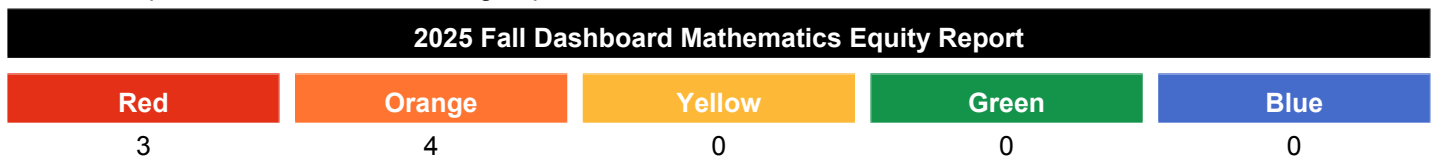
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 83.4 points below standard Declined 10.3 points 508 Students	English Learners Red 98.4 points below standard Declined 16.5 points 125 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Orange 88 points below standard Declined 11.2 points 449 Students

Students with Disabilities  Red 147 points below standard Maintained -2.4 points 81 Students	African American  Red 105.6 points below standard Declined 13.6 points 38 Students	American Indian  No Performance Color 0 Students
Asian  Orange 53.8 points below standard Declined 21.2 points 59 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 87.6 points below standard Declined 7.4 points 363 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 78.1 points below standard Declined 20 points 34 Students

Conclusions based on this data:

1. The "All Students" group is performing in the Orange on CAASPP Math.
2. Our Students with Disabilities are performing significantly lower than all other sub-groups with 147 points below the standard.
3. All groups declined except for Students with Disabilities.

School and Student Performance Data

Academic Performance Science

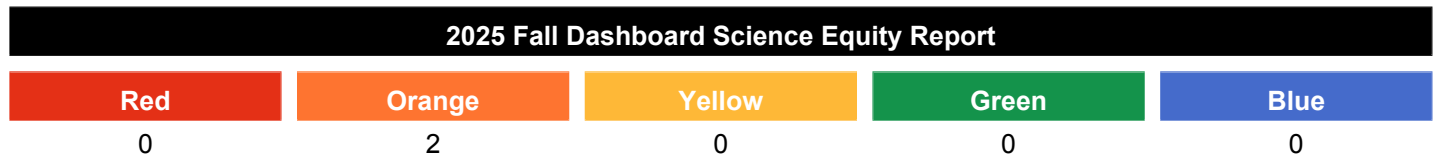
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 40.8 science points Declined 5 points 135 Students	English Learners  No Performance Color 38.6 science points Declined 8 points 35 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 39.7 science points Declined 4.1 points 118 Students

Students with Disabilities  No Performance Color 26.5 science points Declined 3.6 points 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 48.4 science points Declined 7.5 points 16 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 40.3 science points Declined 4.3 points 95 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 38.5 science points 13 Students

Conclusions based on this data:

1. All student groups declined in Science.
2. Our English Learners had the largest point decline at 8 points.
3. Overall, the All Students group is Orange on the dashboard.

School and Student Performance Data

Academic Performance English Learner Progress

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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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
31.3 making progress.	making progress.
Number Students: 134 Students	Number Students: 4 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.1%	39.6%	0%	31.3%

Conclusions based on this data:

- 31.3% of English Learners have progressed at least one indicator level.
- 29.1% of English Learners have decreased one indicator level, which is down approximately 1% from last year.
- 39.6% 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

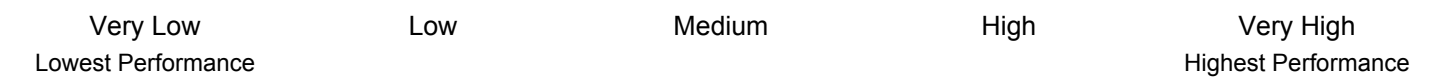
Academic Performance College/Career Report

The 2025 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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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 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.

2025 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 2025 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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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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

19.4% Chronically Absent

Declined 3.7

979 Students

English Learners



Orange

16.7% Chronically Absent

Maintained -0.2

216 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

7 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Socioeconomically Disadvantaged



Yellow

20.1% Chronically Absent

Declined 4

851 Students

Students with Disabilities  Yellow 22.2% Chronically Absent Declined 4.7 171 Students	African American  Orange 20.3% Chronically Absent Declined 3.2 69 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 14.1% Chronically Absent Declined 4 142 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 19.3% Chronically Absent Declined 3.9 678 Students
Two or More Races  No Performance Color 32.3% Chronically Absent Declined 6.2 31 Students	Pacific Islander  No Performance Color 0 Students	White  Red 26.8% Chronically Absent Maintained -0.3 56 Students

Conclusions based on this data:

1. On the 2025 California Dashboard, 19.4% of all students were Chronically Absent, which is down 3.7% from 2023-2024.
2. On the 2025 California Dashboard, 22.2% of our Students with Disabilities were Chronically Absent. That is an improvement of 4.7% from the previous school year.
3. On the 2025 California Dashboard, 20.1% of our Socioeconomically Students were Chronically Absent. This is an improvement of 4% from the 2023-2024 School Year.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 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

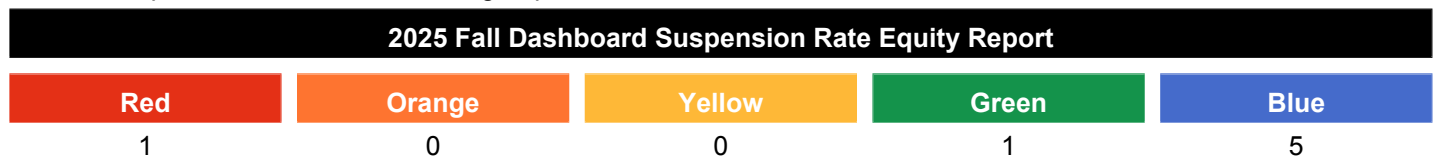
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.1% suspended at least one day Declined 1.3% 1014 Students	English Learners  Blue 0.4% suspended at least one day Declined 3.5% 226 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Blue 0.8% suspended at least one day Declined 1.8% 881 Students

Students with Disabilities  Green 1.1% suspended at least one day Declined 4.4% 176 Students	African American  Red 6.9% suspended at least one day Increased 2.9% 72 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 145 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Blue 0.7% suspended at least one day Declined 2.1% 705 Students
Two or More Races  No Performance Color 3.2% suspended at least one day Increased 3.2% 31 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Declined 1.6% 58 Students

Conclusions based on this data:

1. On the 2024 California Dashboard, our African American student group is in the red category.
2. On the 2025 California Dashboard all groups maintained or decreased except for Two or More races, which increased by 3.2%, and African American which increased by 2.9%.
3. Overall on the 2025 California Dashboard 1.1% of our students were suspended which is a 1.3% 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

- By the end of the year, Berkshire Elementary will improve achievement in English Language Arts for all students.
- By May 2027, all students will increase 5 points (5%) on the ELA portion of the CA Dashboard.
- By May 2027, English learners will increase 6 points (5%) on the ELA portion of the CA Dashboard.
- By May 2027, Students with Disabilities will increase 6 points (5%) on the ELA portion of the CA Dashboard.
- By May 2027, English learners will increase to 36% “making progress towards English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the CA Dashboard.

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)
 - SPSA Annual Programmatic (Teacher),
 - SWIFT FIA (Completed by our ILT and Climate and Culture)
 - DIBELS 8
 - STAR
 - Phonics Screener Inventories
 - Phonological Awareness Screener Inventories
 - 2025-2026 CAASPP data.

- Chat a Latte Meeting Feedback
- School Site Council Feedback
- ELAC Feedback
- KernKids.org

According to the 2024–2025 CAASPP ELA data, 65.92% of students did not meet standard in English Language Arts. Disaggregated data highlights significant performance gaps among student groups: 87% of Students with Disabilities (SWD), 70% of Economically Disadvantaged students, 93% of English Learners, and 100% of Homeless students did not meet standard. These outcomes indicate a critical need for targeted instructional improvements and systemic support.

Students with Disabilities continue to underperform in both ELA and mathematics. Although staff have received professional development in Kagan Cooperative Structures and student engagement has improved, implementation remains at a developing level. Instructional planning and delivery are inconsistent and do not consistently reflect rigorous standards, differentiation, or the components of Direct Interactive Instruction (DII). Additionally, IEP goals are not consistently aligned with CAASPP expectations, and limited collaboration between general education and special education staff results in inconsistent instructional support for SWD.

Berkshire’s Comprehensive Needs Assessment further identified a need to strengthen student engagement, collaboration, and foundational reading skills across all student groups. Staff also indicated a need for deeper understanding and more consistent implementation of the Benchmark Advance core ELA curriculum. Tier 1 instruction remains inconsistent, largely due to limited systematic use of student data to inform instructional decisions.

California Dashboard data further indicates that English Learners are not being adequately supported, as they continue to perform below standard in both ELA and mathematics. This underscores the need to strengthen oral language development and increase structured opportunities for collaboration and academic discourse across all content areas throughout the school day.

In response to these findings, the school will continue to utilize committees, surveys, assessments, and the Comprehensive Needs Assessment process to monitor progress and evaluate the effectiveness of the 2026–2027 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.

65.92% of students have not met standard in English Language Arts according to our 2024-2025 CAASPP ELA data. This indicates a need for stronger ELA instruction across all tiers. Within these results, the following is also indicated:

As per the 2024-2025 CAASPP ELA data, 87% of Students with Disabilities (SWD) did not meet standard. This indicates a need for stronger ELA instruction across all tiers for SWD. Additionally, IEP goals should align with grade-level standards.

As per the 2024-2025 CAASPP ELA data, 70% of Economically Disadvantaged Students did not meet standard. This indicates a need for stronger ELA instruction across all tiers.

As per the 2024-2025 CAASPP ELA data, 93% of English Learners did not meet standard. This indicates a need for stronger ELA instruction across all tiers and intentional planning/instruction around integrated ELD.

As per the 2024-2025 CAASPP ELA data, 100% of our Homeless Students did not meet standard. This indicates a need for stronger ELA instruction across all tiers.

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
CAASPP ELA: Overall	In May 2025, all students were 45.3 points Below Standard	By May 2027, all students will increase 5 points on the ELA portion of the CA Dashboard.
CAASPP ELA: English learners	In May 2025, English learners were 51.9 points Below Standard	By May 2027, English learners will increase 6 points on the ELA portion of the CA Dashboard.
CAASPP ELA: Students with Disabilities	In May 2025, Students with Disabilities were 122.3 points Below Standard	By May 2027, Students with Disabilities will increase 7 points on the ELA portion of the CA Dashboard.
English Learner Progress Indicator (ELPI)	In May 2025, 31.3% of English learners were making progress	By May 2027, English learners will increase to 36% “making progress towards English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the CA Dashboard
Star Reading (State Benchmark): Overall	2025-2026 BOY Screener Baseline: 57.9% SGP 2025-2026 MOY Screener Baseline: 63.4% SGP	By May 2027, 68.4% all students will have an SGP of 35 or higher on EOY Star Reading.
Star Reading (State Benchmark): English learners	2025-2026 BOY Screener Baseline: 54.0% SGP	By May 2027, 62.6% of all English learners will have an SGP of 35 or higher on EOY Star Reading.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2025-2026 MOY Screener Baseline: 57.6% SGP	
Star Reading (State Benchmark): Students with Disabilities	2025-2026 BOY Screener Baseline: 40.2% SGP 2025-2026 MOY Screener Baseline: 39.0% SGP	By May 2027, 44% all Students with Disabilities will have an SGP of 35 or higher on EOY Star EOY Star Reading.
m-CLASS DIBELS: Kindergarten - 2nd Grade	2025-2026 BOY Screener Baseline: 35% 2025-2026 MOY Screener Baseline: 41%	By May 2027, all Kindergarten - 2nd Grade students will have a 5% increase on EOY m-CLASS DIBELS

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
- All students (1st-6th) will participate in a schoolwide Accelerated Reader program to encourage independent reading

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.

-Teachers will work with Solution Tree to refine PLC practices in order to improve Tier I instruction.

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 (2025-2026) 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.

0	Title I, Part A 4200-00: Books - Other Than Textbooks		January 2027
30000	Title I, Part A 4300-00: Materials & Supplies <\$1500	95% Group Materials	January 2027
30000	LREBG 5800-00: Consultants/Professional Services	95% Group Professional Learning, Kagan Professional Learning, Write From the Beginning Professional Learning, Solution Tree Professional Learning	May 2027
12263.25	LREBG 1100-01: Certificated Teachers - Subs	Professional learning release time	May 2027

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 and/or Professional Development 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	Professional Development for Designated and/or Integrated ELD	May 2027
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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 the Instructional Intervention Teacher and/or 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.

30000	Title I, Part A 4300-00: Materials & Supplies <\$1500	Materials for reading intervention, writing toolkits, 95% PLL 2.0	January 2027
0000	Title I, Part A 5800-00: Consultants/Professional Services/Licensing	95% Literacy Intervention System (LIS), 95% PLL 2.0 Digital Component	May 2027

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

Tier III Reading 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	Title I, Part A 5800-00: Consultants/Professional Services	95% Literacy Intervention System, 95% license for Tier II (RAP), 95% Training Videos	January 2027
0000			January 2027

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

- By the end of the year, Berkshire Elementary will improve achievement in math for all students.
- By May 2027, all students will increase 5 points (6%) on the math portion of the CA Dashboard.
- By May 2027, English learners will increase 5 points (5%) on the math portion of the CA Dashboard.
- In May 2027, Students with Disabilities will increase to 7 points (5%) on the Math portion of the CA Dashboard.
- In May 2027, African American students will increase to 5 points (5%) on the Math portion of the CA Dashboard.

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)
 - SPSA Annual Programmatic (Teacher),
 - SWIFT FIA (Completed by our ILT and Climate and Culture)
 - STAR
 - 2025-2026 CAASPP data.
 - Chat a Latte Meeting Feedback
 - School Site Council Feedback
 - ELAC Feedback
 - KernKids.org

We will continue to use the committees, surveys, assessments, and Needs Assessments to evaluate the effectiveness of our 2026-2027 SPSA goals.

Students with Disabilities (SWD) continue to not meet standards in ELA and mathematics, as reflected in 2024–2025 CAASPP data. While staff received professional development in Kagan Cooperative Structures and engagement has improved, implementation remains at the developing stage. Instructional planning and delivery are inconsistent and do not consistently reflect rigorous standards, differentiation, or the components of Direct Interactive Instruction (DII). IEP goals are not consistently aligned to CAASPP expectations, and limited collaboration between general and special education staff leads to inconsistent instructional support for SWD.

The California Dashboard data indicates that we are not meeting the needs of our English Learners and African American subgroup, who are scoring lower in 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. Assessment data is not consistently used to identify specific skill gaps and adjust instruction in real time.

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.

81% of students in grades 3-6 have not met standard in Math according to our 2024-2025 CAASPP Math data. This indicates a need for stronger Math instruction across all tiers. Within these results, the following is also indicated:

As per the 2024-2025 CAASPP Math data, 91% of Students with Disabilities (SWD) did not meet standard. This indicates a need for stronger Math instruction across all tiers for SWD. Additionally, IEP goals should align with grade-level standards.

As per the 2024-2025 CAASPP Math data, 82% of Economically Disadvantaged Students did not meet standard. This indicates a need for stronger Math instruction across all tiers.

As per the 2024-2025 CAASPP Math data, 94% of English Learners did not meet standard. This indicates a need for stronger Math instruction across all tiers and intentional planning/instruction around integrated ELD.

As per the 2024-2025 CAASPP Math data, 100% of our Homeless Students did not meet standard. This indicates a need for stronger Math instruction across all tiers.

As per the 2024-2025 CAASPP Math data, 100% of our Foster Students did not meet standard. This indicates a need for stronger Math instruction across all tiers.

As per the 2024-2025 CAASPP Math data, 86% of our African American Students did not meet standard. This indicates a need for stronger Math instruction across all tiers.

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
CAASPP Math: Overall	In May 2025, all students were 83.4 points Below Standard	By May 2027, all students will increase 5 points (6%) on the math portion of the CA Dashboard.
CAASPP Math: English learners	In May 2025, English learners were 98.4 points Below Standard	By May 2027, English learners will increase 5 points (5%) on the math portion of the CA Dashboard.
CAASPP Math: Students with Disabilities	In May 2025, Students with Disabilities were 147 points Below Standard	In May 2027, Students with Disabilities will increase to 7 points (5%) on the Math portion of the CA Dashboard.
CAASPP Math: African American	In May 2025, African American students were 105.6 points Below Standard	In May 2027, African American students will increase to 5 points (5%) on the Math portion of the CA Dashboard.
Star Math (State Benchmark): Overall	2025-2026 BOY Screener SGP Baseline: 51.6% 2025-2026 MOY Screener SGP Baseline: 55.0%	By May 2027, 60% all students will have an SGP of 35 or higher on EOY Star Math
Star Math (State Benchmark): English learners	2025-2026 BOY Screener SGP Baseline: 46.4% 2025-2026 MOY Screener SGP Baseline: 47.3%	By May 2027, 52.3% of English learners will have an SGP of 35 or higher on EOY Star Math
Star Math (State Benchmark): Students with Disabilities	2025-2026 BOY Screener SGP Baseline: 40.0% 2025-2026 MOY Screener SGP Baseline: 37.0%	By May 2027, 42% of Students with Disabilities will have an SGP of 35 or higher on EOY Star Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math (State Benchmark): African American	2025-2026 BOY Screener SGP Baseline:50.0% 2025-2026 MOY Screener SGP Baseline: 50.0%	By May 2027, 55% African American students will have an SGP of 35 or higher on EOY Star Math

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, African American, Homeless, Foster, 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 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 for all students.
- Implementation of an universal math screener to identify students instructional needs

-All students will participate in a schoolwide basic math fact program in order to track, teach, and progress monitor growth for grade level foundational math skills

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 District-adopted curriculum, strong Tier 1 and Tier II math instruction, and Touch Math.
- Teachers will receive Professional Learning through Solution Tree to refine Tier I instructional practices.

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.
- District-adopted curriculum will support vocabulary instruction in K-6th grade classrooms.

Math Intervention Teacher; if funds become available.

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.

12263.25	LREBG 1100-01: Certificated Teachers - Subs	Data cycles release time, professional development	May 2027
0000	Title I, Part A 4300-00: Materials & Supplies <\$1500	Math manipulatives	January 2027
0000	Title I, Part A 4200-00: Books - Other Than Textbooks	Professional books on mathematical instruction and best practices	January 2027
36791.92	LREBG 1100-02: Certificated Teachers - Extra Duty	Math Professional Development	September 2027
15000	LREBG 5800-00: Consultants/Professional Services	Math Professional Development Consultant	May 2027
7591.74	Title I, Part A	After school parent sessions and tutoring	May 2027

	1100-02: Certificated Teachers - Extra Duty		
6720	LREBG 5800-00: Consultants/Professional Services	Adaptive Learning Programs	September 2027

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 curriculum.
- An additional language objective will be created based on the California ELD standards.

Teachers may use Next Gen Math to:

- Differentiate and build small group lessons based on District-adopted curriculum and grade level common core standards
- 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 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: Materials & Supplies <\$1500	Including but not limited to sentence strips, student whiteboards, whiteboard pens, chart paper, and pocket charts.	January 2027
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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, African American, Homeless, Foster, and SED sub-groups.

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

Targeted Instruction for Students Not Making Adequate Growth in Tier I and/or Tier 2:

- Students will receive more targeted instruction through small group instruction from classroom teachers.
- Instruction will utilize a systematic approach to math, including Touch Math, District-adopted curriculum, 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.

-Students will participate in math intervention through Do the Math if needed

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: Materials & Supplies <\$1500	including but not limited to whiteboards, whiteboard markers, math manipulatives, Touch Math products, chart papers	January 2027
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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

By the end of the year, Berkshire Elementary will improve achievement in science for all students.

In May 2027, 5th grade students will increase by 2.5 science points.

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)
 - SPSA Annual Programmatic (Teacher),
 - SWIFT FIA (Completed by our ILT and Climate and Culture)
 - 2025-2026 CAASPP data.
 - Chat a Latte Meeting Feedback
 - School Site Council Feedback
 - ELAC Feedback
 - KernKids.org
- Summative ELPAC
- We will continue to use the committees, surveys, assessments, and Needs Assessments to evaluate the effectiveness of our 2026-2027 SPSA goals.
- SED students make up 86.7% of our student population. Students with Disabilities (SWD) continue to not meet standards in ELA and mathematics, as reflected in 2024–2025 CAASPP data. While staff received professional development in Kagan Cooperative Structures and engagement has improved, implementation remains at the developing stage. Instructional planning and delivery are

inconsistent and do not consistently reflect rigorous standards, differentiation, or the components of Direct Interactive Instruction (DII). IEP goals are not consistently aligned to CAASPP expectations, and limited collaboration between general and special education staff leads to inconsistent instructional support for SWD.

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 the 2024–2025 CAASPP ELA data, 65.92% of students did not meet standard in English Language Arts. Disaggregated data highlights significant performance gaps among student groups: 87% of Students with Disabilities (SWD), 70% of Economically Disadvantaged students, 93% of English Learners, and 100% of Homeless students did not meet standard. These outcomes indicate a critical need for targeted instructional improvements and systemic support.

Students with Disabilities continue to underperform in both ELA and mathematics. Although staff have received professional development in Kagan Cooperative Structures and student engagement has improved, implementation remains at a developing level. Instructional planning and delivery are inconsistent and do not consistently reflect rigorous standards, differentiation, or the components of Direct Interactive Instruction (DII). Additionally, IEP goals are not consistently aligned with CAASPP expectations, and limited collaboration between general education and special education staff results in inconsistent instructional support for SWD.

Berkshire’s Comprehensive Needs Assessment further identified a need to strengthen student engagement, collaboration, and foundational reading skills across all student groups. Staff also indicated a need for deeper understanding and more consistent implementation of the ELA, Science and Social Studies curriculum. Tier 1 instruction remains inconsistent, largely due to limited systematic use of student data to inform instructional decisions.

California Dashboard data further indicates that English Learners are not being adequately supported, as they continue to perform below standard in ELA This underscores the need to strengthen oral language development and increase structured opportunities for collaboration and academic discourse across all content areas throughout the school day.

In response to these findings, the school will continue to utilize committees, surveys, assessments, and the Comprehensive Needs Assessment process to monitor progress and evaluate the effectiveness of the 2026–2027 SPSA goals.

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
5th Grade CAST: All Students	In May 2025, 5th grade students scored 40.8 science points	In May 2027, 5th grade students will increase by 2.5 science points

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 I - Technology <\$1500	Including but not limited to headphones, mice, printers, monitors, radios, ipads, laptops, Chromeboxes, and Chromebooks as funds become available	January 2027
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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 Tier II and/or Tier III SEL curriculum

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.

	Title I, Part A 5800-89: Software	Tier II SEL curriculum, Tier III SEL curriculum, Reflex Math, Frax, Rosetta Stone English, Lexia English, Mystery Science, PBIS Rewards, 95% Training Videos, and Suite360	January 2027
	Title I, Part A 5800-89: Software	Do the Math	January 2027
	Title I, Part A 5800-89: Software	Math Universal Screener	March 2027

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.

0	Title I, Part A 242400-420000: Library: books, supplies & equipment	Library books (as funds become available)	January 2027
0000	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Staffing for extended hours (as funds become available)	May 2027
0000	LCFF- Base 4300-00: Materials & Supplies <\$1500	Paper and ink for fliers (as funds become available)	January 2027
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	May 2027
0000	Title I, Part A 4300-00: Materials & Supplies <\$1500	STEMTaught boxes, STEAM products, journals, various supplies for science (as funds become available)	January 2027

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.
- Teachers will hold Transitional Meetings for parents at the end of the school year

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 2026
0000	Title I, Part A 1900-01: Other Certificated - Subs	Kindergarten Assessments (as funds become available)	August 2026
0000	Title I, Part A 4300-00: Materials & Supplies <\$1500	Instructional Backpacks: Including but not limited to: Crayons, scissors, paper, glue, instructional books, reading books, journals, and math manipulatives (as funds become available).	May 2027

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: Materials & Supplies <\$1500	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 2027
0000	LCFF- Base 4300-00: Supplies & Materials	Academic Incentives and Awards (as funds become available)	January 2027
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 2027

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: Materials & Supplies <\$1500	Including but not limited to: binders, planners, Post-its, and pencil pouches.	January 2027
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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.	May 2027
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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

By the end of the year, Berkshire Elementary will reduce chronic absenteeism for all students.

By May 2027, the chronic absenteeism rates for all students will decrease by 5%.

By May 2027, the chronic absenteeism rates for White students will decrease by 5%.

By May 2027, the suspension rates for all students will remain at 1.1% (or less).

By May 2027, the suspension rate for African American students will decrease by 5%.

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)
- SPSA Annual Programmatic (Teacher),
- SWIFT FIA (Completed by our ILT and Climate and Culture)
- STAR
- 2025-2026 CAASPP data.
- Chat a Latte Meeting Feedback
- School Site Council Feedback
- ELAC Feedback
- KernKids.org

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 2024-2025 school year, our White students subgroup was high in chronic absenteeism (26.8%), and was identified as a focus for our school site. Current data from the California Dashboard revealed that attendance for our Students With Disabilities (SWD) has shown that we decreased in our chronic absenteeism (26.9% to 22.2%). 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.

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.

In the 2024-2025 school year, our suspension rates for our African American students increased from 4.1% to 6.9%, per the California Dashboard. The Students with Disabilities group decreased significantly from 5.5% to 1.1%. The increase in suspension rates for our African American students highlights the need for continued impementation of restorative practices and tiered social emotional learning.

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
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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Chronic Absenteeism: All Students	19.4% of all students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rates for all students will decrease by 5%.
CA Dashboard Chronic Absenteeism: White	26.8% of White students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rates for White students will decrease by 5%.
CA Dashboard Suspension: All Students	1.1% of all students were suspended in 2024-2025.	By May 2027, the suspension rates for all students will remain at 1.1% (or less).
CA Dashboard Suspension: African American	6.9% of African American students were suspended in 2024-2025.	By May 2027, the suspension rate for African American students will decrease by 5%.

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, White, African American, 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

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 and SEL
- 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 SEL curriculums (Tier I, Tier II, and Tier III), 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 SEL curriculums (Tier I, Tier II, and Tier III)
- 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: Materials & Supplies <\$1500	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 2027
	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Time card extra duty (as funds become available)	May 2027
	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Time card extra duty	May 2027
	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)	May 2027
	Title I, Part A 1100-01: Certificated Teachers - Subs	Certificated subs for the Climate and Culture Team (as funds become available)	May 2027
	Title I, Part A 4200-00: Books - Other Than Textbooks	Books that support social emotional learning (as funds become available)	January 2027

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, African American, 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 bi-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
- SEL 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: Materials & Supplies <\$1500	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,	January 2027
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		technology such as iPads with calming apps, interactive digital board, and supplemental materials (as funds become available)	
	LCFF- Base 4400-00: Non-capitalized Equipment	iPads and additional technology (as funds become available)	January 2027

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

Community Schools

-Will provide academic support through during and after school tutoring provided by teachers or Sylvan Learning. Additionally, Berkshire will partner with a science/STEM consultant to strengthen science/STEM's curricular support and development.
-Will develop parent, staff, and community engagement by offering parent and staff educational opportunities through the use of PIQE and community resource fairs in Berkshire's newly developed community center.
-Will develop the leadership capacity of students through the implementation of a leadership based program (e.g. Leader in Me, Future Leaders of America).

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) and Local Control Accountability Plan (parent and staff).

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

- Title 1 Needs Assessment Surveys (Staff, Community, and Teacher)
- SPSA Annual Programmatic (Teacher),
- SWIFT FIA (Completed by our ILT and Climate and Culture)
- Chat a Latte Meeting Feedback
- School Site Council Feedback

- ELAC Feedback

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 146 responses, 13% of our families do not feel that their student's teacher communicates frequently enough with them, 15% feel that they aren't offered training so that they may assist with home learning activities, and 15% do not feel like they are informed of the academic progress of their student.

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	87% 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	88% 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	90% 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	83% 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	85% 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	90% 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	83% 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Berkshire Needs Assessment Survey	80% of our families feel the school offers training so they may assist with home learning activities.	100% 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
- Title 1 Informational/Training Nights
- Title 1 Family Nights/Days:
- Family Engagement Nights: ex. STEM Taught Night, Literacy Night, Math Night
- Parent-Teacher Conferences two times a year. (End of first quarter, beginning of third quarter)
- Student Success Team (SST) meetings
- Parent Club events (Fall Festival, Dances, Family Picnic)
- School Site Council Meetings will be held at least six times yearly.

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 Parent Engagement	Interpreters for Title 1 events.	May 2027
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	2900-02: Other Classified - Extra Duty/Overtime		
0000	Title I, Part A Parent Engagement 1100-02: Certificated Teachers - Extra Duty	Time carding for teachers (as funds become available)	May 2027
0000	LCFF- Base 1100-01: Certificated Teachers - Subs	Substitutes for SSTs (as funds become available)	May 2027
0	Title I, Part A Parent Engagement 4300-00: Materials & Supplies <\$1500	Materials and supplies for scheduled family activities including but limited to: STEM kits, math manipulatives, and books (as funds become available)	March 2027
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	May 2027
0	Title I, Part A Parent Engagement 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Print materials to promote and engage our educational partners.	May 2027
3501	Title I, Part A Parent Engagement 5800-00: Consultants/Professional Services	Family Engagement Nights: STEM Taught Night, Literacy Night, Math Night, Art Night	May 2027

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.
- 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)	May 2027
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)	May 2027
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 2027

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: Materials & Supplies <\$1500	Family resources, hub supplies (coffee maker, coffee, napkins, paper, etc), furnishings (as funds become available)	March 2027
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 2027
0000	Title I, Part A Parent Engagement	Time carding (as funds become available)	May 2027

	1100-02: Certificated Teachers - Extra Duty		
0000	Title I, Part A Parent Engagement 2200-02: Classified Support - Extra Duty/Overtime	Time carding, interpreters (as funds become available)	May 2027

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
- Students' BOY and MOY ELA and Math STAR scores
- 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.

According to the 2024–2025 CAASPP ELA data, 65.92% of students did not meet standard in English Language Arts. Disaggregated data highlights significant performance gaps among student groups: 87% of Students with Disabilities (SWD), 70% of Economically Disadvantaged students, 93% of English Learners, and 100% of Homeless students did not meet standard. These outcomes indicate a critical need for targeted instructional improvements and systemic support.

Students with Disabilities continue to underperform in both ELA and mathematics. Although staff have received professional development in Kagan Cooperative Structures and student engagement has improved, implementation remains at a developing level. Instructional planning and delivery are inconsistent and do not consistently reflect rigorous standards, differentiation, or the components of Direct Interactive Instruction (DII). Additionally, IEP goals are not consistently aligned with CAASPP expectations, and limited collaboration between general education and special education staff results in inconsistent instructional support for SWD.

Berkshire’s Comprehensive Needs Assessment further identified a need to strengthen student engagement, collaboration, and foundational reading skills across all student groups. Staff also indicated a need for deeper understanding and more consistent implementation of the Benchmark Advance core ELA curriculum. Tier 1 instruction remains inconsistent, largely due to limited systematic use of student data to inform instructional decisions.

California Dashboard data further indicates that English Learners are not being adequately supported, as they continue to perform below standard in both ELA and mathematics. This underscores the need to strengthen oral language development and increase structured opportunities for collaboration and academic discourse across all content areas throughout the school day.

In response to these findings, the school will continue to utilize committees, surveys, assessments, and the Comprehensive Needs Assessment process to monitor progress and evaluate the effectiveness of the 2026–2027 SPSA goals.

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, and , ,	92% of teaching staff	100% of teaching staff
Number of Staff fully trained and implementing: Write From the Beginning	92% of teaching staff	100% of teaching staff
Number of Staff fully trained and implementing: Number Talks	100% of teaching staff	100% of teaching staff

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Staff fully trained and implementing: Small group Instruction	100% of teaching staff	100% of teaching staff
Number of Staff fully trained and implementing: Social-Emotional and Academic Learning	100% of teaching staff	100% of teaching staff
Number of Staff fully trained and implementing: Benchmark Advance	39% of teaching staff	100% of teaching staff
Number of Staff fully trained and implementing: District-adopted math curriculum	0% of teaching staff	100% of teaching staff
Number of Staff fully trained and implementing: 95% Group,	100% of teaching staff	100% of teaching staff
Number of Staff fully trained and implementing: Suite 360	100% of teaching staff	100% of teaching staff
Number of Staff fully trained and implementing: Solution Tree	100% of teaching staff	100% of teaching staff
Number of Staff fully trained and implementing: Do the Math	0% of teaching staff	100% of teaching staff

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)	May 2027
0	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.	May 2027

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.
- District-adopted math curriculum: Builds teacher capacity for effectively using the District-adopted math curriculum
- Do the Math
- Touch Math

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.

0	Title I, Part A 5800-00: Consultants/Professional Services/Licensing	Consultants in various curriculum and instructional strategies	May 2027
0	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)	May 2027
0000	Title I, Part A 2100-01: Instructional Aide - Subs	Substitutes for release time for professional development (as funds become available)	May 2027
0	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)	May 2027
0000	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Time carding for professional development (as funds become available)	May 2027

0	Title I, Part A 5200-00: Travel & Conference	Conferences and professional development (as funds become available)	May 2027
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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	1.00	Elementary Principal	173050.00	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors			
1	1.000	Elementary Assistant Principal	127800.00	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 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	* Facilitate a safe environment for students and staff. * Support a professional learning community which demonstrates a united 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	.5	Academic Coach	57625.00	LCFF- District	1100-00: Certificated Teachers - Salary			
1	.5	Academic Coach	57625.00	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 of effective instruction and intervention. * Provide training for new teachers and support services for teachers

							participating in District Induction programs. * Provide instruction in reading or math to individuals or small groups of students. * Assist in the implementation and monitoring of categorical programs at the school site. * Coordinate parent education activities that directly relate to student performance. * Maintain and monitor time schedules and documentation of provided services. * Attend meetings and trainings and keep current with applicable state guidelines.
1	1.000	Academic Coach	121250.00	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.	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 of effective instruction and intervention. * Provide training for new teachers and support services for teachers participating in District Induction programs. * Provide instruction in reading or math to individuals or small groups of students. * Assist in the implementation and monitoring of categorical programs at the school site. * Coordinate parent education activities that directly relate to student performance. * Maintain and monitor time schedules and documentation of provided services. * Attend meetings and trainings and keep current with applicable state guidelines.
1	.8	Instruction Intervention Teacher	79400.00	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

								instruction based on assessments and the academic needs of the students. * As part of the school intervention team assesses students provides intervention monitors progress, analyze data, and keeps accurate records. * Helps children develop a motivation and appropriate behavior for learning and success. * Prepares appropriate materials and instructional resources for individualized and group instruction. * Demonstrates teaching methods and techniques, serving as a resource to the site staff. * Disseminates current reading and/or math research relevant to the goals of the school and program. * Participates in the school Professional Learning Community. * Confers with children, 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	60600.00	Title I, Part A	3000-00: Employee Benefits			

		Benefits - District	176600.00	LCFF- District	3000-00: Employee Benefits			
		Benefits - Variable	1693.67	Title I, Part A	3100-00: Substitute/E xtra Duty Benefits (variable)			
		Benefits - LREBG	13681.58	LREBG	3100-00: Substitute/E xtra Duty Benefits (variable)		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 instruction based on assessments and the academic needs of the students. * As part of the school intervention team assesses students provides intervention monitors progress, analyze data, and keeps accurate records. * Helps children develop a motivation and appropriate behavior for learning and success. * Prepares appropriate materials and instructional resources for individualized and group instruction. * Demonstrates teaching methods and techniques,

								serving as a resource to the site staff. * Disseminates current reading and/or math research relevant to the goals of the school and program. * Participates in the school Professional Learning Community. * Confers with children, parents, teachers, and specialized personnel as needed. * Participates in District, county and state meetings and training as directed by the site administration.
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Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
(LCFF) – District Local Control Funding Formula (LCFF)		\$
(LCFF) – School Site Local Control Funding Formula (LCFF)		\$
LCFF - S&C		\$
X	LREBG	\$126720.00
	Equity Multiplier	\$
Total amount of <u>state</u> categorical funds allocated to this school		\$126,720

Federal Programs under the Elementary and Secondary Education Action (ESEA)		Allocation
X	Title I, Part A: To improve basic programs operated by the District Schoolwide Program (Does not consolidate funds as part of an operating SWP)	\$266910.41
X	Title I, Part A: Parent Involvement	\$3501.00
	ESSA Comprehensive Support & Improvement (CSI)	\$
	Other:	\$
Total amount of <u>federal</u> categorical funds allocated to this school		\$270,411.41

Total amount of <u>state and federal</u> categorical funds allocated to this school		\$397,131.41
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Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF- District		
LCFF- Base		
Title I, Part A	266910.41	0.00
Title I, Part A Parent Engagement	3501.00	0.00
LREBG	126720.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF- Base	0.00
LCFF- District	656,325.00
LREBG	126,720.00
Title I, Part A	266,910.41
Title I, Part A Parent Engagement	3,501.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1100-00: Certificated Teachers - Salary	315,900.00
1100-01: Certificated Teachers - Subs	24,526.50
1100-02: Certificated Teachers - Extra Duty	44,383.66
1300-00: Administrator's salaries, Certificated Supervisors	300,850.00
1900-01: Other Certificated - Subs	0.00
2100-01: Instructional Aide - Subs	0.00
2200-02: Classified Support - Extra Duty/Overtime	0.00
242400-420000: Library: books, supplies & equipment	0.00
2900-02: Other Classified - Extra Duty/Overtime	0.00
3000-00: Employee Benefits	237,200.00
3100-00: Substitute/Extra Duty Benefits (variable)	15,375.25
4200-00: Books - Other Than Textbooks	0.00
4300-00: Materials & Supplies <\$1500	60,000.00
4300-00: Supplies & Materials	0.00
4300-74: Title I - Technology <\$1500	0.00
5200-00: Travel & Conference	0.00
5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	0.00
5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	0.00
5800-00: Consultants/Professional Services	55,221.00
5800-00: Consultants/Professional Services/Licensing	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1100-01: Certificated Teachers - Subs	LCFF- Base	0.00
2200-02: Classified Support - Extra Duty/Overtime	LCFF- Base	0.00
4300-00: Materials & Supplies <\$1500	LCFF- Base	0.00
4300-00: Supplies & Materials	LCFF- Base	0.00
1100-00: Certificated Teachers - Salary	LCFF- District	178,875.00
1300-00: Administrator's salaries, Certificated Supervisors	LCFF- District	300,850.00
3000-00: Employee Benefits	LCFF- District	176,600.00
1100-01: Certificated Teachers - Subs	LREBG	24,526.50
1100-02: Certificated Teachers - Extra Duty	LREBG	36,791.92
3100-00: Substitute/Extra Duty Benefits (variable)	LREBG	13,681.58
5800-00: Consultants/Professional Services	LREBG	51,720.00
1100-00: Certificated Teachers - Salary	Title I, Part A	137,025.00
1100-01: Certificated Teachers - Subs	Title I, Part A	0.00
1100-02: Certificated Teachers - Extra Duty	Title I, Part A	7,591.74
1900-01: Other Certificated - Subs	Title I, Part A	0.00
2100-01: Instructional Aide - Subs	Title I, Part A	0.00
2200-02: Classified Support - Extra Duty/Overtime	Title I, Part A	0.00
242400-420000: Library: books, supplies & equipment	Title I, Part A	0.00
3000-00: Employee Benefits	Title I, Part A	60,600.00
3100-00: Substitute/Extra Duty Benefits (variable)	Title I, Part A	1,693.67
4200-00: Books - Other Than Textbooks	Title I, Part A	0.00
4300-00: Materials & Supplies <\$1500	Title I, Part A	60,000.00

4300-74: Title I - Technology <\$1500	Title I, Part A	0.00
5200-00: Travel & Conference	Title I, Part A	0.00
5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Title I, Part A	0.00
5800-00: Consultants/Professional Services	Title I, Part A	0.00
5800-00: Consultants/Professional Services/Licensing	Title I, Part A	0.00
1100-02: Certificated Teachers - Extra Duty	Title I, Part A Parent Engagement	0.00
2200-02: Classified Support - Extra Duty/Overtime	Title I, Part A Parent Engagement	0.00
2900-02: Other Classified - Extra Duty/Overtime	Title I, Part A Parent Engagement	0.00
4200-00: Books - Other Than Textbooks	Title I, Part A Parent Engagement	0.00
4300-00: Materials & Supplies <\$1500	Title I, Part A Parent Engagement	0.00
5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Title I, Part A Parent Engagement	0.00
5800-00: Consultants/Professional Services	Title I, Part A Parent Engagement	3,501.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1A	102,263.25
Goal 1B	78,366.91
Goal 2	0.00
Goal 4	3,501.00
Goal 5	0.00
Goal 6	869,325.25

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>4/13/2026</u>
X	Title I Review Committee	Date(s)	<u>3/18/2026</u>
X	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		<u>3/23/2026, 4/7/2026</u>
	Chat a Lattes, Instructional Leadership Team		

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.	Michelle Johnson	Fall 2025	Fall 2027	Classroom Teacher	
3.	Raina Daniels	Fall 2025	Fall 2027	Classroom Teacher	
4.	Emily Bumgarner	Fall 2024	Fall 2026	Classroom Teacher	
5.	Nicole Ammeraal	Fall 2025	Fall 2027	Other Staff	
6.	Kacey Gonzales	Fall 2025	Fall 2027	Parent	
7.	Jacalyn Duenas	Fall 2025	Fall 2027	Parent	
8.	Leticia Pelayo	Fall 2025	Fall 2027	Parent	
9.	Harmeet Dhindsa	Fall 2025	Fall 2027	Parent	
10.	Craig Tomkins	Fall 2024	Fall 2026	Parent	

The SPSA was adopted by the SSC at a public meeting on: 5/13/2026

SPSA Annual Review: for School Year 2025-26

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
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	Glows Strong Early Literacy Foundation: K–2 mCLASS data shows steady growth in foundational skills, including decoding, fluency, and accuracy. Established Systems & Curriculum: Benchmark Advance, Thinking Maps, and Write From the Beginning provide a consistent instructional framework across classrooms. Professional Learning in Place: Coaching, PD (95% Group), and collaboration structures support instructional improvement. Data Systems Exist: STAR and DIBELS are used schoolwide with scheduled data cycles. Strong Family Communication: Families report positive communication and value updates on student progress. Growth Areas Overall Achievement Below Benchmark: CAASPP ELA	4200-00: Books - Other Than Textbooks Title I, Part A 0000 4300-00: Supplies & Materials Title I, Part A 26647.74 4400-00: Non-capitalized Equipment Title I, Part A 21,320.00 5800-00: Consultants/Professional Services Title I, Part A 15,600.00	

• 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.	performance remains low (32.2%), with declining trends. Gap from Skills ? Comprehension: Early literacy gains are not consistently transferring to upper-grade comprehension and writing. Inconsistent Implementation: Structured literacy practices vary in rigor and fidelity across classrooms. Limited Use of Data: Data is collected but not consistently used to drive instruction or grouping. English Learner Performance: EL students are not yet accessing grade-level literacy at expected levels. Vocabulary & Language Development: Academic language, discourse, and writing need stronger emphasis.	
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.	Next Steps 1. Strengthen Tier I Instruction Ensure consistent, explicit, and systematic literacy instruction in every classroom 2. Bridge Skills to Comprehension Increase focus on vocabulary, language development, and writing about reading 3. Use Data with Precision Align data to instruction through flexible grouping and targeted support	

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	4. Elevate Writing Instruction Use Thinking Maps and Write From the Beginning daily as evidence of learning 5. Increase Student Talk & Language Embed structured discourse, language frames, and vocabulary instruction across content areas 6. Strengthen Support for English Learners Integrate language objectives and scaffolds into all literacy instruction 7. Refine Coaching & PD Focus on modeling, feedback cycles, and targeted instructional practices 8. Ensure Program Fidelity Monitor consistent implementation of Benchmark Advance, 95% Group, and intervention supports Overall Reflection Status: Somewhat Effective Berkshire has strong systems and early literacy gains in place. The next step is refinement ensuring consistent, precise implementation so that early success leads to strong comprehension, writing, and achievement across all grade levels.	
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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		
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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.		
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	Glows Clear Structures for Designated ELD: Daily 30-minute ELD block (K–6) reflects a strong commitment to language development. Aligned Instructional Frameworks: Use of Benchmark Advance, Thinking Maps, Write From the Beginning, and Kagan structures supports language acquisition. Established Data & Grouping Systems: ELlevation, ELPAC, STAR, and CFAs are used to group students and monitor progress. Positive Reclassification Trend: Rates increased	5800-00: Consultants/Professional Services Title I, Part A 0000

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).	from 6.7% to 12.4%, indicating progress. Coaching & Professional Learning in Place: Academic Coaches provide modeling, feedback, and PD aligned to instructional goals. Integrated ELD Across the Day: Language objectives and ELD standards are embedded in core instruction. Positive Family Perception: Families report strong trust in teachers and satisfaction with the EL program. Growth Areas EL Achievement Below Benchmark: ELA: 7.4% met/exceeded Math: 6.0% met/exceeded ~10% of students at ELPAC Level 4 Inconsistent Instructional Clarity & Rigor: Language objectives and ELD instruction vary across classrooms Need for stronger modeling, feedback, and clarity Data Not Fully Driving Instruction: Data systems are in place but not consistently used to adjust instruction or grouping Mismatch Between Grouping & Impact: Students are grouped, but instruction is not always responsive to specific language needs Limited Academic Discourse: Students are not consistently producing academic language through speaking and writing	
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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	Family Understanding of Supports: Communication is frequent, but clarity around interventions and services is limited Next Steps - Increase Precision in Designated ELD Ensure clear language objectives (form + function) and structured student interaction - Strengthen Coaching Cycles Focus on modeling, co-teaching, observation, and feedback aligned to language development - Tighten Data-to-Instruction Practices Use ELLevation, ELPAC, and CFAs to drive flexible grouping and targeted instruction - Refine ELD Grouping Structures Implement smaller, skill-based groups (by proficiency level or language domain) - Increase Academic Discourse Embed language frames, Kagan structures, and daily opportunities for student talk and writing - Strengthen Integration with Tier I Align Designated ELD with core content,	
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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:	vocabulary, and grade-level standards 7. Improve Family Clarity & Partnership Simplify communication and expand support for families to reinforce language development at home Overall Reflection Status: Somewhat Effective Berkshire has strong systems and structures for English Learners, including dedicated ELD time, aligned curriculum, and coaching support. The next step is ensuring consistent, precise implementation so that these systems result in accelerated language development and improved student outcomes.	
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• 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:		
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• 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		
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student needs and adjust instruction.			
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	Glows Established Intervention Structure: Walk to Learn provides a dedicated system for Tier II support using 95% Group materials aligned to the Science of Reading. Strong Assessment Systems in Place: STAR, DIBELS, PASI/PSI, Benchmark Assessments, and writing rubrics provide multiple data points to identify student needs and monitor progress. Early Literacy Growth: K–2 data (mCLASS/DIBELS) shows gains in foundational skills, indicating that targeted intervention supports are positively impacting early learners. Progress Monitoring Systems Exist: Regular screening and progress monitoring allow for identification of students needing additional support. Access to Intervention Resources: 95% Group materials and adaptive programs (Lexia, Rosetta Stone) support both reading intervention and language development. Staffing Structures in Place: Instructional aides are available to provide additional support, including opportunities for small group or one-on-one intervention. Growth Areas Limited Impact on Overall Achievement:	4300-00: Supplies & Materials Title I, Part A 0 5800-00: Consultants/Professional Services/Licensing Title I, Part A 0000	

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	CAASPP ELA remains at 32.2% met/exceeded, indicating that intervention is not yet translating to strong grade-level outcomes. EL students remain significantly below benchmark (7.4% ELA), suggesting limited impact for highest-need groups. WTL Not Fully Supporting Tier I Instruction: SPSA findings indicate WTL does not effectively support students within Tier I, creating gaps in core instruction. Inconsistent Targeted Instruction: Students in intervention (especially those working independently) are not consistently receiving structured, targeted support. One-on-one support is limited and not consistently implemented as intended. Data Not Driving Instructional Decisions: While data is collected frequently, it is not consistently used to form flexible groups or adjust instruction. Mismatch Between Grouping & Instruction: Students are grouped, but instruction is not always aligned to specific skill deficits (e.g., phonics vs. comprehension). Lack of Instructional Clarity & Fidelity: Implementation of 95% Group and intervention strategies varies across classrooms and groups. Professional learning has not yet translated into consistent practice. English Learner Access to Intervention:	
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	EL students are not consistently receiving integrated language support within intervention blocks. Adaptive programs are available but not systematically implemented or monitored for impact. Next Steps 1. Redesign WTL for Instructional Precision Ensure all students receive targeted, skill-based instruction (no unsupported independent work) Align groups to specific deficits (phonics, fluency, comprehension, language) 2. Strengthen Connection Between Tier I & Intervention Ensure WTL supports—not replaces—strong Tier I instruction Align intervention content to grade-level standards and classroom instruction 3. Tighten Data-to-Instruction Cycles Use DIBELS, STAR, and 95% data to: Form flexible groups Adjust instruction in real time Ensure data answers: What does the student need next? 4. Increase Fidelity of 95% Group Implementation Provide targeted coaching on lesson delivery,	
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	pacing, and student engagement Ensure consistent use of routines and materials across all groups 5. Maximize Use of Support Staff Clearly define roles for aides during WTL Provide training to ensure they deliver structured, effective instruction 6. Strengthen Support for English Learners Integrate language objectives and vocabulary into intervention lessons Monitor use and effectiveness of Lexia English/Rosetta Stone 7. Shift Professional Learning to Coaching Cycles Overall Effectiveness Status: Somewhat Effective Berkshire has strong systems, resources, and structures in place for intervention through Walk to Learn. However, inconsistent implementation, limited instructional precision, and weak alignment between data and instruction are preventing the program from producing strong, schoolwide achievement gains—particularly for English Learners and students performing below benchmark.	
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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:	Glows Established Intervention Structure: Walk to Learn provides a dedicated system for Tier II support using 95% Group materials aligned to the Science of Reading. Strong Assessment Systems in Place: STAR, DIBELS, PASI/PSI, Benchmark Assessments, and writing rubrics provide multiple data points to identify student needs and monitor progress. Early Literacy Growth: K–2 data (mCLASS/DIBELS) shows gains in foundational skills, indicating that targeted intervention supports are positively impacting early learners. Progress Monitoring Systems Exist: Regular screening and progress monitoring allow for identification of students needing additional support. Access to Intervention Resources: 95% Group materials and adaptive programs (Lexia, Rosetta Stone) support both reading intervention and language development. Staffing Structures in Place: Instructional aides are available to provide additional support, including opportunities for small group or one-on-one intervention. Growth Areas Limited Impact on Overall Achievement: CAASPP ELA remains at 32.2% met/exceeded, indicating that intervention	0000 5800-89: Software 0000	
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- 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.	is not yet translating to strong grade-level outcomes. EL students remain significantly below benchmark (7.4% ELA), suggesting limited impact for highest-need groups. WTL Not Fully Supporting Tier I Instruction: SPSA findings indicate WTL does not effectively support students within Tier I, creating gaps in core instruction. Inconsistent Targeted Instruction: Students in intervention (especially those working independently) are not consistently receiving structured, targeted support. One-on-one support is limited and not consistently implemented as intended. Data Not Driving Instructional Decisions: While data is collected frequently, it is not consistently used to form flexible groups or adjust instruction. Mismatch Between Grouping & Instruction: Students are grouped, but instruction is not always aligned to specific skill deficits (e.g., phonics vs. comprehension). Lack of Instructional Clarity & Fidelity: Implementation of 95% Group and intervention strategies varies across classrooms and groups. Professional learning has not yet translated into consistent practice. English Learner Access to Intervention: EL students are not consistently receiving integrated language	
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	support within intervention blocks. Adaptive programs are available but not systematically implemented or monitored for impact. Next Steps 1. Redesign WTL for Instructional Precision Ensure all students receive targeted, skill-based instruction (no unsupported independent work) Align groups to specific deficits (phonics, fluency, comprehension, language) 2. Strengthen Connection Between Tier I & Intervention Ensure WTL supports—not replaces—strong Tier I instruction Align intervention content to grade-level standards and classroom instruction 3. Tighten Data-to-Instruction Cycles Use DIBELS, STAR, and 95% data to: Form flexible groups Adjust instruction in real time Ensure data answers: What does the student need next? 4. Increase Fidelity of 95% Group Implementation Provide targeted coaching on lesson delivery, pacing, and student engagement	
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	Ensure consistent use of routines and materials across all groups 5. Maximize Use of Support Staff Clearly define roles for aides during WTL Provide training to ensure they deliver structured, effective instruction 6. Strengthen Support for English Learners Integrate language objectives and vocabulary into intervention lessons Monitor use and effectiveness of Lexia English/Rosetta Stone 7. Shift Professional Learning to Coaching Cycles Overall Effectiveness Status: Somewhat Effective Berkshire has strong systems, resources, and structures in place for intervention through Walk to Learn. However, inconsistent implementation, limited instructional precision, and weak alignment between data and instruction are preventing the program from producing strong, schoolwide achievement gains—particularly for English Learners and students performing below benchmark.		
	Total Amounts:		

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
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	Glows Established Instructional Framework: Go Math is implemented schoolwide, providing a consistent Tier I foundation, with Next Gen Math supporting differentiation, assessment, and data analysis. Collaborative Planning Structures: ILT and grade-level teams focus on Mathematical Practices, rigor, and the CRA (Concrete–Representational–Abstract) approach. Professional Learning & Coaching in Place: Partnership with KCSOS and coaching cycles support Number Talks, differentiation, and strong Tier I instruction. Student Engagement Strategies: Kagan structures and collaborative learning are used to increase discourse and reasoning. Multiple Data Systems: Next Gen Math, Go Math assessments, and adaptive programs (Reflex, Frax) provide data to inform instruction. Focus on Vocabulary Development: Thinking Maps and Vocabulary Surge support academic language and access to math concepts. Growth Areas Overall Achievement Remains Low:	1100-01: Certificated Teachers - Subs Title I, Part A 0000 4300-00: Supplies & Materials Title I, Part A 0000 4200-00: Books - Other Than Textbooks Title I, Part A 0000 5800-89: Software Title I, Part A	

building upon the math framework, focusing on key lesson plan components: Mathematical Practices, Rigor, Collaborative/C operative Learning, and instructional planning (CRA Strategy: Concrete, Representationa l, 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	CAASPP Math: 18.9% met/exceeded (declining) Next Gen proficiency as low as ~0.9–16.9% in some grades Inconsistent Tier I Implementation: Variability in rigor, CRA use, and student engagement across classrooms Limited Impact of Tier II Supports: Differentiation tools exist but are not consistently accelerating student progress Data Not Driving Instruction: Data is collected but not consistently used to adjust instruction or target misconceptions Gaps in Conceptual Understanding: Students struggle with problem solving, reasoning, and application Limited Mathematical Discourse: Inconsistent opportunities for students to explain thinking and use academic language Next Steps 1. Strengthen Tier I Instruction Ensure clear objectives, consistent CRA progression, and daily problem-solving opportunities 2. Increase Rigor & Conceptual Understanding Shift from procedural teaching to reasoning, application, and real-world problem solving	
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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	3. Tighten Data-to-Instruction Cycles Use Next Gen and Go Math data to identify misconceptions, form groups, and target instruction 4. Strengthen Tier II Differentiation Align small group instruction to specific standards and student needs 5. Increase Mathematical Discourse Implement Number Talks and Kagan structures to promote reasoning and explanation 6. Build Teacher Capacity Through Coaching Focus on CRA, questioning strategies, and student discourse through modeling and feedback 7. Strengthen Vocabulary & Language Explicitly teach academic vocabulary and language structures for explaining thinking 8. Ensure Program Fidelity Monitor consistent use of Go Math, Next Gen, and adaptive programs to support not replace instruction Overall Reflection	
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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	Status: Somewhat Effective Berkshire has strong systems, curriculum, and professional learning structures in place for math instruction. The next step is ensuring consistent, precise implementation with a focus on conceptual understanding, discourse, and targeted instruction to improve student outcomes.	
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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-		
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6th grade classrooms.			
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	Glows Established Core Curriculum: Go Math is implemented schoolwide, providing a consistent Tier I instructional foundation aligned to standards. Differentiation Tools in Place: Next Gen Math supports small group instruction, common formative assessments, and progress monitoring. Focus on Language Development: Language objectives and ELD standards are incorporated into math instruction to support comprehension. Use of Research-Based Strategies: Number Talks, math tasks, brief writes, and collaborative structures promote reasoning and engagement. Access for English Learners: EL students have access to core curriculum with integrated language supports and scaffolds embedded in instruction. Instructional Resources Available: Materials (whiteboards, sentence strips, chart paper) and professional texts (Number Talks, Thinking Classrooms) support implementation. Collaborative Structures Established: ILT and grade-level teams focus on rigor, mathematical practices, and instructional planning. Growth Areas	4300-00: Supplies & Materials Title I, Part A 0000	

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/Co operative 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	Overall Achievement Remains Low: CAASPP Math: 18.9% met/exceeded Next Gen proficiency rates as low as ~0.9–16.9% in some grades Inconsistent Tier I Implementation: Variability in rigor, use of CRA, and alignment of instruction across classrooms Language objectives are not consistently implemented with clarity or purpose Limited Impact of Tier II Differentiation: Small group instruction is not consistently targeted to specific student needs or misconceptions Differentiation tools (Next Gen, adaptive programs) are not fully maximizing student growth Data Not Fully Driving Instruction: Data is collected (Next Gen, Go Math, STAR) but not consistently used to adjust instruction or grouping Gaps in Conceptual Understanding: Students struggle with problem solving, application, and mathematical reasoning Limited Academic Discourse & Language Use: Academic conversations and language supports are not consistently resulting in student language production EL students are not yet accessing math content at grade level Next Steps	
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	1. Strengthen Tier I Instruction Ensure consistent implementation of Go Math with clear objectives, CRA progression, and rigorous tasks 2. Increase Instructional Precision for Tier II Use small group instruction to target specific standards, skills, and misconceptions 3. Tighten Data-to-Instruction Cycles Use Next Gen, CFA, and interim data to form flexible groups and adjust instruction in real time 4. Strengthen Language Objectives in Math Ensure daily use of clear language objectives (form + function) Align language supports directly to math content and tasks 5. Increase Mathematical Discourse Implement consistent use of Number Talks, collaborative structures, and academic conversations Expect students to explain reasoning using academic language 6. Improve Access for English Learners Strengthen integration of ELD standards, scaffolds, and vocabulary development within math instruction	
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	7. Build Teacher Capacity Through Coaching Focus coaching on CRA, questioning strategies, discourse, and differentiation Use modeling, co-teaching, and feedback cycles 8. Ensure Effective Use of Resources & Materials Utilize instructional tools and professional texts to support engagement, clarity, and conceptual understanding Overall Effectiveness Status: Somewhat Effective Berkshire has strong systems, curriculum, and resources in place to support Tier I and Tier II math instruction. However, inconsistent implementation, limited instructional precision, and insufficient use of data and language supports are limiting student achievement—particularly in conceptual understanding and for English Learners.	
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	Glows Established Intervention Structures: Small group instruction and a developing Walk to Learn model provide a framework for targeted math support and enrichment. Access to Instructional Programs: Go Math, Next Gen, and Touch Math offer multiple pathways to	4300-00: Supplies & Materials Title I, Part A 0000

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	support diverse student needs. Use of Multiple Data Sources: Screeners and assessments (Next Gen, Go Math, STAR) are available to identify students and monitor progress. Support Staff in Place: Instructional aides provide additional opportunities for one-on-one or small group support. Availability of Instructional Materials: Manipulatives, whiteboards, and visual supports are available to support conceptual understanding. Commitment to Differentiation: The goal reflects a clear intent to provide student-centered, targeted intervention based on need. Growth Areas Limited Impact on Student Achievement: CAASPP Math: 18.9% met/exceeded Next Gen data shows low proficiency across grade levels Inconsistent Implementation of Small Group Instruction: Small group instruction varies in structure, frequency, and effectiveness across classrooms Lack of Precision in Targeted Instruction: Intervention is not consistently aligned to specific student misconceptions or skill gaps Data Not Consistently Driving Grouping & Instruction:	
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	Data is collected but not consistently used to form flexible groups or adjust instruction Walk to Learn Model Not Yet Fully Developed: Current structures do not consistently provide targeted intervention for all students Some students may not be receiving instruction aligned to their specific level Underutilization of Support Staff: Roles of instructional aides are not always clearly defined or aligned to targeted instruction Gaps in Conceptual Understanding: Students continue to struggle with problem solving, reasoning, and application Next Steps 1. Redesign Walk to Learn for Math Intervention Implement a structured model that ensures all students receive instruction aligned to their level Include both intervention and enrichment pathways 2. Increase Precision of Small Group Instruction Align groups to specific standards, skills, and misconceptions Ensure instruction is targeted, intentional, and consistent 3. Tighten Data-to-Instruction Cycles	
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	Use Next Gen, Go Math, and STAR data to: Form flexible groups Adjust instruction in real time Ensure data answers: What does the student need next? 4. Strengthen Use of Instructional Programs Ensure Touch Math, Go Math, and Next Gen are used strategically to support—not replace—instruction 5. Maximize Use of Support Staff Clearly define roles for aides during intervention Provide training to ensure effective small group and one-on-one support 6. Strengthen Conceptual Understanding Use manipulatives and visual models to support the CRA progression Focus on reasoning, problem solving, and application 7. Build Teacher Capacity Through Coaching Focus on differentiation, small group instruction, and targeted intervention strategies Use modeling, co-teaching, and feedback cycle. Overall Effectiveness Status: Somewhat Effective Berkshire has structures, programs, and resources	
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	in place to support targeted math intervention. However, inconsistent implementation, limited instructional precision, and lack of alignment between data and instruction are limiting the effectiveness of Tier II supports and overall student outcomes.	
Total Amounts:		

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
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	Glows Schoolwide Access to Instructional Technology: Promethean Boards have been installed across classrooms, providing consistent access to high-quality instructional tools. Ongoing Maintenance & Updates: Boards and related equipment have been updated as needed based on available funding, ensuring functionality and reliability. Staff Training & Capacity Building: Teachers have received training on the effective use of Promethean Boards, supporting engagement and instructional delivery. Supplemental Technology in Place: Students and staff have access to essential tools, including headphones, mice, printers, monitors, iPads, laptops, and Chromebooks, to support daily instruction. Improved Access & Engagement: Technology integration has increased opportunities for interactive learning, student engagement, and access to digital resources. Growth Areas Incomplete Access to All Planned Equipment: Chromeboxes have not yet been purchased or fully implemented as outlined in the plan	4300-74: Title 1 - Technology < \$500 Title I, Part A 0000	

	Ongoing Need for Consistent Implementation: Continued support is needed to ensure technology is used consistently and effectively across classrooms Next Steps (Refinement for Continued Impact) 1. Complete Technology Plan Implementation Purchase and deploy Chromeboxes to fully meet SPSA goals 2. Continue Staff Training & Support Provide ongoing professional learning to deepen effective instructional use of technology 3. Monitor Technology Use & Impact Ensure tools are enhancing engagement, access, and instructional outcomes 4. Maintain & Update Equipment Continue to assess and replace technology as needed to ensure reliability and access Overall Effectiveness Status: Effective Berkshire has successfully implemented the majority of its technology goals, resulting in increased access, engagement, and	
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	instructional capacity across classrooms. The primary remaining need is the acquisition of Chromeboxes to fully meet the outlined plan.		
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	Glows Positive School Culture & Climate: Berkshire maintains a safe, supportive environment, with strong relationships among students, staff, and families (low suspension rates; positive family feedback). SEL Structures in Place: Schoolwide practices and systems support student behavior, engagement, and a sense of belonging. Access to SEL Curriculum: Programs such as Character Strong and Suite360 provide structured lessons and resources to support students' social-emotional development. Wide Range of Instructional Programs: Licensing for programs such as Reflex, Frax, Lexia English, Rosetta Stone, Mystery Science, and 95% Group resources support academic and language development. Support for Diverse Learners: Programs provide differentiated pathways for students, including English Learners and students needing intervention or enrichment. Alignment to Whole Child Approach: Integration of SEL and academic supports reflects a commitment to meeting both academic and social-emotional needs of students.	5800-89: Software Title I, Part A 19,000	

	Growth Areas Inconsistent Implementation of SEL Curriculum: SEL programs are available, but not consistently implemented across classrooms Limited Impact on Behavior & Engagement Systems: Family feedback indicates a need for more consistent behavior expectations and follow-through Program Utilization & Fidelity: Multiple licensed programs exist, but usage varies across classrooms and grade levels Programs are not always fully integrated into daily instruction Monitoring Effectiveness of Programs: Limited systems to evaluate the impact of SEL and instructional programs on student outcomes Alignment Between SEL & Academic Systems: SEL, behavior systems, and instructional practices are not always fully aligned or cohesive Next Steps 1. Strengthen SEL Implementation Ensure consistent use of Character Strong and/or Suite360 across all classrooms Establish clear expectations for frequency and delivery	
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	2. Align SEL with Schoolwide Behavior Systems Strengthen consistency in behavior expectations, routines, and follow-through Integrate SEL into daily classroom practices 3. Increase Fidelity of Licensed Programs Identify priority programs and ensure consistent implementation Provide guidance on when and how programs should be used 4. Monitor Program Effectiveness Establish systems to track usage and impact on student outcomes Use data to determine which programs provide the greatest benefit 5. Strengthen Support for English Learners & Intervention Ensure consistent use of Lexia English, Rosetta Stone, and 95% resources Align program use to specific student needs and goals 6. Provide Ongoing Professional Learning Train staff on effective integration of SEL and instructional programs Focus on practical application and classroom implementation Overall Effectiveness	
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	Status: Somewhat Effective Berkshire has invested in strong SEL and instructional resources that support both academic and social-emotional development. However, inconsistent implementation and limited monitoring of program effectiveness are reducing the overall impact on student outcomes.		
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	Glows Focus on Literacy & Equity: The goal aligns with Berkshire's priority of increasing literacy access and ensuring equitable opportunities for all students and families. Expansion of Library Resources: Increased access to nonfiction texts, AR books, and diverse reading materials supports content knowledge and independent reading. Support for Multilingual Learners: Expansion of dual language books promotes literacy development in both English and students' native languages. Technology Access for Learning: Chromebooks support student access to AR, research, and digital learning during extended library hours. Increased Library Accessibility: Extended and summer library hours provide additional opportunities for students and families to engage in literacy beyond the school day.	242400-420000: Library: books, supplies & equipment Title I, Part A 16,167.36 2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 0000 4300-00: Supplies & Materials Title I, Part A 0000 0000	

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	Family Engagement Opportunities: Story-time, workshops, and outreach through ParentSquare strengthen home–school connections around literacy. Monitoring Systems in Place: Use of sign-in sheets, AR tracking, and circulation data reflects a system for accountability and program monitoring. Growth Areas Limited Impact on Overall Literacy Outcomes: Despite increased access to books, CAASPP ELA performance remains at 32.2% met/exceeded, indicating that access alone is not yet translating to achievement gains Inconsistent Student Utilization: Extended access opportunities (before/after school and summer) may not be fully utilized by all student groups Need for Stronger Connection to Instruction: Library resources are not always tightly aligned to classroom instruction, vocabulary development, and writing Equity of Access Outside of School Hours: Barriers such as transportation, schedules, and family availability may limit participation Limited Integration with Intervention Systems: Library resources are not consistently leveraged as part of Tier I and Tier II literacy support Next Steps	
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	1. Strengthen Connection Between Library & Instruction Align library resources to grade-level standards, vocabulary, and classroom units 2. Increase Student Access & Utilization Promote consistent use of library resources during and beyond the school day Target outreach to students and families with lower participation 3. Leverage Library for Intervention Support Use AR and leveled texts to support Tier I and Tier II literacy goals 4. Expand Family Engagement & Access Continue summer and extended hours while addressing barriers (communication, scheduling, access) 5. Monitor Impact on Student Achievement Use AR data, circulation data, and assessment results to evaluate effectiveness 6. Strengthen Support for Multilingual Learners Continue expanding dual language resources and promote their use at home and school Overall Effectiveness	
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	Status: Somewhat Effective Berkshire has made strong progress in expanding access to books, technology, and library services, supporting literacy and family engagement. The next step is ensuring these resources are strategically connected to instruction and consistently utilized to improve student achievement outcomes.		
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	Glows Focus on Engagement & 21st Century Skills: The goal emphasizes creativity, problem solving, and collaboration—aligned to college and career readiness. Enhanced Curriculum Opportunities: Supplemental resources (STEMtaught/STEAM) provide hands-on, inquiry-based learning experiences that increase student engagement. Access to High-Quality Resources: Mystery Science licensing supports consistent, standards-aligned instruction across grade levels. Professional Learning in Place: Partnerships with KCSOS, the district, and Amplify Science provide opportunities to build teacher capacity and strengthen instruction. Opportunities for Family Engagement: Science nights and presentations promote student motivation and extend	5800-00: Consultants/Professional Services/Licensing Title I, Part A 0000 4300-00: Supplies & Materials Title I, Part A 0000	

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	learning beyond the classroom. Systems for Monitoring: ILT structures and program data provide a foundation for tracking implementation and student progress. Growth Areas Science Achievement Remains Moderate: Dashboard indicates “yellow” performance, suggesting room for growth in student outcomes Inconsistent Implementation Across Classrooms: Use of supplemental resources and inquiry-based practices varies by grade level and teacher Limited Integration with Core Instruction: Science is not consistently prioritized or integrated with literacy and language development Professional Development Not Yet Fully Impacting Practice: PD opportunities exist, but consistent classroom implementation is still developing Data Use for Instructional Decision-Making: Science data is collected but not consistently used to inform instruction or adjust practices Next Steps 1. Strengthen Tier I Science Instruction Ensure consistent use of core and supplemental resources across all classrooms	
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	Prioritize inquiry-based, hands-on learning experiences 2. Increase Instructional Coherence Align science instruction with literacy, vocabulary development, and language objectives 3. Deepen Professional Learning & Coaching Focus on modeling, co-teaching, and feedback cycles to support implementation of science practices 4. Increase Student Engagement Through STEAM Expand hands-on learning, problem-solving tasks, and real-world applications 5. Strengthen Use of Data Use program data and ILT processes to monitor progress and adjust instruction 6. Expand Family Engagement Opportunities Continue science nights and outreach to build interest and support for science learning Overall Effectiveness Status: Somewhat Effective Berkshire has strong resources, partnerships, and systems in place to support science	
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	instruction and STEAM enrichment. The next step is ensuring consistent implementation, integration, and use of data to improve student outcomes and elevate science as a core area of instruction	
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	Glows Clear Schoolwide ELD Structures: A consistent Designated ELD block (K–6) with defined expectations for both Designated and Integrated ELD reflects strong systemwide prioritization. Strong Monitoring Systems: Administrative walk-throughs and lesson plan reviews support accountability and visibility of ELD implementation. Aligned Instructional Frameworks: Use of Benchmark Advance, Thinking Maps, Write From the Beginning, and four-pane lesson planning provides coherence across classrooms. Integrated ELD Across the Day: Language objectives and ELD standards are embedded within core instruction to support access to content. Data & Grouping Systems in Place: ELlevation, ELPAC, STAR, and CFAs are used to group students and monitor progress. Research-Based Strategies Implemented: Academic conversations, language frames, Kagan structures, and vocabulary supports are embedded in instruction. Coaching & Professional Learning: Ongoing	

-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	coaching, walk-throughs, and resources (e.g., EL Excellence Every Day) support teacher development. Growth Areas EL Achievement Remains Below Benchmark: ELA: 7.4% met/exceeded Math: 6.0% met/exceeded Approximately 10% of students reached ELPAC Level 4 Inconsistent Instructional Clarity & Implementation: Language objectives and ELD practices vary in rigor and effectiveness across classrooms Four-pane planning is in place, but not consistently implemented with depth and precision Limited Impact of Grouping Systems: ELlevation and ELPAC data inform grouping, but instruction is not always responsive to specific language needs Academic Discourse Not Yet Consistent: Students are not consistently producing academic language through speaking and writing Data Not Fully Driving Instruction: Multiple data sources exist, but are not consistently used to adjust instruction or monitor progress in real time Family Understanding & Partnership: Communication is strong, but clarity around EL services, supports, and progress remains an area for growth Next Steps	
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-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	1. Strengthen Instructional Precision in ELD Ensure clear language objectives (form + function) and consistent implementation of four-pane lesson design 2. Increase Academic Discourse & Language Production Embed daily opportunities for structured student talk, writing, and explanation using academic language 3. Tighten Data-to-Instruction Cycles Use ELlevation, ELPAC, CFAs, and STAR data to form flexible groups and adjust instruction in real time 4. Refine Grouping for Targeted Instruction Align small groups to specific language domains (reading, writing, listening, speaking) 5. Strengthen Coaching & Monitoring Systems Continue walk-throughs with targeted feedback focused on language development and student output 6. Improve Integration with Tier I Instruction Ensure Designated and Integrated ELD are aligned with core content, vocabulary, and grade-level expectations	
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	7. Enhance Family Clarity & Engagement Simplify communication around EL supports, progress, and reclassification pathways Overall Effectiveness Status: Somewhat Effective Berkshire has strong systems, structures, and resources in place for English Learner instruction, including dedicated ELD time, aligned curriculum, and ongoing coaching. The next step is ensuring consistent, precise implementation and a stronger focus on student language production to accelerate achievement outcomes.		
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	Glows Comprehensive Transition Structures: Systems are in place to support key transitions (Preschool ? Kindergarten and 6th ? 7th), helping reduce anxiety and increase readiness. Early Collaboration for Student Support: Kindergarten teachers participate in IEP meetings and observe preschool students, ensuring informed planning and continuity of services. Kindergarten Readiness Practices: Pre-entry screening supports appropriate placement and early instructional planning. Support for Instructional Access: Instructional	1100-02: Certificated Teachers - Extra Duty Title I, Part A 0000 1900-01: Other Certificated - Subs Title I, Part A 0000 4300-00: Supplies & Materials Title I, Part A 0000	

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."	backpacks provide students with essential materials, promoting equitable access from the start of the school year. Family Engagement Opportunities: Transitional meetings and communication provide families with strategies to support learning at home. Focus on Preventing Learning Loss: Summer learning materials reflect a proactive approach to addressing "summer slide." Growth Areas Limited Impact on Academic Outcomes: While transition supports are strong, overall academic data (ELA and Math) indicates that early readiness is not yet consistently translating into long-term achievement gains Inconsistent Family Participation: Attendance at transitional meetings and summer support opportunities may vary, limiting impact for some students Need for Stronger Alignment to Instructional Systems: Transition efforts are not always directly connected to Tier I instruction, intervention systems, or ongoing progress monitoring Limited Monitoring of Effectiveness: Systems for tracking the impact of transition supports on student readiness and achievement are not fully developed	
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	Equity of Access to Summer Supports: Barriers such as family schedules, transportation, and awareness may limit participation in summer learning opportunities Next Steps 1. Strengthen Connection to Academic Outcomes Align transition supports with early literacy, math readiness, and Tier I instructional priorities 2. Increase Family Participation & Access Expand communication, flexibility, and outreach to increase attendance at transition meetings and summer opportunities 3. Enhance Monitoring & Data Use Track participation and impact of transition supports on student readiness and early achievement 4. Align with Intervention Systems Use readiness and screening data to inform Tier I and Tier II instruction at the start of the school year 5. Expand Summer Learning Supports Continue providing materials and consider additional opportunities to reinforce learning during summer months Overall Effectiveness	
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	Status: Effective Berkshire has strong, well-developed systems in place to support student transitions and early readiness. These efforts reflect a commitment to proactive planning, family engagement, and equitable access. The next step is ensuring stronger alignment to instructional systems and measurable impact on student achievement.		
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	Glows Strong Infrastructure to Support Instruction: Classrooms are equipped with essential furniture, materials, and technology to support learning across all subject areas. Access to Instructional Technology: Devices and tools (computers, monitors, printers, peripherals) support daily instruction, assessment, and engagement. Operational Systems in Place: Ongoing maintenance, repairs, and replacement of equipment ensure continuity of instructional access. Supplemental Resources Enhance Instruction: District-approved materials and resources support differentiation and strengthen core instruction. Student Organization & Engagement Supports: Supplies such as whiteboards, binders, and planners promote active participation and readiness for learning. Recognition Systems Support School Culture:	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	

-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.	Incentives and awards reinforce academic achievement, citizenship, and positive student behavior. Custom Instructional Materials: Printing and duplication of supplemental resources allow teachers to tailor instruction to student needs. Monitoring Systems Established: Lesson plan reviews and classroom observations ensure materials and resources are being utilized in instruction. Growth Areas Inconsistent Instructional Use of Resources: While materials and technology are available, use varies across classrooms in depth and effectiveness Limited Impact on Student Achievement: Access to materials has not yet fully translated into improved outcomes (ELA and Math performance remain below benchmark) Need for Stronger Alignment to Instructional Priorities: Materials are not always strategically aligned to Tier I instruction, intervention, or specific student needs Variability in Student Engagement: Tools for engagement (e.g., whiteboards, manipulatives) are not consistently used to promote higher-level thinking and participation Monitoring Focused More on Access than Impact:	
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	Systems exist to ensure availability, but less emphasis is placed on evaluating instructional effectiveness of resources Next Steps 1. Strengthen Alignment to Instructional Goals Ensure materials and technology directly support Tier I instruction, intervention, and student learning targets 2. Increase Consistency of Use Across Classrooms Establish clear expectations for how instructional tools are used to support engagement and rigor 3. Focus on Impact Over Access Shift monitoring from availability of resources to how they improve student learning outcomes 4. Build Teacher Capacity Provide guidance and modeling on effective use of materials to enhance instruction and student engagement 5. Enhance Student Engagement Strategies Use tools (whiteboards, manipulatives, organizers) to promote active participation, discourse, and critical thinking 6. Continue Maintenance & Resource Allocation	
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	Ensure ongoing access to functional, high-quality materials and technology Overall Effectiveness Status: Effective Berkshire has strong systems in place to provide and maintain materials, equipment, and technology that support classroom instruction and student engagement. The next step is ensuring these resources are used strategically and consistently to maximize their impact on student achievement.		
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	Glows Clear Focus on College & Career Readiness: AVID implementation in grades 4–6 supports organizational skills, critical thinking, and high expectations—aligned to long-term student success. Emphasis on Student Organization: Use of binders, planners, and organizational tools supports student readiness and responsibility for learning. Alignment to Instructional Priorities: AVID strategies promote writing, inquiry, collaboration, and reading (WICR), reinforcing core instructional practices. Support for Academic Mindset: AVID structures encourage goal setting, persistence, and a growth mindset among students. Foundation for Upper Grade Success: Early AVID exposure prepares students for increased rigor and expectations in	4300-00: Supplies & Materials LCFF- Base 0000	

	middle school and beyond. Growth Areas Inconsistent Implementation Across Classrooms: AVID strategies and organizational systems vary in consistency and fidelity across grades and teachers Limited Impact on Academic Outcomes: Overall achievement data (ELA and Math) indicates that AVID practices are not yet fully translating into improved performance Student Ownership of Organization: Students are not consistently maintaining binders and planners with fidelity Integration with Core Instruction: AVID strategies are not always fully embedded into daily instruction across content areas Monitoring & Accountability Systems: Limited systems to track implementation and effectiveness of AVID practices Next Steps 1. Strengthen Consistency of Implementation Establish clear schoolwide expectations for AVID strategies and organizational systems 2. Increase Student Accountability & Ownership	
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	Monitor binder and planner use regularly to build consistent habits 3. Integrate AVID Strategies into Core Instruction Embed WICR strategies across all subject areas to support rigor and engagement 4. Build Teacher Capacity Through Training Provide professional learning and coaching on effective AVID implementation 5. Monitor Implementation & Impact Develop systems to track use of AVID strategies and their impact on student outcomes Overall Effectiveness Status: Somewhat Effective Berkshire has established a strong foundation for AVID implementation in grades 4–6, with a clear focus on organization, critical thinking, and high expectations. The next step is ensuring consistent implementation, student accountability, and integration into daily instruction to increase impact on student achievement.	
Afterschool Learning Opportunities	Glows Expanded Learning Opportunities: Weekly	1100-02: Certificated Teachers - Extra Duty Title I, Part A 0000

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	after-school programs provide additional time for academic support and enrichment beyond the school day. Academic Support Structures: Tutoring and targeted support help reinforce learning for students needing additional practice. Well-Rounded Enrichment Offerings: Activities in science, writing, arts, movement, gardening, and real-life skills support whole-child development. Increased Student Engagement: Enrichment opportunities promote motivation, creativity, and student connection to school. Inclusive Access for Students with Disabilities: Programs are designed to ensure participation and access for all students. Family Engagement Opportunities: After-school programming creates opportunities for families to connect with school and community partners. Growth Areas Inconsistent Impact on Academic Achievement: While engagement is high, overall academic outcomes (ELA and Math) indicate limited measurable impact from after-school supports Variability in Program Participation: Not all student groups consistently access after-school opportunities Alignment to Instructional Priorities: Academic support is not always tightly aligned to	
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	Tier I instruction, intervention goals, or specific student needs Monitoring of Effectiveness: Limited systems to track the impact of after-school programs on student progress and achievement Equity of Access: Barriers such as transportation, scheduling, and family availability may limit participation Next Steps 1. Strengthen Academic Alignment Align tutoring and academic support to Tier I instruction, intervention data, and specific student needs 2. Increase Targeted Student Participation Prioritize students who would benefit most from additional academic support 3. Monitor Program Impact Track attendance, engagement, and academic progress to evaluate effectiveness 4. Expand Access & Equity Address barriers to participation (communication, scheduling, transportation where possible) 5. Balance Enrichment & Academic Support	
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	Maintain engaging enrichment opportunities while ensuring strong academic focus where needed 6. Strengthen Family & Community Partnerships Continue building opportunities for families to engage and connect with educational resources Overall Effectiveness Status: Somewhat Effective Berkshire provides meaningful after-school opportunities that support student engagement and enrichment. The next step is ensuring strong alignment to academic goals, targeted participation, and consistent monitoring of impact to maximize benefits for student achievement.	
Total Amounts:		

Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Implement a School Attendance Review Team, including: • Assistant Principal • School Social Worker • Behavior Intervention Assistants • Attendance Clerk • Designated Teachers \ 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	Glows Strong Systems for Attendance Monitoring: A School Attendance Review Team is established to monitor data and develop strategies to improve attendance. Improving Attendance Trends: Chronic absenteeism is declining, indicating positive movement in student attendance. Positive School Climate: Suspension rates remain low (green indicator), reflecting a generally safe and supportive environment. Comprehensive Culture & Climate Structures: A dedicated team monitors behavior, attendance, and SEL implementation, ensuring a coordinated approach. Established PBIS Framework: Schoolwide expectations, assemblies, Eagle Tickets, and PBIS incentives reinforce positive behavior. SEL Curriculum in Place: Character Strong and Suite360 provide structured SEL instruction, supporting social skills, conflict resolution, and student well-being. Student Engagement Opportunities: Structured recess, assemblies, and intramural activities promote positive relationships and student connection. Staff Training & Coaching: Ongoing professional	4300-00: Supplies & Materials LCFF- Base 1100-02: Certificated Teachers - Extra Duty Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 2100-02: Instructional Aide - Extra Duty Title I, Part A 1100-01: Certificated Teachers - Subs Title I, Part A 4200-00: Books - Other Than Textbooks Title I, Part A	

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:	development, coaching, and walkthroughs support implementation of SEL and PBIS systems. Data Systems for Monitoring: Use of SWIS, Synergy, A2A, KiDS, and other tools provides multiple data points to guide decision-making. Growth Areas Attendance Goal Not Yet Met: ADA target of 98% has not yet been consistently achieved Inconsistent Implementation of PBIS & SEL Systems: Behavior expectations, SEL lessons, and PBIS practices vary in consistency across classrooms Family Feedback on Behavior Systems: Families have expressed concerns regarding consistency of discipline and follow-through Limited Impact on Student Behavior & Engagement: While systems are in place, variability in implementation limits overall effectiveness Data Not Fully Driving Action: Multiple data systems exist, but are not always used consistently to adjust strategies and interventions Equity in Student Participation: Not all students consistently engage in enrichment, intramurals, or structured activities Next Steps	
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• 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.	1. Strengthen Attendance Systems Continue targeted interventions and incentives to increase ADA Use attendance data to identify and support at-risk students 2. Increase Consistency of PBIS Implementation Establish clear, schoolwide expectations for behavior systems and reinforcement practices 3. Strengthen SEL Instruction Ensure consistent delivery of Character Strong and Suite360 across all classrooms 4. Tighten Data-to-Action Cycles Use SWIS and other data systems to guide decision-making and monitor intervention effectiveness 5. Improve Behavior System Alignment Align PBIS, SEL, and discipline practices to ensure consistency and clarity for students and families 6. Expand Student Engagement Opportunities Continue structured recess, assemblies, and intramurals to build connection and positive behavior	
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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:	7. Strengthen Family Communication & Partnership Increase clarity and communication around behavior expectations, supports, and interventions Overall Effectiveness Status: Somewhat Effective Berkshire has strong systems, structures, and resources in place to support attendance, behavior, and social-emotional learning. The next step is ensuring consistent implementation, stronger alignment across systems, and data-driven decision-making to improve student outcomes and meet attendance goals.	
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-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						
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.	Glows Comprehensive Tier II System in Place: A structured, multi-tiered system provides targeted support for students not responding to Tier I interventions. Multidisciplinary Team Approach: Principal, Assistant Principal, Social Worker, Psychologist, and BIAs collaborate to support student needs holistically. Established Referral & Screening Processes: Clear pathways (staff and parent nomination) and use of multiple data sources ensure students are appropriately identified. Strong Data Collection Practices: Behavior screeners, observations, attendance, and academic data provide a comprehensive understanding of student needs. Evidence-Based Interventions: Strategies	<table><tr><td>4300-00: Supplies & Materials LCFF- Base</td><td></td></tr><tr><td>4400-00: Non-capitalized Equipment LCFF- Base</td><td></td></tr></table>	4300-00: Supplies & Materials LCFF- Base		4400-00: Non-capitalized Equipment LCFF- Base	
4300-00: Supplies & Materials LCFF- Base						
4400-00: Non-capitalized Equipment LCFF- Base						

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	such as Check-In/Check-Out, behavior contracts, counseling, and social skills groups support behavior improvement. Consistent Monitoring Structures: Weekly Student Support Team meetings and regular progress monitoring cycles (4–6 weeks) ensure ongoing review and adjustment. Integration of SEL Resources: Use of Character Strong and Suite360 supports social-emotional skill development. Focused Attendance Intervention: Systems are in place to identify and support students at risk for chronic absenteeism through data analysis and family engagement. Positive Trends in Climate Data: Suspension rates remain low, and chronic absenteeism is improving, indicating movement in the right direction. Growth Areas Attendance Goals Not Yet Fully Met: Chronic absenteeism is improving but remains an area of concern ADA target of 98% has not been consistently achieved Inconsistent Implementation of Interventions: Fidelity of Tier II supports varies across cases and staff implementation Variable Student Response to Interventions: Not all students demonstrate sustained	
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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.	behavior improvement or successful exit from Tier II Data Not Fully Driving Timely Adjustments: While data is collected regularly, it is not always used consistently to adjust interventions in real time Family Engagement Challenges: Engagement with families varies, impacting the effectiveness of attendance and behavior interventions Alignment Across Systems: Tier II supports are not always fully aligned with Tier I expectations and schoolwide PBIS systems Next Steps 1. Strengthen Fidelity of Tier II Implementation Ensure consistent use of intervention protocols, monitoring cycles, and follow-through across all cases 2. Tighten Data-to-Action Cycles Use SWIS, Synergy, and attendance data to make timely adjustments to interventions 3. Increase Successful Exit Rates from Tier II Focus on targeted, skill-based interventions that build long-term behavior change 4. Strengthen Attendance Interventions Continue early identification and targeted support for students at	
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-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	risk of chronic absenteeism 5. Enhance Family Engagement & Support Increase communication, partnership, and wraparound services to address root causes of behavior and attendance issues 6. Improve Alignment Across Tiers Ensure Tier II supports are directly connected to Tier I expectations, SEL instruction, and PBIS systems 7. Continue Multidisciplinary Collaboration Maintain strong team structures while refining roles and responsibilities for efficiency and impact Overall Effectiveness Status: Somewhat Effective Berkshire has a strong Tier II system with clearly defined structures, data collection processes, and intervention strategies. The next step is ensuring consistent implementation, stronger data-driven decision-making, and increased alignment across systems to improve student outcomes in both behavior and attendance.	
Tier 3 Behavior Support	Glows	

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	Structured Alternative to Suspension: The Impact program provides a proactive, restorative alternative to traditional suspension, focusing on behavior reflection, skill-building, and accountability. Balanced Academic & Behavioral Support: Students continue academic learning in the morning while receiving targeted social-emotional and restorative instruction in the afternoon. Focus on Restorative Practices: Daily instruction in conflict resolution, self-reflection, and behavior management supports long-term behavior change. Alignment to SEL & PBIS Systems: Integration of restorative practices complements schoolwide SEL (Character Strong, Suite360) and PBIS frameworks. Clear Monitoring of Effectiveness: Success is measured through reduced suspension rates and decreased recidivism. Targeted Attendance Intervention Systems: Use of Synergy, A2A, and team-based monitoring supports identification of students with chronic absenteeism. Family Engagement Structures: Parent meetings and communication systems are in place to address barriers to attendance. Focus on High-Need Student Groups: Consideration of an attendance liaison reflects a targeted approach to supporting English	
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(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	Learners and students with persistent attendance challenges. Growth Areas Need for Sustained Behavior Change: While suspension rates remain low, ensuring long-term behavior improvement and reducing repeat behaviors remains a priority Consistency of Restorative Practices: Implementation of restorative strategies may vary, impacting overall effectiveness Attendance Goals Not Yet Fully Met: Chronic absenteeism is improving but remains an area of concern ADA target has not yet been consistently achieved Limited Capacity for Intensive Support: High-need students may require additional staffing and resources (e.g., attendance liaison) Data Not Fully Driving Intervention Adjustments: Multiple data systems exist but are not always used consistently to refine Tier III supports in real time Family Engagement Barriers: Ongoing challenges in engaging families of students with the highest needs impact attendance and behavior outcomes Next Steps 1. Strengthen Impact Program Implementation	
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-Synergy Attendance Records -SWIS (School-Wide Information System) -A2A (Attendance to Achievement)	Ensure consistent delivery of restorative practices and behavior instruction Monitor student progress to reduce recidivism 2. Increase Focus on Long-Term Behavior Change Align Tier III supports with Tier I and Tier II systems to ensure continuity of expectations 3. Enhance Attendance Interventions Continue targeted outreach and consider implementation of an attendance liaison for high-need student groups 4. Tighten Data-to-Action Cycles Use SWIS, Synergy, A2A, and Dashboard data to adjust interventions more frequently and effectively 5. Strengthen Family Engagement & Wraparound Supports Increase collaboration with families and support services to address root causes of behavior and absenteeism 6. Expand Monitoring & Evaluation Systems Conduct end-of-year analysis to determine effectiveness and inform future resource allocation Overall Effectiveness Status: Effective Berkshire has established a strong Tier III system	
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	that provides an alternative to suspension through restorative practices and targeted attendance interventions. The next step is ensuring consistency, sustainability, and data-driven refinement to further reduce recidivism and improve attendance outcomes.	
Total Amounts:		

Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
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	Glows Comprehensive Family Engagement Opportunities: A wide range of events (Chat a Latte, ELAC, SSC, SSTs, Parent Club events, and Family Nights) provide multiple entry points for family involvement. Varied Scheduling for Accessibility: Offering meetings in the morning and evening increases opportunities for families to participate. Strong Communication Systems: ParentSquare and ongoing outreach keep families informed and connected to school programs and events. Focused Academic Engagement: Family nights (STEM, Literacy, Math) and Title I trainings support families in understanding how to support student learning. Structured Parent Input Systems: ELAC, AAPAC, SSC, and SST meetings provide formal avenues for family voice and participation in decision-making. Positive Family Perception: Families report feeling welcomed, respected, and connected to the school community. Alignment to Title I Priorities: Activities reflect a strong commitment to building partnerships that support student achievement. Growth Areas	2900-02: Other Classified - Extra Duty/Overtime Title I, Part A Parent Engagement 500 1100-02: Certificated Teachers - Extra Duty Title I, Part A Parent Engagement 0000 1100-01: Certificated Teachers - Subs LCFF-Base 0000 4300-00: Supplies & Materials Title I, Part A Parent Engagement 3000 2200-02: Classified Support - Extra Duty/Overtime LCFF-Base 0000 5900-23: Communications Title I, Part A Parent Engagement 5800-00: Consultants/Professional Services Title I, Part A Parent Engagement	

	Participation Does Not Match Availability: While many opportunities are offered, attendance at meetings and events remains inconsistent Barriers to Engagement: Family schedules, transportation, and childcare continue to limit participation for some families Clarity of Information: Families report a need for clearer understanding of academic supports, interventions, and student progress Depth of Engagement: Opportunities often focus on participation rather than deeper partnership in supporting student learning Targeted Outreach Needed: Some families, particularly those of students most at risk, are less engaged Next Steps 1. Increase Participation & Access Continue varied scheduling and expand flexible options (virtual meetings, recorded sessions) 2. Strengthen Clarity of Communication Simplify messaging around student progress, supports, and school programs 3. Deepen Family Partnership Shift from event-based engagement to building	
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	family capacity to support learning at home 4. Target Outreach to Underrepresented Families Personally invite and follow up with families who are not consistently attending 5. Reduce Barriers to Participation Continue providing supports such as childcare, translation, and accessible meeting formats 6. Monitor Engagement & Impact Track attendance and feedback to refine and improve family engagement efforts Overall Effectiveness Status: Effective Berkshire offers a strong and comprehensive system of family engagement opportunities aligned to Title I priorities and school goals. The next step is ensuring increased participation, clearer communication, and deeper partnerships to maximize impact on student success.		
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 recommendatio	Glows Targeted Engagement for EL Families: Dedicated structures (ELAC, family nights, trainings) provide intentional opportunities for English Learner families to engage in their child's education.	1100-02: Certificated Teachers - Extra Duty Title I, Part A Parent Engagement 0000 2900-02: Other Classified - Extra Duty/Overtime Title I, Part A Parent Engagement 0000	

ns 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.	Structured Parent Voice & Input: ELAC meetings create a formal avenue for families to provide recommendations to SSC and influence programs and services. Relevant Parent Education Opportunities: Programs such as Loving Solutions and Thinking Maps: Path to Proficiency build family capacity to support both behavior and academic language development. Access to Language Development Tools: On-campus access to Rosetta Stone or Lexia English supports families in developing their own English language proficiency. Cultural & Educational Connection: Family nights foster a sense of belonging while increasing understanding of the English language development process. Alignment to EL Program Priorities: Efforts reflect a commitment to partnership, communication, and support for multilingual families. Growth Areas Participation Does Not Match Opportunity: Despite multiple offerings, attendance and engagement among EL families remains inconsistent Clarity of EL Supports & Systems: Families report needing clearer understanding of EL services, interventions, and progress toward reclassification	4200-00: Books - Other Than Textbooks Title I, Part A Parent Engagement 0000	
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	Access to Resources Beyond School: Use of programs such as Rosetta Stone or Lexia may be limited to on-campus access, reducing flexibility for families Barriers to Engagement: Scheduling, transportation, childcare, and language barriers continue to impact participation Depth of Engagement: Opportunities are available, but continued focus is needed on building sustained partnership and shared ownership of student learning Next Steps 1. Increase Participation & Access Continue offering meetings at varied times and explore virtual or recorded options for greater flexibility 2. Strengthen Clarity of Communication Simplify and clearly explain EL programs, supports, and reclassification pathways 3. Expand Access to Language Resources Explore ways for families to access Rosetta Stone or Lexia beyond the school site 4. Deepen Family Capacity Building Focus on practical strategies families can	
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	use at home to support language development 5. Target Outreach to Underrepresented Families Personally invite and follow up with families who are not regularly participating 6. Reduce Barriers to Engagement Continue providing translation, childcare, and accessible formats for meetings and trainings Overall Effectiveness Status: Somewhat Effective Berkshire has established strong, targeted opportunities to engage English Learner families and build their capacity to support student success. The next step is ensuring increased participation, clearer communication, and expanded access to maximize impact.		
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,	Glows Clear Vision for Family Support: The initiative reflects a strong commitment to equity, access, and whole-child support by connecting families to essential resources and services. Alignment to Identified Needs: Family feedback indicates a desire for clearer communication, support with resources, and guidance in supporting their children—directly aligned to the	4300-00: Supplies & Materials LCFF- Base 0000 4200-00: Books - Other Than Textbooks Title I, Part A Parent Engagement 0000 1100-02: Certificated Teachers - Extra Duty Title I, Part A Parent Engagement 0000 2200-02: Classified Support - Extra Duty/Overtime Title I, Part A Parent Engagement 0000	

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.	purpose of a Community Hub. Foundation of Strong Relationships: Berkshire's positive school climate and strong family trust provide a solid foundation for successful implementation of a Community Hub model. Existing Communication Systems: Tools like ParentSquare and family events demonstrate the school's capacity to engage families and share information. Growth Areas Goal Not Implemented: A physical or structured Community Hub was not established during the school year Limited Centralized Access to Resources: Families do not have a consistent, on-campus location to access technology, services, or support Gaps in Family Support Systems: Families report needing clearer guidance on academic supports, interventions, and available resources Barriers for Multilingual Families: While interpreters are available at events, there is not a consistent system for ongoing, accessible support Missed Opportunity for Deeper Engagement: Without a hub structure, engagement remains primarily event-based rather than ongoing and resource-centered Limited Access to Technology for Families:	
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	Families may not have consistent access to devices or support for completing forms, accessing services, or using educational platforms Next Steps 1. Establish a Scaled Community Hub Model Begin with a designated space and scheduled hours for family access to resources and support 2. Increase Access to Technology & Support Provide computers and guided support for families to access district systems, job resources, and services 3. Strengthen Staffing & Support Systems Identify staff or designate time for personnel to assist families with navigation and resource access 4. Expand Language Access & Inclusivity Provide consistent interpreter support and translated resources beyond events 5. Build Family Capacity Through Training Offer workshops on digital literacy, educational platforms, and supporting students at home 6. Align Hub to Existing Engagement Systems	
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	Connect the Community Hub to ELAC, SSC, Chat a Latte, and family nights to create a cohesive system of support 7. Monitor Implementation & Impact Track usage, participation, and family feedback to guide ongoing development Overall Effectiveness Status: Not Met While the vision for the Berkshire Community Hub is strongly aligned to student and family needs, the initiative was not implemented during the school year. This represents an opportunity to build a more structured, accessible, and sustainable system of family support moving forward.	
Total Amounts:		

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
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	Glows Established Data Systems: Multiple data sources (STAR, DIBELS, Next Gen, Reflex/Frax, Lexia, CFAs) are in place to monitor student progress across content areas. Structured Collaboration Time: PLC time and additional collaboration minutes (4th–6th) provide opportunities for teams to analyze data and plan instruction. Professional Learning Opportunities: Staff have received training in assessment practices, instructional strategies (DII), and collaborative structures. Focus on Common Assessments: Use of CFAs supports shared expectations and alignment across grade levels. Instructional Frameworks in Place: Know/Show Charts and DII model provide a foundation for teacher clarity and lesson design. Commitment to Data-Informed Instruction: The goal reflects a clear emphasis on using data to guide small groups, reteaching, and intervention planning. Growth Areas Data Not Consistently Driving Instruction: Executive Summary findings indicate that while data is collected, it is not	2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 0000 1100-01: Certificated Teachers - Subs Title I, Part A 33300	

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	consistently used to adjust instruction or form flexible groups Inconsistent PLC Effectiveness: Collaboration time exists, but PLCs are not consistently focused on the 4 critical questions or resulting in targeted instructional actions Limited Impact on Student Achievement: CAASPP results (ELA and Math) indicate that current data practices are not yet translating into improved outcomes Variability in Assessment Design & Use: CFAs are used, but quality, alignment, and analysis vary across teams Instructional Clarity & Implementation Gaps: Strategies such as DII and Know/Show Charts are not consistently implemented with fidelity across classrooms Adaptive Programs Not Fully Leveraged: Programs (STAR, Lexia, Reflex, Next Gen) provide data, but are not consistently used to inform daily instruction Next Steps 1. Strengthen PLC Focus & Outcomes Anchor PLCs in the 4 critical questions Ensure every meeting results in clear instructional actions 2. Tighten Data-to-Instruction Cycles	
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	Use data to identify specific skill gaps and misconceptions Form flexible groups and adjust instruction in real time 3. Improve CFA Design & Analysis Ensure CFAs are aligned to essential standards and rigor Build consistency in how teams analyze and respond to results 4. Increase Instructional Clarity Strengthen implementation of DII and Know/Show Charts across all classrooms 5. Build Teacher Capacity Through Coaching Provide modeling, co-teaching, and feedback focused on data use and instructional response 6. Maximize Use of Adaptive Programs Use program data to guide small group instruction, intervention, and enrichment 7. Monitor Impact on Student Outcomes Regularly evaluate whether data-driven practices are improving achievement Overall Effectiveness Status: Somewhat Effective	
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	Berkshire has strong systems, structures, and professional learning in place to support data-driven instruction and collaboration. The next step is ensuring consistent implementation, stronger PLC focus, and precise use of data to improve instructional practices and student outcomes.		
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.	Glows Comprehensive Professional Learning System: A wide range of trainings (math, literacy, ELD, SEL, UDL, PLCs) supports teacher capacity across content areas. Aligned Instructional Frameworks: Use of Go Math, Benchmark Advance, 95% Group, Thinking Maps, and Write From the Beginning provides coherence in instruction. Focus on Conceptual Understanding & Engagement: Number Talks, Rigor Mats (Next Gen), and Kagan structures promote student reasoning, discourse, and collaboration. Strong Literacy Foundations: Training in 95% Group, DIBELS, and Lexia supports structured literacy and early reading development. Support for English Learners: ELD strategies and Thinking Maps Path to Proficiency support language development across all domains. Integration of SEL & School Climate: Character Strong, Suite360, and restorative practices	5800-00: Consultants/Professional Services/Licensing Title I, Part A 27000 1100-01: Certificated Teachers - Subs Title I, Part A 9000 2100-01: Instructional Aide - Subs Title I, Part A 0000 1100-02: Certificated Teachers - Extra Duty Title I, Part A 10266.76 2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 0000 5200-00: Travel & Conference Title I, Part A 34250	

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	support social-emotional development and a positive learning environment. Collaborative Professional Culture: PLC at Work, co-planning, co-teaching, and teacher observation foster collaboration and shared learning. Support for Diverse Learners: Training such as UDL and Every Child Counts strengthens support for students with disabilities. Growth Areas Inconsistent Implementation Across Classrooms: While training is extensive, implementation of strategies (DII, Number Talks, Kagan, ELD) varies in consistency and depth Limited Impact on Student Achievement: CAASPP results (ELA and Math) indicate that professional learning has not yet fully translated into improved outcomes Lack of Instructional Coherence: Multiple initiatives and programs are in place, but are not always prioritized or aligned for focused implementation Data Not Fully Driving Instructional Practices: Training on data use exists, but instructional decisions are not consistently guided by data Variable Effectiveness of PLCs: Collaboration structures are established, but not consistently resulting in targeted instructional actions	
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observing exemplary teachers. -Every Child Counts: Enhances practices for Students with Disabilities.	Student Discourse & Rigor Not Yet Consistent: Strategies to promote reasoning, writing, and academic language are not consistently evident across classrooms Next Steps 1. Prioritize High-Impact Instructional Practices Narrow focus to key strategies (DII, Number Talks, structured literacy, academic discourse) 2. Strengthen Implementation Through Coaching Shift from training ? modeling, co-teaching, observation, and feedback cycles 3. Increase Instructional Coherence Align all initiatives to core instructional priorities and essential standards 4. Tighten Data-to-Instruction Practices Ensure data consistently informs planning, grouping, and instructional response 5. Strengthen PLC Effectiveness Focus PLCs on the 4 critical questions and actionable outcomes 6. Increase Student Engagement & Discourse Ensure consistent use of Kagan structures, academic conversations,	
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	and writing across content areas 7. Monitor Impact on Student Outcomes Evaluate effectiveness of professional learning based on changes in instruction and student achievement Overall Effectiveness Status: Somewhat Effective Berkshire has a strong and comprehensive professional learning system that supports instructional capacity across multiple areas. The next step is ensuring focus, alignment, and consistent implementation so that professional learning translates into improved classroom practice and student outcomes.	
Total Amounts:		

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

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

Developed by the California Department of Education, January 2019

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>4/13/2026</u>
X	Title I Review Committee	Date(s)	<u>3/18/2026</u>
X	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		<u>3/23/2026, 4/7/2026</u>
	Chat a Lattes, Instructional Leadership Team		

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	<i>Amy E. Mensing</i>
2.	Michelle Johnson	Fall 2025	Fall 2027	Classroom Teacher	<i>Michelle Johnson</i>
3.	Raina Daniels	Fall 2025	Fall 2027	Classroom Teacher	<i>Raina Daniels</i>
4.	Emily Bumgarner	Fall 2024	Fall 2026	Classroom Teacher	<i>Emily Bumgarner</i>
5.	Nicole Ammeraal	Fall 2025	Fall 2027	Other Staff	<i>Nicole Ammeraal</i>
6.	Kacey Gonzales	Fall 2025	Fall 2027	Parent	X
7.	Jacalyn Duenas	Fall 2025	Fall 2027	Parent	X
8.	Leticia Pelayo	Fall 2025	Fall 2027	Parent	<i>Leticia Pelayo</i>
9.	Harmeet Dhindsa	Fall 2025	Fall 2027	Parent	<i>Harmeet Dhindsa</i>
10.	Craig Tomkins	Fall 2024	Fall 2026	Parent	X

The SPSA was adopted by the SSC at a public meeting on: 5/13/2026

Panama-Buena Vista Union School District Preliminary Title 1 Budget 2026-27

School: Berkshire

Site Council Review Date:

5/21/26

Principal's Signature

Aug 2. Mensis

Date

5/22/26

Number of Eligible Students:	768
Title 1 Allocation per Student	347.54
2026-27 Basic Allocation	268,910.41
2025-26 Carryover	
Parent Involvement	3,501.00
Preliminary 2026-27 Allocation	270,411.41

Staffing Salary & Benefit Costs		2025-26 YTD as of 3/31/26	25-26 Budget	Preliminary 26-27 Budget
1100-00	Certificated Teachers - Salaries	108,310.97	138,154.00	137,025.00
1100-01	Certificated Teachers - Substitutes	3,892.50	42,300.00	
1100-02	Certificated Teachers - Extra Duty	6,779.07	10,266.76	7,591.74
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	3,702.83	18,976.00	
2100-01	Instructional Aides - Substitutes	22.11	85.76	
2100-02	Instructional Aides - Extra Duty/Overtime			
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			
2900-01	Other Classified Staff - Substitutes			
2900-02	Other Classified Staff - Extra Duty/Overtime	141.75	366.46	
3000-00	Employee Benefits (Contracted)	32,869.80	59,590.00	60,600.00
	Employee Benefits (22.3% of CE, 38.4% of CL)	2,124.74	11,882.02	1,693.67

Other Operational Costs		2025-26 YTD as of 3/31/26	25-26 Budget	Preliminary 26-27 Budget
2424-4200	Library - Books & Supplies	2,988.98	12,428.58	
4200-00	Books Other Than Textbooks			
2495-4300	Parent - Materials & Supplies < \$1,500	2,500.00	3,000.00	
4300-00	Materials & Supplies < \$1,500	22,760.02	27,167.74	60,000.00
4300-74	Title 1 Technology < \$1,500			
4400-00	Materials & Supplies > \$1,500	23,313.68	24,421.78	
4400-74	Title 1 Technology > \$1,500			
2495-5200	Parent - Travel & Conference		750.00	
5200-00	Travel & Conference	29,216.12	33,500.00	
5600-29	Repairs			
5710-00	Printing			
2495-5800	Parent - Consultants & Prof. Services		3,200.00	3,501.00
5800-00	Consultants & Professional Services	94,458.00	50,760.00	
5800-89	Publications & Software Licenses	8,555.00	10,840.00	
2495-5900	Parent - Communications		250.00	
5900-00	Communications			
Total		339,435.58	445,839.10	270,411.41

Budget balance remaining to be allocated

0.00

Salaries & Benefits should be limited to 80% of the overall net allocation, which is: \$ 216,329

The current budgeted Salaries & Benefits are a total of: 197,625.00

Which represents an allocation of: 73.08%

MAY22 '26 ROVD