

# School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) planning requirements follow the template in the [SPSA Template Instructions](#).

| School Name                | County-District-School (CDS) Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|----------------------------|-----------------------------------|-----------------------------------------|---------------------------|
| Bernal Intermediate School | 43 69625 6072177                  | 5-6-2025                                | 6-12-25                   |

## Plan Description

Bernal Intermediate School believes that teaching and learning needs to occur in safe environments that support the overall needs of students and adults. Schools, home and community share responsibility for student success through proactive communication and respected “voice” for all educational partners . At Bernal, teachers and staff maintain high expectations around the belief that all students can, and will, meet and exceed academic and behavioral standards, given the right support. Teachers and staff engage in year round interdisciplinary teams with clear standards of professional practice, monitoring, and accountability. Teachers and staff support each other around instruction and school climate. All students will have access to rigorous curriculum and assessments that are directly aligned to the standards. Instruction uses students’ prior knowledge, learning styles, and cultural background. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to see positive academic gains for all student populations.

### Our Vision

Student outcomes are at the center of what we do. Through an interactive and developmental approach, we work as a team to establish a positive and safe school climate, building community, purpose, belonging and school spirit, all to ensure that classroom instruction remains rigorous, relevant and meaningful predicated on strong, positive adult to student relationships.

*We work closely with educational partners throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current District LCAP plan to improve outcomes for all students:*

*Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.*

*Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.*

*Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.*

*Goal 4 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.*

*Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.*

## **Educational Partner Involvement**

### **Involvement Process for the SPSA and Annual Review and Update**

During the 2024-25 school year, we continued to engage parent and family involvement. Parents participated in providing enrichment and SEL opportunities for students through home conversations that centered around activities and school topics shared by the Assistant Principal and counselors monthly. We held family education nights that centered around student safety. Bernal provided opportunities for parents to discuss their child's progress with teachers and to learn how they can support their child's learning at home. Parent meetings were held through zoom or google meetings as well as in person. School information is communicated via School Website, Parent Square, and monthly newsletters, and school marquee. Presentations to educational partners included the School Site Council and English Learner Advisory Committee.

## **Resource Inequities**

As we prepared for the 2025-26 school year, the following resource inequities in our system have risen as priorities and opportunities:

- Co-taught general education sections
- Mental health services
- Interventions for students with disabilities, English learners and students from disadvantaged backgrounds

# Comprehensive Needs Assessment

Data shows that students who are identified as English Learner and Long Term English Learner are suspended at higher rates. The 2024 CA Dashboard level for these two student groups was red (very low), which indicates a need for increased behavior support for students who are identified as English Learner or Long Term English Learner. Data shows that students who are identified as Hispanic or students with disabilities are suspended at higher rates. The 2024 CA Dashboard level for these two student groups was orange (low), which indicates a need for increased behavior support for students who identify as Hispanic or students with disabilities. The dashboard indicator for suspension rate was yellow overall for all students. Reviewing the data with our School Site Council, our teachers, and support staff, it has been determined that we will provide additional training to staff and or parents in restorative practices, and work on improving PBIS implementation, specifically in the classrooms, (Goals #4 and #5).

Data shows that ELL students and Long Term English Learners are performing below grade level on both the ELA and Math CAASPP. The 2024 CA Dashboard level for these two student groups was red (very low), which indicates a need for increased academic support for students who identify as English Learner or Long Term English Learner. The 2024 CA Dashboard level for the students with disabilities student group in Math were red, (very low), which indicates a need for increased academic support for students with disabilities in math. Data shows that students who identified as Hispanic were orange in Math. For ELA, Hispanic, students with disabilities, and socioeconomically disadvantaged student groups were at level orange which indicates a need for increased academic support for students with IEPs, students who identify as Hispanic, and socioeconomically disadvantaged student groups-. Reviewing the data with our School Site Council, our Special Education teachers, and support staff, it has been determined that we will provide professional development in our Math and ELA adoptions, continue offering co-taught classes for students with IEPs, and provide Special Education Teachers the opportunity to participate in release days to plan alongside with general education teacher in order to offer more supports to students in co-taught classes with IEP's. Special Education Teachers will be allotted monies to purchase supplemental materials to support students with IEPs, (Goals # 1, #2, and #3).

Data shows that our Hispanic, Long Term English Learners, and English Language Learner students are absent from school at a higher rate than other groups. The 2024 CA Dashboard level for these three student groups was red (very low). Data also shows that our students who identify as Socioeconomically Disadvantaged and students with disabilities were orange (low), which indicates a need for increased attendance support. Reviewing the data with our School Site Council, our Special Education teachers, and support staff, it has been determined that we will provide additional training to staff in trauma informed practices, implement a school wide Bernal Attendance Team that focuses specifically on our Hispanic, socioeconomically disadvantaged, students with disabilities, Long Term English Language Learners, and English Language Learner students. Bernal administration will work with our support staff, attendance clerk, and staff where we will monitor attendance weekly with the focus on all students, (Goal #5).

# Goals, Strategies/Activities, and Expenditures

## Goal # 1

| Goal # 1    |                                                                                                                                                                              |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials. |

## Identified Need

With the implementation of CCSS and SBAC, we find that we are making appropriate progress on grade level literacy and numeracy skills. These additional needs have surfaced as they relate to proficiency in meeting or exceeding all common core standards:

We will continue our work on implementing the District's adopted core curriculum with fidelity in language arts and math. Our science teachers have been through multiple professional development and planning sessions on implementing the new NGSS instructional practices. Our social studies teachers continue to gain comfort in implementing the social studies curriculum with fidelity. Our elective and PE departments support the academic goals for the school by planning for and implementing lessons that include key vocabulary and scaffolding for learners with unique needs such as students with disabilities and English learners.

## Annual Measurable Outcomes

| Metric/Indicator                                                     | Baseline/Actual Outcome 23/24                                                   | Expected Outcome                                 |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------|
| <b>SBAC Scores</b><br>(% of students scoring proficient or advanced) | ELA: 57%<br>Math: 49%                                                           | Annual Growth of 5% overall                      |
| <b>CA Dashboard Academic Indicator</b>                               | Status Level<br>ELA: Medium/Yellow<br>Math: High/Green                          | Blue, Green or Increase of One Performance Level |
| <b>Local ELA Benchmark Assessments (iReady 24/25 Mid-Year)</b>       | <b>W1</b> 49% on or above grade level<br><b>W2</b> 52 % on or above grade level | Annual Growth of 5% overall                      |
| <b>Local Math Benchmark Assessments (24/25)</b>                      | W1 49% on or above grade level<br><b>W2</b> 48% on or above grade level         | Annual Growth of 5% overall                      |

## Strategies/Activities

### Strategies/Activities Table

| Strategy/<br>Activity #  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Students to be Served                       | Proposed Expenditures              | Funding Source(s) |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------|-------------------|
| Strategy/<br>Activity #1 | Teachers will use additional professional development provided with the goals of increasing student proficiency. This may include release time for professional development conferences and travel.                                                                                                                                                                                                                                                                                                                                                                                                                      | All Students/<br>Students with Disabilities | \$2,000<br>[Travel and Conference] | LCFF              |
| Strategy/<br>Activity #2 | One common planning day for all math, language arts, science and social studies teachers with a focus on reviewing formative and summative student performance data, collaborative planning, intent on lesson planning that will result in high levels of fidelity on delivering the District's adopted curriculum. Special Education Teachers will participate in all core class release days to support the academic strategies in special ed classes and or co-taught classes. Athletic director will receive three release days to plan after school sport and grade checks and support for the athletic department. | All Students/<br>Students with Disabilities | \$9,030<br>Sub Release Days        | LCFF              |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |              |          |      |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|------|
| Strategy/<br>Activity #3 | Focus areas will be key academic and content vocabulary, creation of sentence frames for writing, focused note taking, and teachers' use of higher order questioning techniques that allow students to develop rigorous cognitive thinking skills. Additional funds will be budgeted for teachers to use on an as needed basis to access supplemental materials and supplies. Teachers will use additional supplementary supplies and materials to meet the needs of students with the goals of increasing student proficiency.                                                                | All Students | \$12,552 | LCFF |
| Strategy/<br>Activity #4 | Teachers will use additional school funding to purchase additional technology to meet students' technology needs. To address learning needs or foundational skill gaps for students in technology proficiency, professional development/training/planning time/interventions/etc. will be provided for teachers and staff with the goals of increasing student's proficiency in technology.<br><br>Purchase technology equipment for classrooms to update any outdated LCD projector, document camera, plug and computer adapters, computer chargers, chromebooks, and speakers in classrooms. | All Students | \$ 6,000 | LCFF |

## Annual Review

**SPSA Year Reviewed: 2024-25**

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We were able to implement all of the activities and strategies for Goal 1. The data gathered through interim assessments showed that we were effective in achieving our goal.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet Goal 1.

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

There are no changes being made to this goal.

Goal # 2

| Goal #2 | Description                                                                                                                                                                                                             |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), Hispanic/Latino students, African-American, and students from socioeconomically disadvantaged backgrounds. |

Identified Need

These additional needs have surfaced as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color: In 2023, in ELA and Math, our students identified as English Learners (EL), Hispanic/Latino students, and students from socioeconomically disadvantaged backgrounds underperformed their Bernal peers on standardized assessments.

Annual Measurable Outcomes

| Metric/Indicator                                                     | Baseline/Actual Outcome 24/25                                                                                                                                           | Expected Outcome 25/26                                                     |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| English Learner Reclassification Rate                                | 18.3%                                                                                                                                                                   | 15-20% of English Learners Reclassified                                    |
| Long Term English Learner (LTEL) Rate                                | 62%                                                                                                                                                                     | 20% or Less of English Learners Identified as LTEL                         |
| Local ELA Benchmark Assessments for Student Groups (iReady Mid-Year) | 33% of Latino students scored at or above grade level<br>15% of Black students scored at or above grade level<br>9% of English learners scored at or above grade level  | Annual Growth of 5% for Listed Student Groups                              |
| Local Math Benchmark Assessments for Student Groups                  | 32% of Latino students scored at or above grade level<br>20% of Black students scored at or above grade level<br>14% of English learners scored at or above grade level | Annual Growth of 5% for Listed Student Groups                              |
| CA Dashboard Academic Indicator                                      | English Learners - <b>RED</b><br>Hispanic and /Socio Economically Disadvantaged - <b>ORANGE</b><br>AA/Black - <b>NO COLOR</b>                                           | Blue, Green or Increase of One Performance Level for Listed Student Groups |

## Strategies/Activities

### Strategies/Activities Table

| Strategy/<br>Activity #  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students to be<br>Served                                                                                             | Proposed<br>Expenditures | Funding<br>Source(s) |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|
| Strategy/<br>Activity #1 | Teachers will use additional school resources to address learning needs. Professional development/training/planning time/interventions/etc. will be provided for teachers and other staff with the goals of increasing student proficiency. As teachers become aware of struggling students by evaluating student assessments, grades and other student performance measures, they will have access to intervention funds that will be available for them to offer small group academic academies and homework centers at lunch and after school to address academic areas of need for their students. We will also set aside funding for any needed supplemental materials and supplies for these intervention groups. | English Learners (EL), Hispanic/Latino students, African-American, and students from socioeconomically disadvantaged | \$5,000                  | LCFF                 |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                      |     |                 |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----|-----------------|
| Strategy/<br>Activity #2 | Staff will continue to work together to ensure that we continue to collect data through the use of Multi Language Shadow days. This data will be shared throughout the year during staff professional development. The goal will be to continue to increase the oral language output of our Multi Language Learners.                                                                                                                                                                                                                            | English Learners                                                                                                     | \$0 | LCFF            |
| Strategy/<br>Activity #3 | AVID, (WICOR), strategies will continue to be part of our school wide program where a representative from all departments will be part of the AVID leadership team. Staff professional development will be provided monthly with specific strategies that focus on increasing access to curriculum specific to our ELL students and students from low socioeconomic disadvantage backgrounds. Funding has been allotted to pay one of our school counselors to be the site AVID coordinator, not to exceed \$2,000 (Site Discretionary Budget). | English Learners (EL), Hispanic/Latino students, African-American, and students from socioeconomically disadvantaged | \$0 | LCFF            |
| Strategy/<br>Activity #4 | Teachers will use district-provided digital platforms like NearPod to develop lessons that have interactive activities where students can interact with one another and help develop EL students' language skills.                                                                                                                                                                                                                                                                                                                              | English Learners, Latino students, and students from socioeconomically disadvantaged backgrounds                     | \$0 | District Funded |

## Annual Review

**SPSA Year Reviewed:** 2024-25

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We were able to implement all of the activities and strategies for Goal 2. The data gathered through interim assessments showed that we were effective in achieving our goal. We are keeping the same strategies because they proved to be effective.

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

There are no major differences in implementation and/or budget expenditures being made to this goal.

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

There are no changes being made to this goal.

Goal # 3

| Goal #  | Description                                                                                                                                                                  |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal #3 | We will provide an inclusive learning environment for students with disabilities (students with IEPs) to best support social-emotional, behavioral and academic development. |

Identified Need

As a site, our data is showing that our students with disabilities are performing much lower than other student groups on local metrics. Also, students with disabilities are suspended at a higher rate than students without disabilities.

## Annual Measurable Outcomes

| Metric/Indicator                                                         | 24/25 Baseline/Actual Outcome                                       | Expected Outcome 25/26                                                                                                            |
|--------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Local ELA Benchmark Assessments for Special Education                    | 22% of Students with Disabilities Performed at or above grade level | Annual Growth of 5% for Special Education Student Group                                                                           |
| Local Math Benchmark Assessments for Special Education (iReady Mid-Year) | 22% of Students with Disabilities Performed at or above grade level | Annual Growth of 5% for Special Education Student Group                                                                           |
| Local ELA Benchmark Assessments for Special Education (iReady Mid-Year)  | 27% of Students with Disabilities Performed at or above grade level | Annual Growth of 5% for Special Education Student Group                                                                           |
| CA Dashboard Academic Indicator                                          | ELA <b>Orange</b><br>Math <b>Red</b>                                | Blue, Green or Increase of One Performance Level for Special Education Student Group                                              |
| Inclusion Data of Students with Disabilities                             | 63%                                                                 | Students with Disabilities in General Education Settings for at least 80% of their day (Target >=52%)                             |
|                                                                          | 26%                                                                 | Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day (Target is <=21.6%) |

## Strategies/Activities

### Strategies/Activities Table

| Strategy/<br>Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|-------------|-----------------------|-----------------------|-------------------|
|-------------------------|-------------|-----------------------|-----------------------|-------------------|

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            |                                                                   |         |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------|---------|
| Strategy/<br>Activity #1 | <p>Teachers will use additional digital platforms, assessments, and professional development to meet the needs of students with disabilities. To address learning needs or foundational skill gaps for students with disabilities, professional development/training/planning time/interventions/etc. will be provided for staff with the goals of increasing academic performance of students identified as having a disability.</p> <p>For students already identified as having a disability and already receiving special education support, we will continue to:</p> <ul style="list-style-type: none"> <li>• Implement intervention programs (e.g. Sonday, Ed Puzzle, Formative, No Red Ink, Read 180, Math 180, I-Ready) with consistency and fidelity.</li> <li>• Follow district-wide common testing window for benchmark assessment on iReady</li> <li>• Implement newly developed SAI ELA class to further develop reading skills</li> <li>• Provide supplemental iReady lessons in Reading and Math to students with disabilities for home use and practice</li> <li>• Provide teachers with collaboration time to reflect and review PLC plans and co taught classes.</li> <li>• One-two release day(s) for each of our special education teachers for structured teacher planning time to review student performance data and plan lessons and additional intervention measures as appropriate.</li> </ul> | Students with Disabilities | \$1,000                                                           | LCFF    |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            | \$ 2,000<br>Supplies                                              | LCFF    |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                            | \$5,500<br>Intervention<br>Platforms/Programs (Example:Ed Puzzle) | LCFF    |
| Strategy/<br>Activity #2 | <p>For students at-risk of being identified as having a suspected learning disability, hold weekly site support staff meetings that include the principal, assistant principal, counselors, community liaison, and mental health specialist. The focus of the meeting is to discuss students facing a variety of barriers to their learning, such as distractibility, inattention, auditory processing difficulties, adverse childhood traumatic experiences, among others. Interventions are planned and implemented in partnership with the student's teachers and parents.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Students with Disabilities | \$0                                                               | No Cost |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                            |     |         |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----|---------|
| Strategy/<br>Activity #3 | Communication regarding needs, goals, strategies, and updates for students with disabilities is a focus at Bernal. IEP meetings always have a general education teacher, parent or guardian and all members of the team present. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BSP or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and the psychologist make time in their schedule to meet and connect with general education teachers to scaffold and provide relevance to the student's curriculum within the classroom. Inclusion is a big goal of all students with disabilities at Bernal. This collaboration ensures that the transition for students between resource support time and the classroom is smoother because the work is related. | Students with Disabilities | \$0 | No Cost |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----|---------|

## Annual Review

**SPSA Year Reviewed: 2024-25**

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We are keeping all strategies because they proved to be effective.

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

There are no major differences implemented in this goal.

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

There are no changes to this goal.

## Goal # 4

| Goal #  | Description                                                                                                                                            |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal #4 | We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions. |

## Identified Need

These additional needs have surfaced as they relate to actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions:

*We would like to increase parent participation in stakeholder meetings.*

*The average visits to school website and social media pages is monthly. Our goal is weekly.*

## Annual Measurable Outcomes

| Metric/Indicator                          | Baseline/Actual Outcome 24/25                        | Expected Outcome 25/26                               |
|-------------------------------------------|------------------------------------------------------|------------------------------------------------------|
| Attendance at School Parent Meetings      | <5%                                                  | Increase by 20%                                      |
| Parent Engagement Events/Community Events | 70% <i>Parent Engagement Events/Community Events</i> | 70% <i>Parent Engagement Events/Community Events</i> |
| Parent Square Delivery and Post Data      | 99% with text                                        | 100%                                                 |

# Strategies/Activities

## Strategies/Activities Table

| Strategy/<br>Activity #  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students to be<br>Served | Proposed<br>Expenditures | Funding<br>Source(s) |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------------------|
| Strategy/<br>Activity #1 | <p>Our school community will use additional social media and digital platforms to actively engage families and community members. To address our community needs, we will provide families with support and resources with the goal of increasing parent participation on our school social media platforms as a way to stay connected with school activities, functions, and school related information.</p> <p>Use Infinite Campus and ParentSquare to provide families information regarding:</p> <ul style="list-style-type: none"> <li>• Grading term dates and deadlines</li> <li>• Academic awards nights</li> <li>• Parent Meetings</li> <li>• Monthly newsletters</li> <li>• Access to teachers for questions</li> <li>• Fundraising and community-building events</li> </ul> | All Students             | \$0                      | No Cost              |
| Strategy/<br>Activity #2 | <p>Our school community will be offered Parent Engagement Informational Nights that are specific to the areas of discipline. Partnering with local agencies to inform families of drug awareness, bullying, Cyber Safety, Restorative Justice, and other programs offered will help the school and community work together so that we can decrease our suspension rates for all students with a focus on student groups that are in red or orange on the CA Dashboard. Our school community will be offered opportunities to engage with staff during school wide activities such as History Day, Science Night, Avid informational nights, College and Career Days, and other school events that occur throughout the year.</p>                                                       | All Students             | \$0                      | NA                   |

# Annual Review

SPSA Year Reviewed: 2024-25

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We are keeping all previous strategies because they have proven to be effective. We are adding strategy number 2 to partner with families on specific school behaviors that have resulted in suspension.

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

There are no major differences between the intended implementation and/or the budgeted expenditures for this goal.

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

There are no changes to this goal.

## Goal # 5

| Goal #  | Description                                                                             |
|---------|-----------------------------------------------------------------------------------------|
| Goal #5 | School and classroom environments support learning, creativity, safety, and engagement. |

# Identified Need

These additional needs have surfaced as they relate to providing school and classroom environments that support learning, creativity, safety, and engagement:

*For chronic absenteeism, students with disabilities, Hispanic, Long Term English Learners, English Learners and socioeconomically disadvantaged students are identified as red or orange and that data is available through the California Dashboard.*

*For suspensions, students with disabilities, Hispanic, Long Term English Learners, and English learners are identified as red or orange and that data is available through the California Dashboard.*

# Annual Measurable Outcomes

| Metric/Indicator                            | May 2025 Baseline/Actual Outcome                                | Expected Outcome May 2026                                         |
|---------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------|
| Attendance Annual Average                   | 93.23%                                                          | 98%                                                               |
| Chronic Absenteeism                         | 20.9%                                                           | <i>The Chronic Absenteeism rate will be reduced by 5%.</i>        |
| Suspension Rate                             | 8.7%                                                            | The Suspension Rate will be 1%                                    |
| Expulsion Rate                              | 0.14% (1 student out of 708)                                    | The Expulsion Rate will be 0%                                     |
| Student Safety, Connectedness and Belonging | <i>90% feel safe at school<br/>70% feel connected at school</i> | <i>100% feel safe at school<br/>100% feel connected at school</i> |

# Strategies/Activities

## Strategies/Activities Table

| Strategy/<br>Activity #  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students to be<br>Served                                           | Proposed<br>Expenditures | Funding<br>Source(s) |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------|----------------------|
| Strategy/<br>Activity #1 | <p>Teachers will use additional school resources, PBIS, restorative strategies and mental health interns to meet students' behavior, engagement or safety needs. To address students' needs, we will provide staff and teachers professional development and resources with the goals of increasing the social emotional needs of students.</p> <ul style="list-style-type: none"> <li>• <i>Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.</i></li> <li>• <i>Develop a PBIS Mentor to support the implementation through data analysis.</i></li> <li>• <i>Use restorative strategies in lieu of suspensions as a way to provide more meaningful consequences for students.</i></li> <li>• <i>Use "Bronco Bucks".</i></li> <li>• <i>Use mental health interns to address the increase in student mental health needs. Interns will be supervised by Bernal counselors, Ms. Brown and Mr. Brown.</i></li> </ul> | All Students                                                       | \$1,500<br>PBIS          | LCFF                 |
| Strategy/<br>Activity #2 | The School Librarian will work an extra hour a day so that students have access to the library and PBIS support. This will help increase the social and emotional needs of students as it provides them with a place that is quiet, small environment, and support from an adult on campus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | All Students                                                       | \$11,453                 |                      |
| Strategy/<br>Activity #3 | Bernal Support Staff will work closely with the PBIS team to meet individually with students to create behavior goals and incentives that support positive behaviors. This team will meet weekly to discuss what is working and changes that may need to be put into place.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Special Ed, Hispanic, EL, Low SES, Asian, Filipino, 2+ Race, White | 0\$                      |                      |

# Annual Review

SPSA Year Reviewed: 2024-25

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

We are keeping all strategies because they proved to be effective.

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

There are no major differences between the intended implementation and/or the budgeted expenditures for this goal.

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

There are no changes to this goal.

## Budget Summary

### Budget Summary Table

| DESCRIPTION                                                       | AMOUNT    |
|-------------------------------------------------------------------|-----------|
| Total Funds Provided to the School Through the ConApp             | \$ 0      |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$ 56,035 |

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for the SPSA planning requirements.

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 local educational agency (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* 64001(g)(1), the School Site 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: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Resource Inequities](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Plan Requirements for School 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 CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan for effectively meeting ESSA's planning requirements in alignment with the LCAP 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. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Completing this section fully addresses all relevant federal planning requirements.

## Goals, Strategies/Activities, and Expenditures

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

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA’s LCAP.

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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

## 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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

## 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.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

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 *EC* 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.

- **Funding Sources:** List the 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.

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

## Annual Review

In the following Goal 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.

### Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

## 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

## **Budget Summary Table**

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

- **Total Funds Provided to the School Through the ConApp:** 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.

# **Appendix A: Plan Requirements for Title I Schoolwide Programs**

## **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 School Site Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

## Appendix B: Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023

**Agenda**  
**Bernal School Site Council Meeting**  
SSC Mtg.

Tuesday, May 6 · 6:00pm – 7:00pm

Time zone: America/Los\_Angeles

Google Meet joining info

Video call link: <https://meet.google.com/dnh-grdx-znw>

Expected attendance: Tammy Unck, Maria Smith, Mrs. Hernandez, Mrs. Sar, Ms. Nwankwo, Ms. Rozanski, Ms. Krishnan, Mrs. Hale, Ms. Moore, Mrs. Harms, Mrs. Ortiz-Molina

- 1.0 Call to order
- 2.0 Approve Agenda & [January Minutes](#)
- 3.0 Introductions
- 4.0 New Business
  - 4.1 Review/Approve 2025-2026 SPSA Plan
- 5.0 Meeting Adjournment

## Minutes

### Bernal School Site Council Meeting

Tuesday, January 21 · 6:00pm – 7:00pm

Google Meet joining info

Video call link: <https://meet.google.com/fqw-rtsy-bsk>

Expected attendance: Tammy Unck, Maria Smith, Mrs. Hernandez, Mrs. Sar, Ms. Nwankwo, Ms. Rozanski, Ms. Krishnan, Mrs. Hale, Ms. Moore, Mrs. Harms, Mrs. Ortiz-Molina

1.0 Call to order @ 6:04 PM

2.0 Approve Agenda & [October Minutes](#) -

2.1 Agenda - Motion to approve by Hale; second by Ortiz-Molina

2.2 October Minutes - Motion to approve by Hernandez ; second by Moore

3.0 Introductions

4.0 New Business

4.1 Review/Approve [2024-2026 Safe School Plan](#) -

4.2 Motion to approve by Hale ; second by Moore

4.2 Signatures for Plan: teacher - Sar; classified staff - Rozanski; parent - Ortiz-Molina

5.0 Meeting Adjournment @ 6:24 PM