

School Year: [2021-2022]

School Plan for Student Achievement (SPSA) Bernal Intermediate School

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Bernal Intermediate School	43 69625 6072177	6-9-2021	November 18, 2021

Purpose and Description

Who is Bernal and what does Bernal believe in?

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 stakeholders. 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. The COVID-19 pandemic has created conditions at Bernal Intermediate School that compelled us to stop, reflect and identify the impacts that a year-and-a-half of distance learning created for our school community. These impacts have influenced our parent and teacher community with a goal in 2021-22 to prioritize communication with our stakeholders. With regard to the top goal, actions or strategies, our community overwhelmingly wanted to see positive academic gains for all student populations . These and other community activities will be adapted to the current learning environment as we progress through the school year (e.g. virtual, in person, modified)

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 stakeholders 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 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity.

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

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

During Distance and Hybrid Learning in 2020-21, we continued to engage parent and family involvement. Parents participated in providing enrichment and SEL opportunities for students through asynchronous lessons. Parent meetings were held through zoom or google meetings. For the first part of this school year, we will continue to engage our community via virtual meetings in an effort to continue safety practices during the ongoing pandemic. School information is communicated via Facebook, Parent Square, and weekend newsletters. Presentations to stakeholders included School Site Council and English Learner Advisory Committee.

Resource Inequities

The COVID-19 pandemic has created additional resource inequities in additions to those outlined above. As we prepared for the 2021-22 school year, the following resource inequities in our system have risen as priorities and opportunities:

- Mental health services
- Interventions for students with disabilities, English learners and students from disadvantaged backgrounds

Goals, Strategies, Expenditures, & Annual Review

Goal 1

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 in response to the COVID pandemic 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 new 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	Expected Outcome
SBAC Meet or Exceed Standard for all students	<u>ELA</u> 2015: 59% 2016: 60% 2017: 61% 2018: 60% 2019: 56% 2020: data not available 2021: data not available <u>Math</u> 2015: 57%	Increase by 5% in ELA and Math

	2016: 55% 2017: 50% 2018: 51% 2019: 54% 2020: data not available 2021: data not available	
CA Dashboard Overall Academic Performance Levels	<p><u>ELA</u></p> 2017: Green 2018: Green 2019: Green 2020: data not available 2021: data not available	Increase one level for ELA and Math.
	<p><u>Math</u></p> 2017: Yellow 2018: Green 2019: Yellow 2020: data not available 2021: data not available	
iReady Reading and Math Diagnostic Results	<p><u>READING ON OR ABOVE LEVEL</u></p> <p><u>(2018-2019)</u></p> Window 1 - 48 Window 2 - 52 Window 3 - NA	Increase the percentage in window three by 5% in ELA and Math
	<p><u>(2019-2020)</u></p> Window 1 - 50 Window 2 - 51 Window 3 - NA	
	<p><u>(2020-2021)</u></p> Window 1 - 53 Window 2- 59 Window 3- 62	
	<p><u>MATH ON OR ABOVE LEVEL</u></p> <p><u>(2018-2019)</u></p> Window 1 - 44 Window 2 - 51 Window 3 - NA	
	<p><u>(2019-2020)</u></p> Window 1 -45 Window 2 - 47 Window 3 - NA	
	<p><u>(2020-2021)</u></p> Window 1 - 44 Window 2-50 Window 3- 56	

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will use additional professional development, RocketLit, and other supplementary supplies and materials to meet the needs of students as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for students, professional development/training/planning time/interventions/etc. will be provided for staff with the goals of increasing student proficiency.

One professional development and 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. 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.

Additionally, RocketLit will be used as a supplemental tool in Science as a way to provide access to science standards, while also providing accessible reading materials for students with academic needs.

Additional funds will be budgeted for teachers to use on an as needed basis to access supplemental materials and supplies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$5,000 (sub release days)	LCFF
\$7500 (Instructional Materials)	LCFF

Goal 2

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 in response to the COVID pandemic as they relate to accelerating the academic achievement for English Learners (EL), low socioeconomic disadvantaged students, foster youth, and students of color:

In 2020, 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	Expected Outcome
SBAC Meet or Exceed Standards for English Learners, Hispanic/Latino Students and Socioeconomically Disadvantaged Students.	<p>English Learners</p> <p>ELA</p> <p>2017: 17%</p> <p>2018: 13%</p> <p>2019: 5%</p> <p>2020: NA</p> <p>2021: NA</p> <p>Math</p> <p>2017: 19%</p> <p>2018: 20%</p> <p>2019: 15%</p> <p>2020: NA</p> <p>2021: NA</p> <p>Latino Students</p> <p>ELA</p> <p>2017: 39%</p> <p>2018: 41%</p> <p>2019: 42%</p> <p>2020: NA</p> <p>2021: NA</p> <p>Math</p> <p>2017: 25%</p> <p>2018: 29%</p> <p>2019: 33%</p> <p>2020: NA</p> <p>2021: NA</p> <p>Socioeconomically Disadvantaged Students</p> <p>ELA</p> <p>2017: 44%</p> <p>2018: 40%</p> <p>2019: 37%</p> <p>2020: NA</p> <p>2021: NA</p> <p>Math</p> <p>2017: 33%</p> <p>2018: 35%</p> <p>2019: 37%</p> <p>2020: NA</p>	Increase the percentage achieving at or above grade level for English Learners, Hispanic/Latino Students and Socioeconomically Disadvantaged Students by 5%:

	2021: NA	
CA Dashboard Overall Academic Performance Levels for English Learners, Socioeconomically Disadvantaged Students and Latino Students	<p>English Learners</p> <p>ELA</p> <p>2017: Orange</p> <p>2018: Orange</p> <p>2019: Orange</p> <p>2020: NA</p> <p>2021: NA</p> <p>Math</p> <p>2017: Orange</p> <p>2018: Orange</p> <p>2019: Orange</p> <p>2020: NA</p> <p>2021: NA</p> <p>Latino Students</p> <p>ELA</p> <p>2017: Orange</p> <p>2018: Orange</p> <p>2019: Orange</p> <p>2020: NA</p> <p>2021: NA</p> <p>Math</p> <p>2017: Orange</p> <p>2018: Yellow</p> <p>2019: Orange</p> <p>2020: NA</p> <p>2021: NA</p> <p>Socioeconomically Disadvantaged Students</p> <p>ELA</p> <p>2017: Orange</p> <p>2018: Orange</p> <p>2019: Yellow</p> <p>2020: NA</p> <p>2021: NA</p> <p>Math</p> <p>2017: Orange</p> <p>2018: Orange</p> <p>2019: Yellow</p> <p>2020: NA</p> <p>2021: NA</p>	Increase our Socio-Economically Disadvantaged Students and Latino students by one performance level on the CA Dashboard from the prior year in ELA and Math.
iReady Reading and Math Diagnostic Results for English Learners, Hispanic/Latino Students and Socioeconomically	<p><u>English Learners</u></p> <p><u>READING ON OR ABOVE LEVEL</u></p> <p><u>(2019-2020)</u></p>	

Disadvantaged Students.	<p>Window 1 - 7 Window 2 - 1 Window 3 - NA (2020-2021) Window 1 - 4 Window 2- 8 Window 3- 7 MATH ON OR ABOVE LEVEL (2019-2020) Window 1 6 Window 2 - 7 Window 3 - NA (2020-2021) Window 1 - 5 Window 2- 7 Window 3- 15</p> <p>Hispanic/Latino READING ON OR ABOVE LEVEL (2019-2020) Window 1 - 31 Window 2 - 32 Window 3 - NA (2020-2021) Window 1 - 30 Window 2- 37 Window 3- 41 MATH ON OR ABOVE LEVEL (2019-2020) Window 1 21 Window 2 - 24 Window 3 - NA (2020-2021) Window 1 - 20 Window 2- 25 Window 3- 29</p> <p>Socioecon. Disadv. (data not available)</p>	
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

English Learners, Latino students, and students from socioeconomically disadvantaged backgrounds.

Strategy/Activity

Teachers will use additional school resources to meet the needs of English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. To address learning needs or foundational skill gaps for English Learners (EL)/low socioeconomic disadvantaged students/foster youth/students of color, 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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6000 Teacher Overtime/Intervention	LCFF
\$7500 (Instructional Materials)	LCFF

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

English Learners, Latino students, and students from socioeconomically disadvantaged backgrounds.

Strategy/Activity

In order to provide a safe, supervised and supportive after school environment, Bernal will extend its library hours to remain open after school from 2:30 pm-3:30 pm. This will allow students to remain after school and have access to internet, library resources, and Bernal media clerk as supervisor.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$8260 Extended Library Hours	LCFF

Strategy/Activity #3

Students to be Served by this Strategy/Activity

English Learners, Latino students, and students from socioeconomically disadvantaged backgrounds.

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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

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

These additional needs have surfaced in response to the COVID pandemic as they relate to providing an inclusive learning environment for students with disabilities to best support social, emotional and academic development:

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	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for Students with Disabilities	ELA 2018: 13% 2019: 7% 2020: NA 2021: NA Math 2018: 11% 2019: 7% 2020: NA 2021: NA	Increase the SBAC percent of students with disabilities student group meeting or exceeding standards by 5% higher than the prior year in ELA and Math.
CA Dashboard Overall Academic Performance Levels for students with disabilities.	ELA 2017: Red 2018: Red	Improve by one level in ELA and Math

	2019: Orange 2020: NA 2021: NA Math 2017: Red 2018: Orange 2019: Orange 2020: NA 2021: NA	
iReady data for students with disabilities	<u>READING ON OR ABOVE LEVEL</u> (2019-2020) Window 1 - 32 Window 2 - 42 Window 3 - NA (2020-2021) Window 1 - 17 Window 2- 18 Window 3- 19 <u>MATH ON OR ABOVE LEVEL</u> (2019-2020) Window 1-48 Window 2 - 54 Window 3 - NA (2020-2021) Window 1 - 13 Window 2- 15 Window 3- 18	Increase by 5%
CA Dashboard Chronic Absenteeism Levels for Students with Disabilities	2018: Orange 2019: Yellow 2020: NA 2021: NA	Improve performance band by one level
CA Dashboard Suspension Levels for Students with Disabilities	2018: Red 2019: Orange 2020: NA 2021: NA	Improve performance band by one level

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

Teachers will use additional digital platforms, assessments, and professional development to meet the needs of students with disabilities as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. 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.

For students already identified as having a disability and already receiving special education support, we will continue to:

- Implement intervention programs (e.g. Sonday, Raz-kidz, Read 180, Math 180, I-Ready) with consistency and fidelity.
- Follow district-wide common testing window for benchmark assessment on iReady
- Implement newly developed SAI ELA class to further develop reading skills
- Provide supplemental iReady lessons in Reading and Math to students with disabilities for home use and practice
- One release day 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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$180 Reading A-Z	LCFF
\$1,000 (sub release days)	LCFF
\$5000 (Instructional Materials)	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	No site cost associated with this strategy

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Students with Disabilities

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	LCFF

Goal 4

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Bernal will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

These additional needs have surfaced in response to the COVID pandemic as they relate to students using technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity:

We have some teachers who implement technology as a center or use it more as a separate resource outside of CCSS Instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Participation Rates	2019: 98% 2020: no SBAC 2021: No SBAC	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will use additional school funding to purchase additional technology to meet students' technology needs as they return back to a full in-person learning model after a year-and-a-half of distance or hybrid learning. 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.

Purchase technology equipment for classrooms to update any outdated LCD projector, document camera, and speakers in classrooms

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$5000	LCFF
\$0 to site	Home and School Club Supplement the remainder of costs needed

Goal 5

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

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

For chronic absenteeism, students with disabilities and African American, Hispanic and socioeconomically disadvantaged students are identified as red or orange the last two years that data is available through the California Dashboard.

For suspensions, students with disabilities, African American, students from socioeconomically challenged backgrounds, Hispanic, and English learners are identified as yellow or orange through the last two years the data is available through the California Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Indicator	Socioeconomically Disadvantaged 2018: Yellow 2019: Orange 2020: NA 2021: NA Hispanic 2018: Yellow 2019: Orange 2020: NA 2021: NA Students with Disabilities 2018: Orange 2019: Yellow 2020: NA 2021: NA African American 2018: Orange	Improve at least one level

	2019: NA 2020: NA 2021: NA English Learners 2018: Yellow 2019: Green 2020: NA 2021: NA	
Suspension and Expulsion Rates	Socioeconomically Disadvantaged 2018: Yellow 2019: Yellow 2020: NA 2021: NA Hispanic 2018: Yellow 2019: Orange 2020: NA 2021: NA Students with Disabilities 2018: Red 2019: Orange 2020: NA 2021: NA African American 2018: Orange 2019: NA 2020: NA 2021: NA English Learners 2018: Green 2019: Orange 2020: NA 2021: NA	Improve at least one level
Attendance Rate	Attendance Rate 2019-20: 96.71% 2020-21: 98.48	Maintain a 98% attendance rate

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Teachers will use additional school resources, PBIS, restorative strategies and mental health interns to meet students' behavior, engagement or safety needs as they return back to a full

in-person learning model after a year-and-a-half of distance or hybrid learning. 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.

- *Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.*
- *Develop a PBIS Mentor to support the implementation through data analysis.*
- *Use restorative strategies in lieu of suspensions as a way to provide more meaningful consequences for students.*
- *Use HERO as digital acknowledgement system, along with paper “Bronco Bucks”.*
- *Use mental health interns to address increase in student mental health need. Interns will be supervised by Bernal counselors, Ms. Reed and Mr. Brown.*

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$5,000 (HERO)	LCFF

Goal 6

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 in response to the COVID pandemic 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	Expected Outcome
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Attendance at Parent Meetings	2019-20: <5% of parent attendance. 2020-21:<5%, no gains	Increase by 10%
Parent Email Subscriptions to ParentSquare	2019-20: 99% receive PS messages 2020-21: 99.3%	Increase to 100%
Parent views of School Newsletter	2019-20 Monthly Average 443 2020-21: 371 average	Will increase parent views by 10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

Our school community will use additional social media and digital platforms to actively engage families and community members after a year-and-a-half of distance or hybrid learning. 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.

Use Infinite Campus and ParentSquare to provide families information regarding:

- Grading term dates and deadlines
- Academic awards nights
- Parent Meetings
- Monthly newsletters
- Home School Association Meeting and Events
- Access to teachers for questions
- Fundraising and community-building events

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$2,146 (Parent meeting supplies, materials)	LCFF

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$52,586

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
LCFF	\$52,586

Total of federal, state, and/or local funds for this school: **\$52,586**