

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Berkeley Arts Magnet at Whittier	01-61143-6097729	May 17, 2023	June 7, 2023

Purpose and Description

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

Schoolwide Program

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

The purpose of this plan is to describe how our school is providing a robust school-wide educational program to support all students and to provide details of our comprehensive and targeted support systems for our students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The school participated in the Healthy Kids Survey previously to gather information specifically about our student's experiences regarding school culture, climate, home/school partnership.

The School Site Council (SSC) allocates a budget of approximately \$140k each year to support instructional programs that enhance equitable student learning and engagement. SCC sent home a survey to gather input regarding current budget priorities and planning for the 2023-24 school year.

Other venues for information sharing and input: Monthly parent PTA meetings; Monthly Exec. Parent PTA meetings, ELAC meetings; Monthly School Site Council meetings; Staff Survey; Student Survey, monthly Positive Behavior Supports (PBIS) Team meetings; Equity Team Meetings, Weekly principal/PTA joint newsletter; One Call Now

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal conducts formal and informal visits to classrooms, providing staff with ongoing feedback. The teaching staff is evaluated every other year through formal observations. The principal, literacy coaches, PBIS Team, Equity Team, and leadership team set staff development priorities based on the observations of all classrooms, district initiatives, and input from teachers. New teachers have the opportunity to visit classrooms at other schools through the BTSA program. New Teacher Training as well as literacy and mathematics staff development is provided by the district each year. All teachers have access annually to opportunities to visit colleagues and other schools to observe teaching practices.

In classrooms, the RtI practices, BUSD Best Practices, and equity engagement strategies are evident. Implementation of District-adopted curriculum and programs is evident: Story of Units Mathematics, TCRWP Reading and Writing workshop models, Fastrack Phonics, Welcoming Schools, Positive Behavior Intervention Supports, Universal Breakfast, Social Studies, FOSS science.

SCHOOL CULTURE AND CLIMATE DATA

1. classroom rules and expectations posted in classrooms
2. classroom routines and students jobs evident in classrooms
3. school rules "Be Safe, Be Responsible, Be Respectful, Be Ally" and expectations for behavior posted in hallways, Parent Handbook, mailings home
4. Monthly Toolbox / Citizenship Focus
5. Monthly community meetings recognize students' positive behavior and demonstration of monthly Toolbox and Citizenship themes
6. System of positive behavior support implemented in school
7. In-classroom social support/community building workshops conducted by school's mental health services provider
8. School Peer Mediation Program(BAM Ambassadors)
9. Restorative practices circles
10. Monthly Coyote Awards to recognize students

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Standards Assessment and Accountability

Each fall, winter and spring BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing, and math. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. Reading Tests, Dibels, TCRWP and STAR Reading and Math are given 3 times yearly and record student comprehension and fluency levels. Assessments for spelling (DOLCH), and reading (Running Records), and math are also used to assess student performance. They are administered on an ongoing basis, and the results are used to provide teachers with data to revise lesson goals and individualize learning. The RTI Coach meets instructed staff on the use of our schoolwide Assessment Wall to post most-recent reading/writing data. Local math assessments (K-2) are given at the end of each chapter and 3 times yearly.

State assessments identify student proficiency and provide data for analysis of effective instructional practice. ELPAC is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and whole day grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for targeting low achieving students.

While GATE testing is no longer used, classroom instruction is differentiated. Each teacher has been trained on using the model to support/increase student learning for gifted students. This approach is supported by legislation passed in California in 2001 that shifts the focus of GATE programming from "pull out" classes to teaching strategies and content that are integrated into all classrooms. Many of these strategies are integral parts of most Berkeley schools including GLAD, Story of Units, differentiated instruction, Reading and Writing Workshop, enrichment through art, cooking, gardening, and after school programs.

In addition every teacher formally plans and assesses their own teaching plans and delivery.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Ways school uses data:

Teachers use results of common district assessments to guide instruction and differentiate;

COS Team uses snapshot meetings, academic data, and universal referral process to develop and support interventions;

COS Team, Leadership Team, Rtl Team and PBIS Team design collaboration and data protocols;

Literacy Coach, Math Coach, BUSD Professional Development staff and Berkeley Evaluation and Assessment Office assist site to use data to monitor student progress and support differentiation;

Data is used by after school program to plan and implement academic and reading support before and after school; and Teachers regroup across grade level to differentiate and support COS and Schoolwide push in and pull out interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the NCLB highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers receive Social Emotional, Mathematics and Literacy professional development on Wednesday afternoon. The training is conducted at the school site or at a designated site for grade level teachers. The Leadership team at Berkeley Arts Magnet schedules and plans ongoing professional development meetings based on our students and teachers needs. Teachers then meet and collaborate in whole group or grade-level teams to review teaching, assessing and using the best strategies of instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to raise student performance. Through district support, teachers have received on-going professional development to implement the mathematics program (Story of Units) and our Literacy program (TCRWP). All curriculum used in the classroom are standards based and Common Core aligned. Teachers are provided with at least eight hours of collaboration time that is used to score and analyze reading, writing and math assessments results. The support staff made up of a Literacy coach, Mathematics coach, RTI teacher and English Development Teacher. The support staff meet with teachers in six week cycles to monitor students progress.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Site literacy coaches and district math coaches/math teacher-leaders are coaching and working with targeted grade levels and/or individual teachers.

Math Coach models lessons, collaborates with grade-level teams, and helps teachers to best implement A Story of Units math curriculum, supplementing and supporting additional materials needed for intervention and challenge. The math coach provides guidance; grade level teams are supported to create teaching plans that support the pacing of the program, as well as embedded assessments.

RTI team coordinates formation of RTI groups that are implemented and supported in small group settings. The RTI Team includes the Literacy Coach, ELD teacher, RTI Teacher, Math Coach and Special Education teachers. The RTI district coach meets with the site RTI teachers to collaborate on intervention services and cycles, and calibrates programs district-wide. The RTI site teacher works with teachers in data collection, identifying students in need of extra support academically and behaviorally, and coordinating services for students. The RTI teacher works in conjunction with the general education teachers, the literacy coach, counselor, the principal and the ELD teacher at both Tier One and Tier Two levels.

English Language Instruction is provided by our site English Language Development teacher, who supports staff and students.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have designated staff meeting time to collaborate, usually one hour per week;
Some grade levels meet regularly during lunch, or before/after school;
Site alternates grade level collaboration with cross-grade level collaboration and case management (progress monitoring); and
Teachers participate in District-led professional development and curriculum implementation in math and English Language Arts.

Teaching and Learning

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

The curriculum used for instruction is aligned with the California State Standards; Teachers College Reading Writing Project, FAST TRACK phonics, A Story of Units math, Science-FOSS kits, Social Studies. Teachers follow the designated grade-level Common Core standards and use district-provided curriculum to build their instructional program. All teachers use state/district mandated materials to teach units in math, literacy, science and social studies.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Berkeley Arts Magnet School adheres to recommended instructional minutes for reading/language arts and mathematics. A dedicated literacy block in K-5 devoted to best practices in literacy, including the workshop model, push-in and pull-out support.

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note: there are 315 minutes on MTTHF and 265 minutes on Wednesday.)

Daily Minutes:

90 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)
30 English Learner Development
60 Math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times

Daily Minutes:

120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)
30 English Learner Development
60 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times

Daily Minutes:

60 English Language Arts
30 English Learner Development and other ELA interventions
50 math, including interventions

Regrouping and other Rtl interventions support ELD instruction for CELDT levels 1 and 2.
Daily schedules include English Language Development and/or intervention time.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The District has provided a pacing guide for reading, math and writing, and the teachers have been held accountable through periodic local assessments aligned with the pacing guide.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have standard based instructional materials.

Standards' based instructional materials are used at every grade level. If the major state mandated materials do not address the needs of sub-groups of students, such as English Learners, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. Teachers use the English Learner curriculum, EL-specific guided reading books, and Lucy Calkins Units of Study writing program to better meet the needs of English Learner students. The newly adopted EL materials will be used by all teachers.

The RTI team, including the English Language Development teacher, assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of focus and Special Education students. The additional materials have been purchased by the district. Science Curriculum is California standards' based FOSS Kits for K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content. The LLI Reading Intervention Program is used in grades 1-5 to assist students who are below grade level in reading and is taught to targeted student in small groups during and beyond the school day.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers are using the adopted texts in each subject area: Social studies, FOSS science, ASOU Math, Do the Math, and a composite program for language arts, Teachers' College Reading and Writing programs, Fastrack Phonics, and Star 360, Wilson and Slingerland.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The school provides many resources to underperforming students within the regular program including:

Reading Recovery;

Small reading groups with literacy coaches/interventionists;

Small group push-in and pull-out services with education specialists;

Access to BUILD tutors and Sage mentors under supervision by literacy coaches, designated teachers on special assignment and after school coordinator;

Social-emotional supports as necessary to support academic success;

LLI Intervention after school with Teachers;

Slingerland Intervention groups;

Wilson Intervention groups;

Star 360 Assessment to identify at risk students;

Scheduled intervention blocks for RtI interventions during school day.

Evidence-based educational practices to raise student achievement

The principal in coordination with the literacy and math coaches, COS Team, RtI Team, PBIS Team and BUSD Professional Development Office ensure that all teachers are using best practices to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our Family Engagement Liaison reaches out to families in need or who have requested support, communicates information via email and works to provide resources for our school community.

School wide committees: English Learner Advisory Committee, School Site Council, and PTA all provide assistance for under-achieving students through fundraising and decision making to establish priorities that help improve achievement, e.g., classroom tutors, the literacy coach, professional development, and enrichment that heightens background knowledge and experiences. In addition, local volunteers and resources from UC Berkeley (BUILD tutors and SAGE mentors) are utilized to support students who are not yet at grade level.

The school offers many other resources to under performing students and families:

counseling and in-class social groups/interventions to promote positive behavior;
partnership with Berkeley Public Health to support health management for families and school;
family support referrals, and parent workshops;
parent volunteers for reading support;
in-school interventions for reading and math;
in-class supports with education specialists;
outreach through COS/RTI Team;
small group instruction/support; and
before and after school interventions.
family engagement liaisons.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC) is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this committee. A goal is to have the make-up of the SSC represent the demographics of our student population in order to have full representation and voice from all groups. The committee evaluates programs and student data, and approved a Site Plan and budget to promote student success. A School Site Council site survey is used to develop priorities for the school and to identify areas to improve upon. The School Site Council liaised with PTA to coordinate PTA funding to support school goals.

The English Language Learner Advisory Committee holds meetings annually to provide training and support to families.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council allocated Berkeley Excellence Program Funds for the following purposes:
to implement Rtl protocols and provide appropriate interventions;
to support social-emotional needs of students and families;
to extend learning; and
to provide a safe learning environment for all students.

Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a Librarian and books, enrichment programs, and physical improvements.

In addition, the school relies on over \$125,000 in family donations through the PTA to provide core programs and support classrooms (e.g., enrichment, and counseling).

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school established a School Site Council (SSC) through an election process each year in September. The SSC, composed of parents/guardians, teachers, and other staff, met monthly to review data and the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate equitably in the development and the oversight process.

Resource Inequities

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

There are more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support. The past two year the school did qualify to receive Title I funding for a high number of unduplicated students.

There are students who need multiple layers of support and the school has to be creative in finding time within the school day to provide these supports.

Additional Supports for these unduplicated students take place in our after school program or for families that leave students for our after school interventions.

There are several barriers which may interfere with student achievement at our school. Attendance problems and tardiness keep students out of school or with inconsistent participation in remedial programs. The school day is not of sufficient length to provide remedial support for lowest-achieving students, and not all under-performing students are able to participate in after school programs.

Key Barriers:

- Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students
- Behavioral, emotional, and social issues which impact student engagement or student achievement
- Lack of adequate instructional minutes to provide interventions for students below grade level
- Inadequate resources or strategies to encourage active participation of all parent stakeholders
- Language barriers which impede the school's outreach to English Learners
- Lack of funding to provide adequate supports for all Tier 2 and Tier 3 Students
- Special Education needs and demands outweigh the daily resources

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	58	55	78
Grade 1	62	61	54
Grade 2	78	63	69
Grade3	59	71	64
Grade 4	73	63	66
Grade 5	57	68	64
Total Enrollment	387	381	395

Conclusions based on this data:

1. Enrollment has increase from previous two years.
2. TK has increased the enrollment for our Kindergarten class.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	17	18	24	4.40%	4.7%	6.1%
Fluent English Proficient (FEP)	41	38	39	10.60%	10.0%	9.9%
Reclassified Fluent English Proficient (RFEP)	1			5.9%		

Conclusions based on this data:

1. The percentage of English Learners has increased in the 22-23 school year.
2. The percentage of Fluent English Proficient students has remained similar year after year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	69		0	67		0	67		0.0	97.1	
Grade 4	52	65		0	62		0	62		0.0	95.4	
Grade 5	48	68		0	67		0	67		0.0	98.5	
All Grades	146	202		0	196		0	196		0.0	97.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2493.			58.21			14.93			14.93			11.94	
Grade 4		2496.			38.71			29.03			9.68			22.58	
Grade 5		2567.			49.25			31.34			8.96			10.45	
All Grades	N/A	N/A	N/A		48.98			25.00			11.22			14.80	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		37.31			53.73			8.96				
Grade 4		24.19			64.52			11.29				
Grade 5		50.75			44.78			4.48				
All Grades		37.76			54.08			8.16				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.79			47.76			10.45	
Grade 4		27.42			56.45			16.13	
Grade 5		32.84			53.73			13.43	
All Grades		34.18			52.55			13.27	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.87			70.15			2.99	
Grade 4		20.97			64.52			14.52	
Grade 5		19.40			71.64			8.96	
All Grades		22.45			68.88			8.67	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.30			52.24			7.46	
Grade 4		25.81			58.06			16.13	
Grade 5		38.81			56.72			4.48	
All Grades		35.20			55.61			9.18	

Conclusions based on this data:

1. BAM had 196 students participate in the Language Arts Section of CAASPP testing in the 21-22 school year.
2. The percentage of students exceeding or meeting the standard in Language Arts was 74% of the 196 students tested.
3. 86 % of students are at or above benchmark in Producing clear and purposeful writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	69		0	68		0	68		0.0	98.6	
Grade 4	52	65		0	63		0	63		0.0	96.9	
Grade 5	48	68		0	68		0	68		0.0	100.0	
All Grades	146	202		0	199		0	199		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2483.			44.12			25.00			16.18			14.71	
Grade 4		2505.			36.51			28.57			17.46			17.46	
Grade 5		2563.			50.00			20.59			16.18			13.24	
All Grades	N/A	N/A	N/A		43.72			24.62			16.58			15.08	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.00			35.29			14.71	
Grade 4		42.86			30.16			26.98	
Grade 5		52.94			33.82			13.24	
All Grades		48.74			33.17			18.09	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.06			36.76			16.18	
Grade 4		38.10			42.86			19.05	
Grade 5		38.24			50.00			11.76	
All Grades		41.21			43.22			15.58	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.12			48.53			7.35	
Grade 4		42.86			38.10			19.05	
Grade 5		32.35			58.82			8.82	
All Grades		39.70			48.74			11.56	

Conclusions based on this data:

1. BAM had 199 students participate in the Mathematics section of CAASPP testing in the 21-22 school year.
2. The percentage of students meeting or exceeding the standard on the CAASPP in Mathematics was 68%
3. Applying mathematical concepts and procedures is an area for needed improvement across all grade levels.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	4	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	5	
5	*	*		*	*		*	*		*	*	
All Grades										11	17	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	18.18	23.53		36.36	29.41		36.36	29.41		9.09	17.65		11	17	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	36.36	35.29		27.27	23.53		27.27	23.53		9.09	17.65		11	17	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	9.09	17.65		36.36	23.53		36.36	35.29		18.18	23.53		11	17	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	36.36	41.18		54.55	41.18		9.09	17.65		11	17	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	36.36	31.25		54.55	50.00		9.09	18.75		11	16	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	18.18	17.65		63.64	52.94		18.18	29.41		11	17	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	27.27	17.65		45.45	52.94		27.27	29.41		11	17	

Conclusions based on this data:

1. 17 Students participated in ELPAC testing.
2. BAM had 17% of the students assessed score a Level 1 on the assessment. This is an increase of 8% points for the previous year.
3. The increase across all the domains is contributed to the number of visiting professors at UC Berkeley after reopening from COVID.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
381	26.0	4.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Berkeley Arts Magnet at Whittier.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	4.7
Foster Youth		
Homeless	6	1.6
Socioeconomically Disadvantaged	99	26.0
Students with Disabilities	29	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	11.3
American Indian	2	0.5
Asian	43	11.3
Filipino	5	1.3
Hispanic	55	14.4
Two or More Races	74	19.4
Pacific Islander	1	0.3
White	157	41.2

Conclusions based on this data:

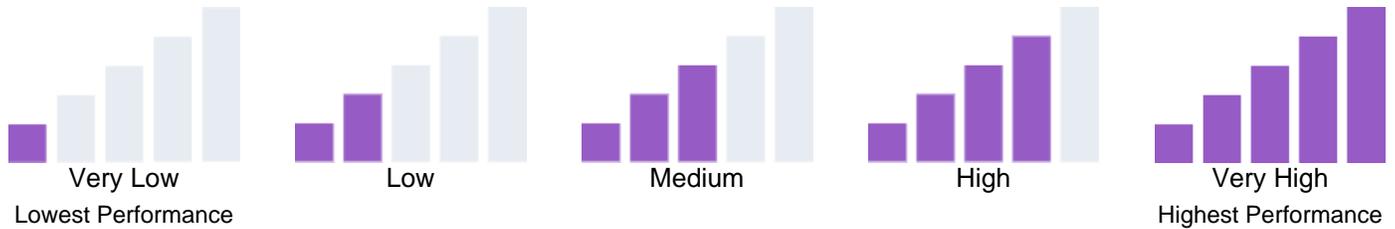
1. Socioeconomically disadvantaged is the largest ALL student subgroup at 26%.
2. Students with disabilities make up the second largest ALL student subgroup.
3. English Learners make up the third largest student subgroup.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

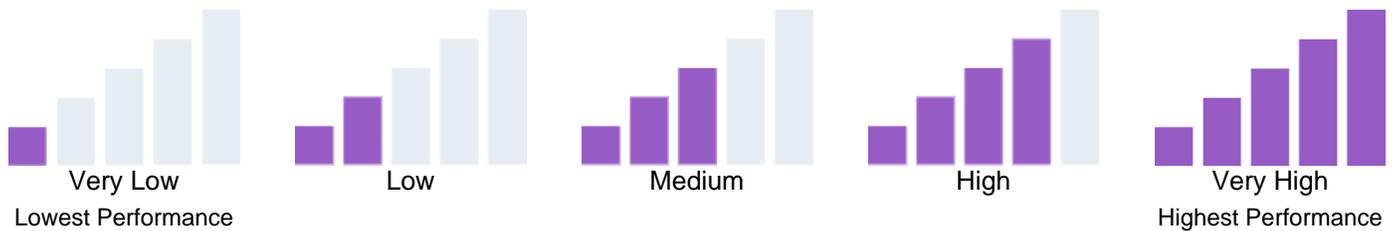
1. The Fall Dashboard puts BAM in the very high or high zone for English Language Arts and Mathematics
2. Absenteeism is an area of needed improvement. BAM was in the medium zone. .
3. Suspension Rates are low at BAM and in very low Zone.

School and Student Performance Data

Academic Performance English Language Arts

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

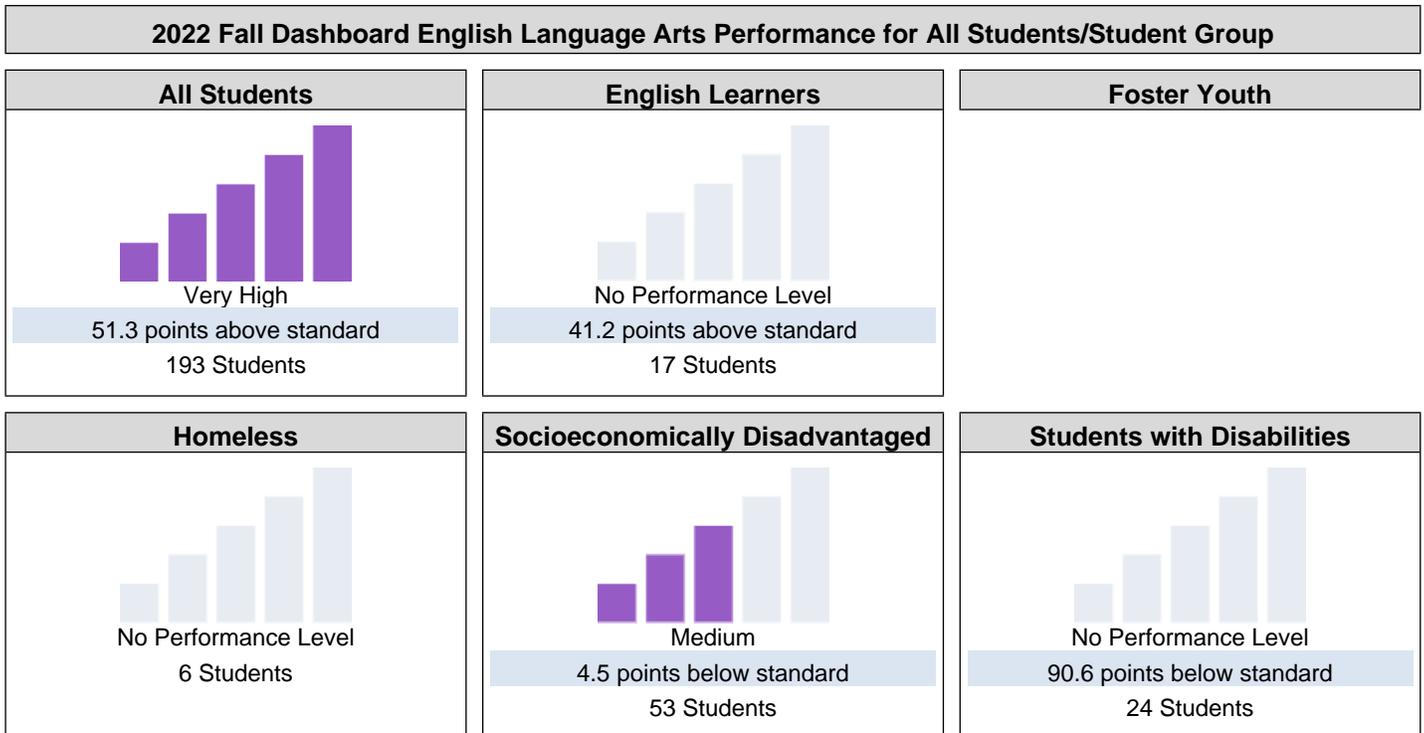
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



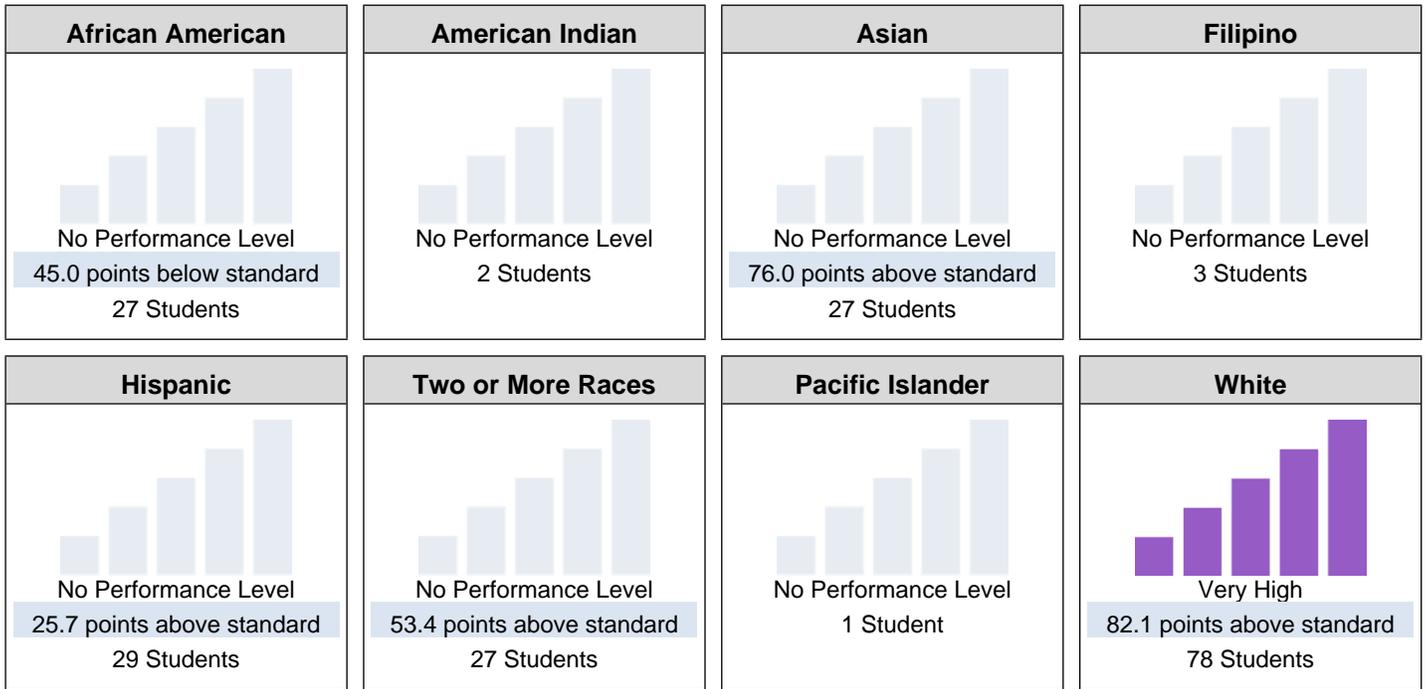
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	78.3 points above standard 12 Students	49.2 points above standard 162 Students

Conclusions based on this data:

1. All subgroups scored 51.3 points above above standard in Language Arts.
2. Socioeconomically Disadvantaged students were 4.5 points below standard in Language Arts.
3. Reclassified English Learners scored 78.3 points above standard in Language Arts.

School and Student Performance Data

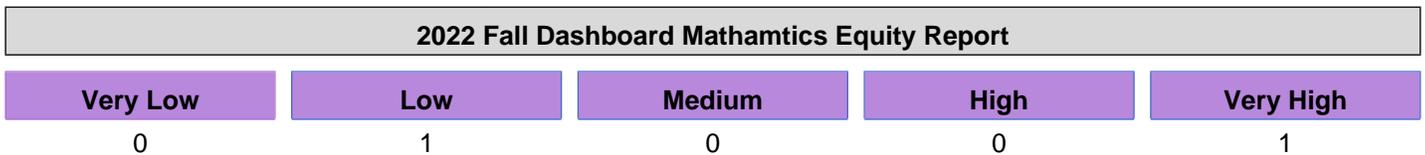
Academic Performance Mathematics

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

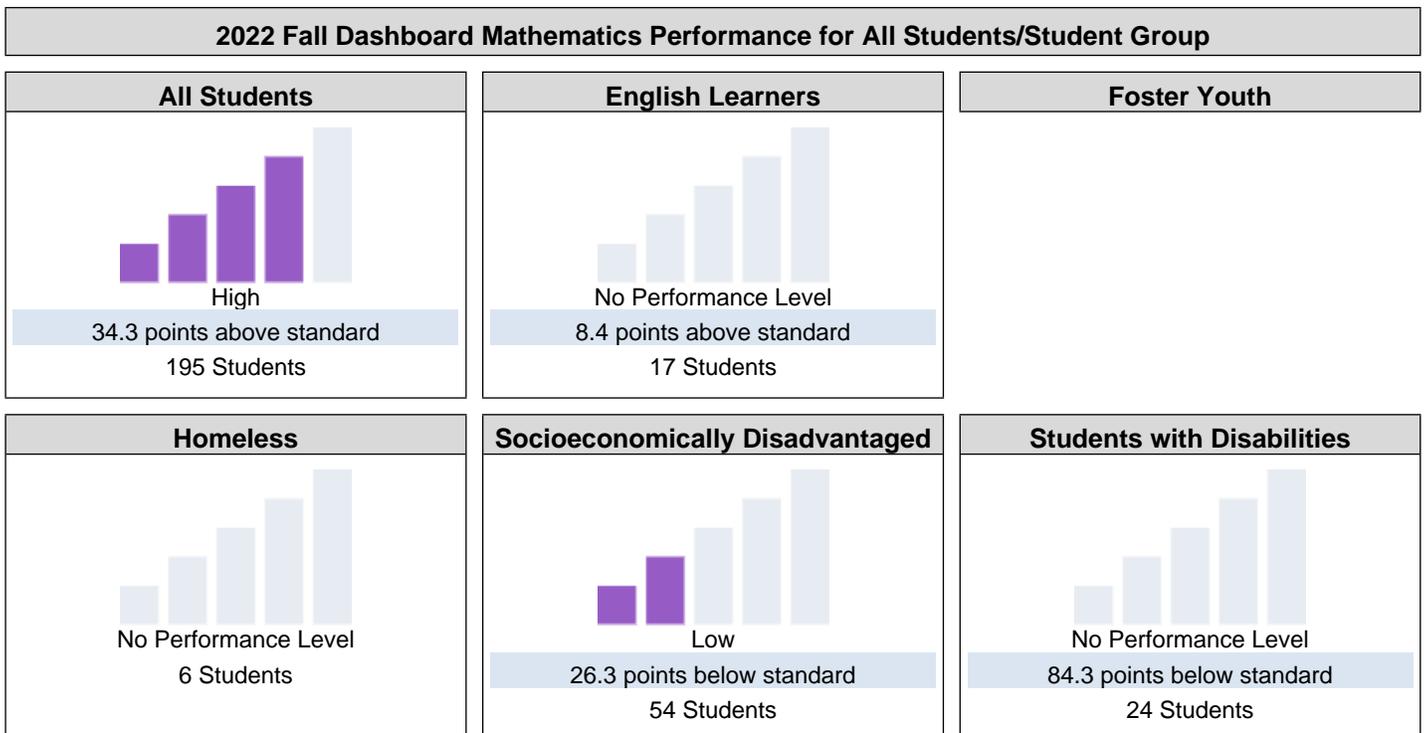
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



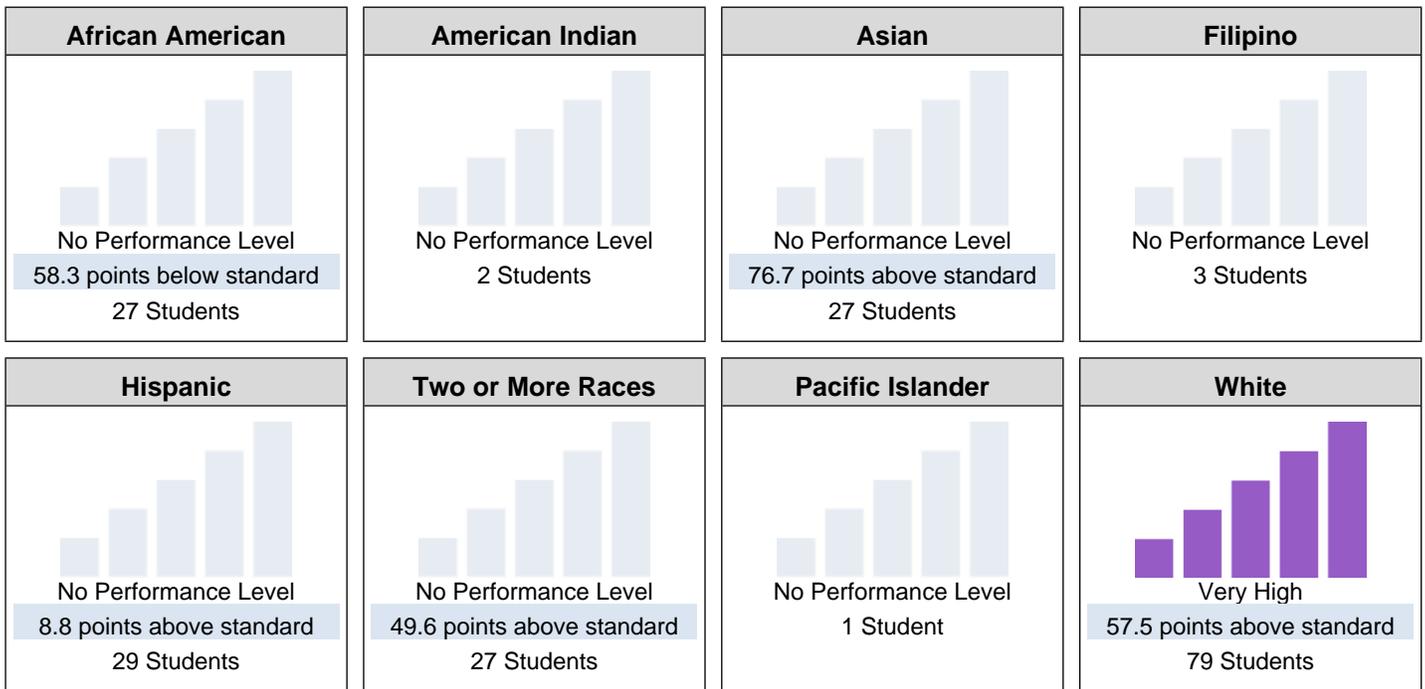
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	23.2 points above standard 12 Students	32.8 points above standard 164 Students

Conclusions based on this data:

1. All subgroups scored 34.3 points above standard in mathematics.
2. Socioeconomically Disadvantaged scored 26.3 below standard in mathematics.
3. Reclassified English Learners scored 23.2 points above standard in mathematics.

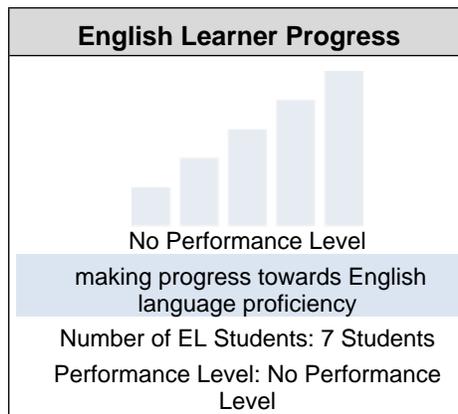
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. There are 7 students who were identified as EL in 2022.
2. No Performance level is indicated.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

1. No data in this category

School and Student Performance Data

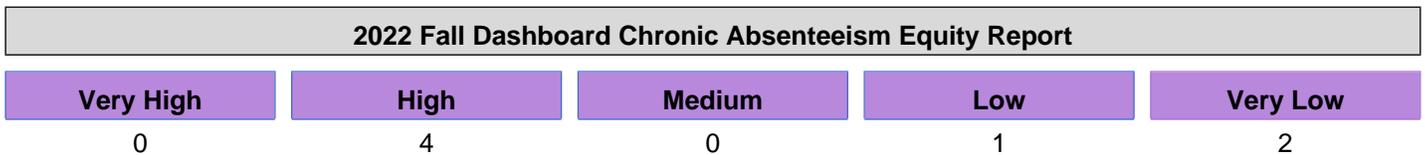
Academic Engagement Chronic Absenteeism

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

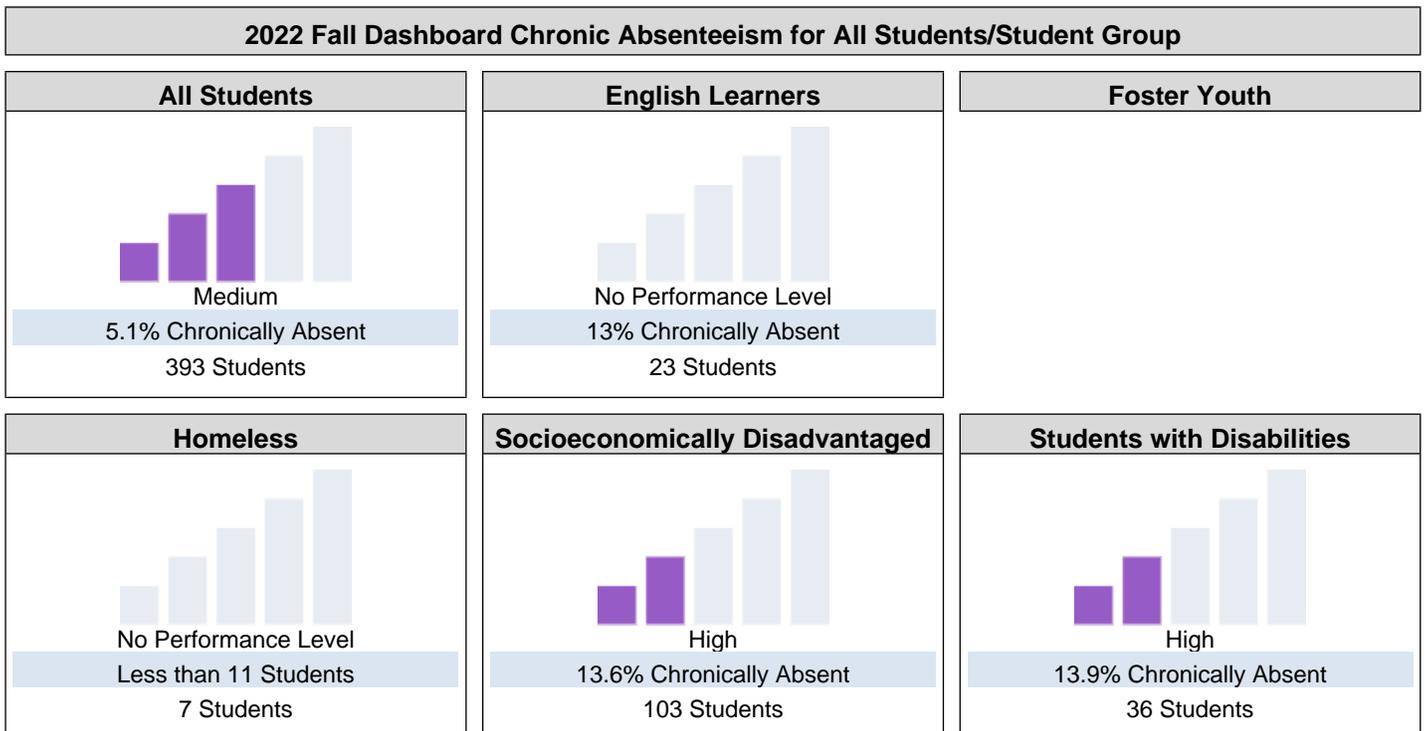
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



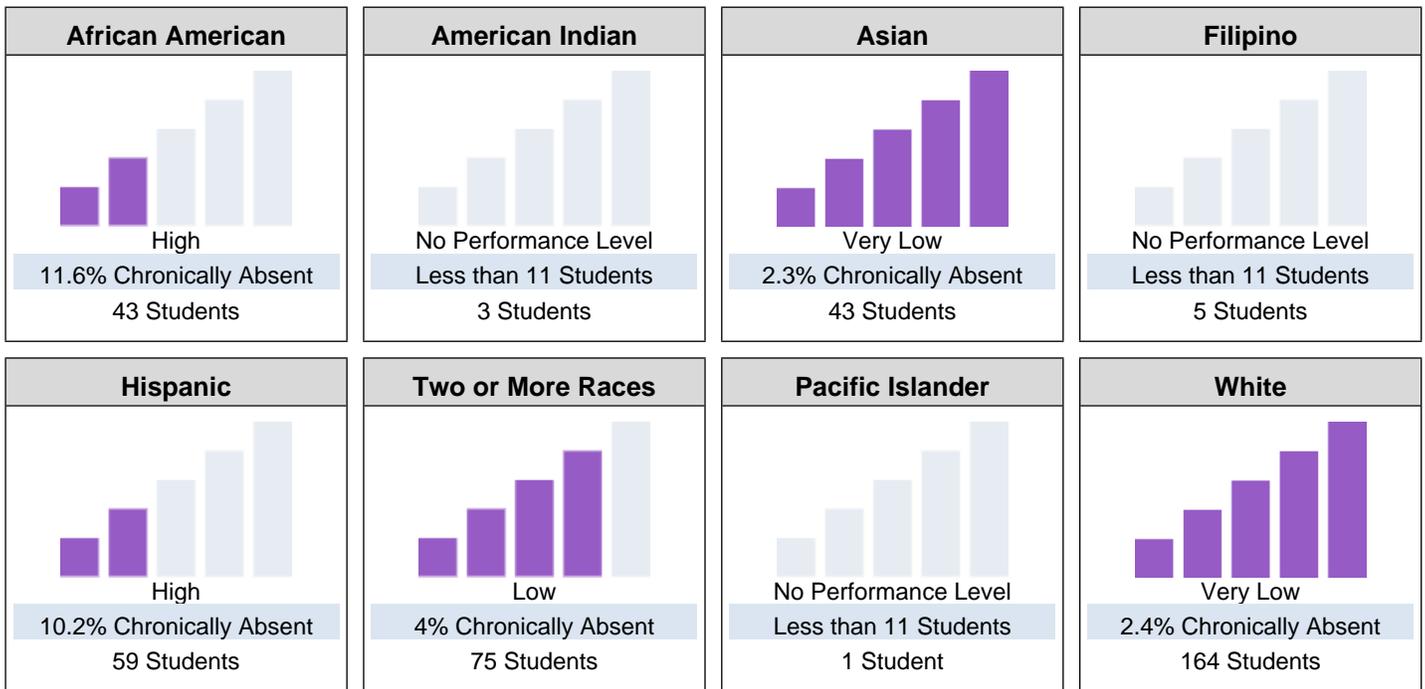
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. All subgroups are 5.1% chronically absent in 2022.
2. Socioeconomically Disadvantaged have the highest percentage of students at 13.6% who are chronically absent.
3. African American Students have the second most percent of students who are chronically absent at 11.6%

School and Student Performance Data

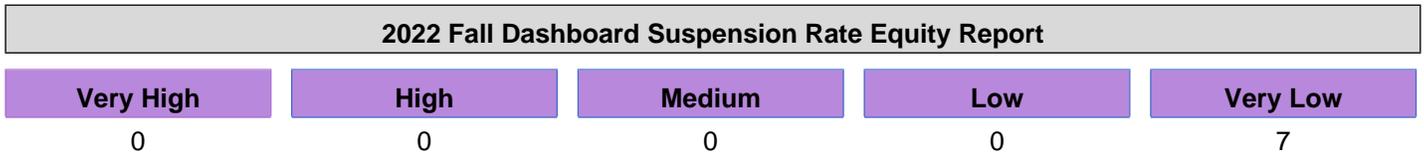
Conditions & Climate Suspension Rate

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

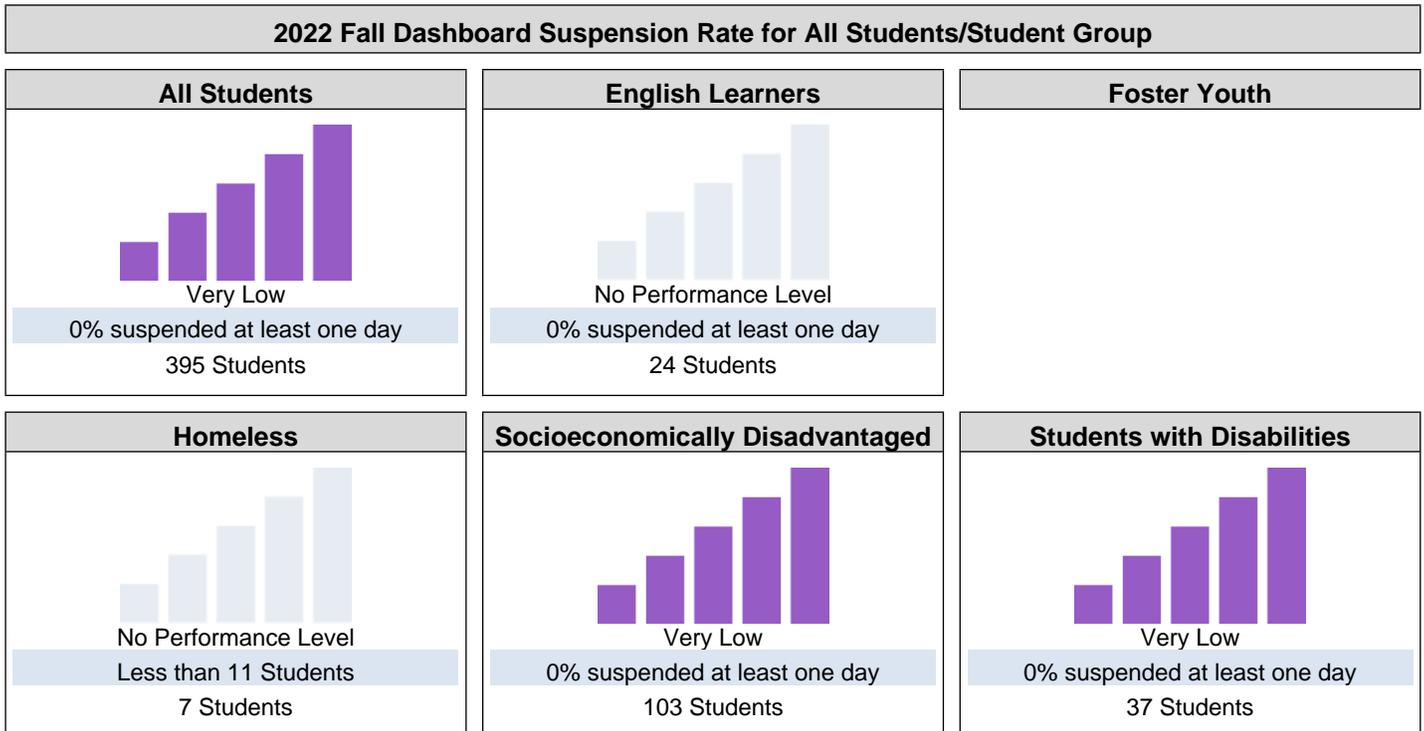
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



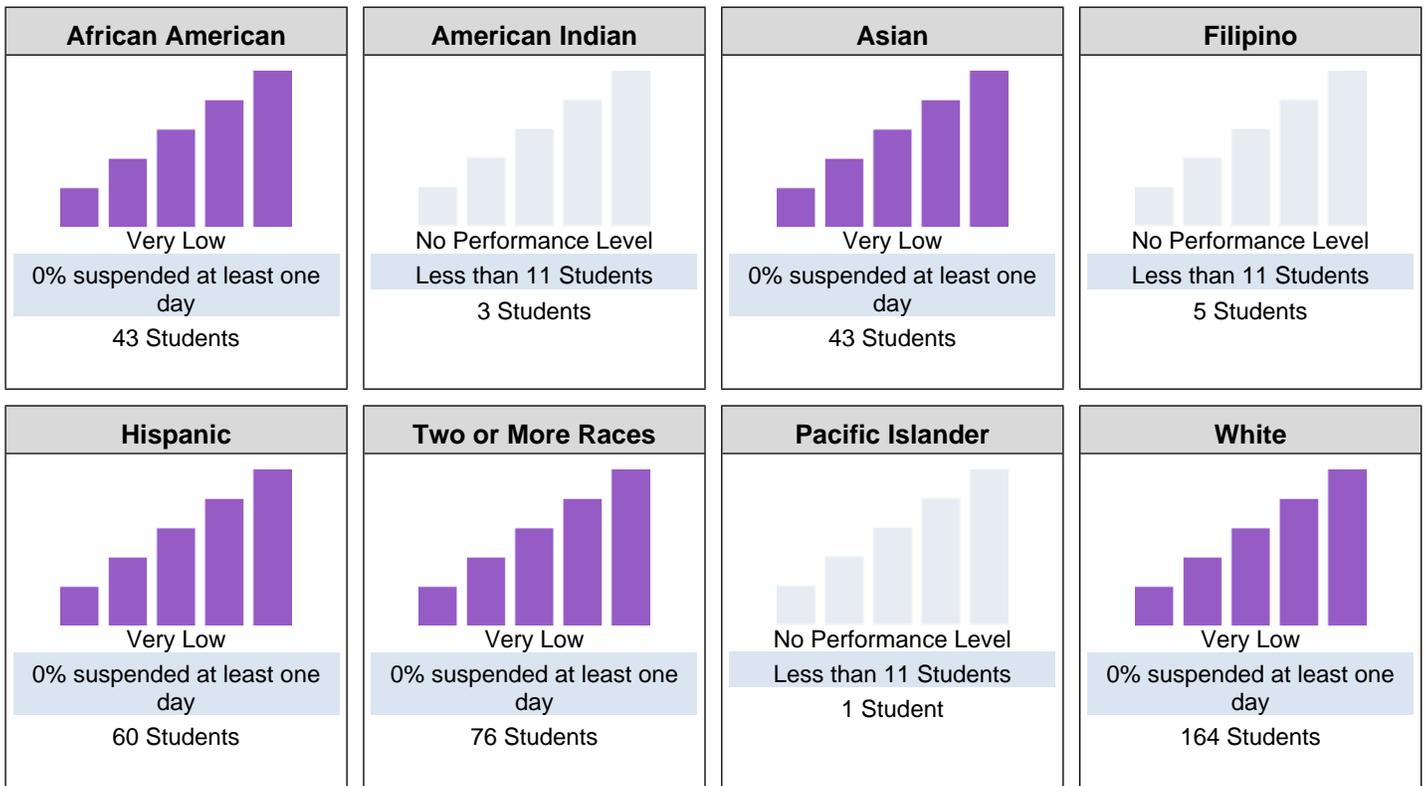
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. BAM has had 0 suspensions in the last three years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Identified Need

Continued need for high quality classroom instruction and curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Reading Assessments	2022-2023 TCRWP Reading Assessments	2023-2024 TCRWP Reading Assessments - Increase in students performing at or above grade level.
TCRWP Writing Assessments	2022-2023 TCRWP Writing Assessments	2023-2024 TCRWP Reading Assessments - Increase in students performing at or above grade level.
DIBELS (K-2)	2022-2023 DIBELS Scores	2023-2024 Increase and growth in DIBELS progress (scores)
Star 360 Reading Assessment (3rd, 4th & 5th Grades)	2022-2023 Star360 Reading and Math Scores	2023-2024 Increase and growth in Star360 Reading and Math Scores
BUSD Math Benchmark Assessments (K-2)	BUSD Math Benchmark Assessments	BUSD Math Benchmark Assessments - Increase in students performing at or above grade level.
Counseling Caseload	Number of students served in 2022-2023	Student improvement in behavior, emotional stability and social skills.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

High Quality Classroom Instruction

- Berkeley Arts Magnet teachers will ensure implementation of a balanced high quality English Language Arts Program, using district-adopted programs and practices with a balanced literacy block.
- Teachers will continue to implement the Lucy Calkins writing program and continue to implement the TCRWP program, with the support of the Literacy Coach and other support staff.
- Literacy Coach will give ongoing training to personnel during staff meetings, will demonstrate model lessons in classes, and co-teach with classroom teachers.
- Math Coach will give ongoing training to personnel during staff meetings, will demonstrate model lessons in classes, and co-teach with classroom teachers.
- K-2 Staff will participate in DIBELS training, as needed, aiming for district-wide alignment of DIBELS administration.
- Staff will attend site-led and district-led professional development sessions on data-driven instruction.
- Staff will use district literacy assessments, DIBELS, and math benchmark results to inform the RTI Team and Intervention Programs.
- All appropriate and necessary materials including leveled texts, literature circle materials, Fast Track Phonics, Technology Programs, LLI, Wilson, Slingerland and other teacher instructional materials will be provided.
- Teachers may be released (using substitute teachers) for peer observations, planning curriculum and instruction with a PLC focus.

Line 1: Literacy Coach - .75 FTE District BSEP funding

Line 2: Literacy Coach - .25 FTE BSEP funding (to supplement District funded Literacy Coach)
\$38,608

Line 4: Materials and Supplies - BSEP carryover \$10,000

Line 5: Personnel Variance - \$4,078

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)
	District Allocation
38,608	BSEP
4,078	BSEP
10,000	BSEP Carryover

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students not meeting grade level expectations

Strategy/Activity

Response to Intervention(RTI)

Differentiation and Intervention - Provide intervention to grades K-5 through the RTI structure to meet the learning needs of students. The RTI Coordinator and COS Team will collaborate with classroom teachers in deciding interventions and strategies to be used for meetings the needs of students who have not yet reached grade level.

Math Intervention Groups,LLI Reading,Wilson and Reading Recovery Intervention groups will be taught by certificated teachers during the school day, coordinating with our Reading and intervention blocks.

- Regular COS (Coordination of Services) team meetings to collaborate and reflect on school wide systems in place to meet the needs of identified students
- Implementation of MTSS, Tier 1, Tier 2 and Tier 3 response (Classroom, Small Group, Mild/Moderate special ed involvement)
- Professional Learning Communities - teachers and intervention/support teachers meet each trimester during Wednesday collaboration time to set goals for focus students
- Provide staff with professional development in differentiation and RTI practices
- Use the TCRWP, Fast Track, LLI, Star 360, Wilson, Slingerland and work samples to support literacy growth

Line 1: RTI Teacher - District Allocation, .50 FTE

Line 2: Teachers will provide intervention and small group work in reading and math for grades 1-5, \$2,483

Line 3: Teacher hourly to provide intervention after school. \$5,000

Line 4: RTI Teacher - BSEP Site Allocation increase .20 FTE, \$25,872

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)
	District Allocation
2,483	Other
5,000	BSEP Carryover
25,872	BSEP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Mathematics: Berkeley Arts Magnet teachers and staff will implement the Eureka math program for all K-5th grade students. Teachers will use district math assessments and STAR 360 math for teacher collaboration, professional development and to monitor student progress.

- A .50 FTE Math Coach to provide support to classroom teachers, to organize and run intervention programs, and provide enrichment opportunities for the classroom
- Provide additional support for targeted groups of students in math based on teacher recommendation, RTI and COS Team meetings, as well as district assessments
- Ensure implementation of high quality mathematics instruction, and continue preparing students for the rigor of the Common Core standards in Math.
- Our math teacher leader will attend regular meetings with other math teacher leaders, and will lead site-specific data analysis and lead professional development in the area of math instruction.
- Build in opportunities for enrichment and challenge for students who need additional math experiences. This can include on-line computer programs, small group work, or whole group work with logic puzzles, brain teasers, etc.

Line 1: Math Coach to provide intervention for students and work with teachers to strengthen intervention support (.50 FTE), BSEP, \$71,457

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)
71,457	BSEP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students identified by Coordination of Services Team

Strategy/Activity

Berkeley Arts Magnet will provide on-site counseling through Child Therapy Institute of Marin(CTIM) and mental health support, making it available to students and families on an as-needed basis. These services will be provided by the school counselors. Services will also include class meetings on problem-solving strategies, restorative work with students, crisis intervention and sharing school culture and climate information with the staff. CTIM will train and oversee the BAM Ambassadors program our peer mediation program for 4th and 5th grade students.

Responsible parties: Principal, RTI coordinator, COS team, Counselors

Line 1: CTIM Counseling Services (District Allocation 23-24) - \$65,000

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)
65,000	District Allocation

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies are targeted to meet the needs of improved learning for all students and sub-sets of students who demonstrate the need for additional support. The monies allocated for counseling have been beneficial to 85 students during the school year. Counselors have provided peer mediation, friend groups, individual counseling, family supports, positive behavior supports and implementation of restorative practices. The RTI coordinator has been instrumental to the development of our COST team and monitoring our interventions. This position provides regular check in with teachers and staff to meet the needs of the students who need the most supports. This team meets twice a month and monitors all school wide interventions and supports.

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

Time continues to be a challenge - we need more time for teachers to collaborate and to observe each other. We need more RTI FTE. Having a limited amount of RTI support has a direct impact on the students we need to support more frequently.

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.

Impact of the work being done through COS and RTI teams will guide our support and intervention services. We plan to increase the number of RTI meetings in order to more closely monitor student growth. We will be working more closely with the RT Fisher to provide direct support for students. We also plan to create a literacy block by grade level to provide more push in support for students throughout the day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Reduce the number of students with ten or more total absences by 10% of the 2023-2024 percentages (enrollment reported as of June).
 Reduce the number of office discipline referrals by 5% annually and reduce the percentage of African American students with referrals by 5% annually.
 Maintain less the 3% suspension status.
 Provide English Language Support for identified students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Records	Number of students with 10 or more absences for 2022-2023 School year	Reduction in number of students absent for 10 or more days of school year 2022-2023
Office Referrals	Number of office discipline referrals for 2022-2023 school year	Reduction of office discipline referrals by 5% by the end of the 2022-2023 school year
English Language Proficiency Assessment for California (ELPAC)	Results of ELPAC and number of RFEP students for 2022-2023 school year	Growth, as measured by ELPAC, and increased number of RFEP students
Case Management Referrals	Number of students referred to Case Management in 2022-2023	Decrease in number of students referred to Case Management and/or increase in student growth in area of concern

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All K-5 students with a focus on sub-groups targeted in the LCAP.
 English Language Learners
 Socio-economically disadvantaged students
 Foster youth

African American students
 Hispanic or Latino Students
 Students with Disabilities

Strategy/Activity

- Staff will continue to focus on equity-centered high expectation teaching and learning equitable teaching habits to use in the classroom. Ongoing professional reading using a variety of books and articles focusing on self-reflection and changing teaching practices that promote cultural competence and provide a safe environment for courageous conversations.
- RT Fisher and Associates will sponsor culturally relevant professional learning sessions with BAM staff to provide direct support in research based instructional practices for creating inclusive learning environments for African American students.
- RT Fisher will provide academic break learning toolkits to BAM African American students.
- Create a targeted outreach plan for BAM African American students to enroll and participate at a rate of 80% or better in BUSD summer intervention specifically geared to African American students
- Discussions and implementation of equity teaching strategies supported by Equity teacher leader.
- Leadership team, Principal and PD team. Staff will attend district PD's in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners.
- Principal and staff will encourage and create safe space for courageous conversations centered on race, class, privilege, and how these impact students and families in our school.
- Staff will keep equity as a focus in district-initiated Professional Learning Communities by identifying focus students (non proficient students) to monitor progress of PLC goals.
- PTA will explore guest speakers and topics related to equity and building a strong community.
- Phoebe Smith will provide Restorative practices professional development. This is ongoing work during the 2023-2024 school year.
- Staff hourly pay to support affinity groups. (\$4,160 BSEP) Two additional groups will be added with BSEP carryover when available.(\$8,000 BSEP Carryover)

Line 1: Equity Teacher Leader stipend

Line 2: Affinity Groups staff hourly- \$4,160 BSEP

Line 3: Affinity Groups staff hourly for additional groups- \$8,000 BSEP Carryover

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)

District Allocation

4,160

BSEP

8,000

BSEP Carryover

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Implement an English Language Development Program for K-5 English Language Learners

- Fund .60 ELD teacher
- Direct instruction at appropriate ELPAC level
- Assess progress of students in English Language Acquisition using the ELPAC, ADEPT and teacher assessment tools
- Monitor student progress using a progress report (EL Progress Report/Grades) to ensure students are making consistent gains
- Use progress monitoring to identify students who are not making gains (in one ore more areas) and create an action plan for each student; meet with student teams (RTI, Lit Coach, Special Ed teachers, classroom teachers) to plan for interventions where progress is not being made
- Communicate with teachers and parents regarding student progress and learning goals during each grading period; provide ELD grades in the four domains
- Devote staff meeting time for teachers to analyze student work and curriculum to determine strategies for targeted language instruction and supports so that all students can access the curriculum (integrated ELD).
- ELD teacher participates in district professional development including monthly ELD PLC, ELD curriculum trainings and COS PD
- ELAC - facilitate parent/guardian workshops on understanding the ELPAC and ELD program at Oxford. Outreach to families regarding instruction.
- Monitor progress of IFEP and RFEP students
- Test administration: ELPAC annual test - test all annual EL students by the end of February, train parents on Illuminate access, keep test scores in cumulative file, schedule test administration
- Identify English Language Learners - verify that all incoming EL students have been identified and tagged in Infinite Campus, provide the district with information to update EL lists including students that have been mistagged, ensure that cumulative and Infinite Campus files are up to date.

Line 1: Certificated ELD teacher (.60 FTE) - District LCAP

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)

District Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students Identified by COS team or staff in need of mentoring and tutoring

Strategy/Activity

- The BUILD tutoring program, a partnership with UC Berkeley, will provide reading support to struggling students in grades K-5th.
 - Support teachers to provide after school tutoring.
 - Also in partnership with UC Berkeley, SAGE mentors will partner up with students, providing mentoring and support.
 - Employ school staff to work with students during the after school.
 - Strengthening the academic connection between the day program and after school program.
 - In addition, after school staff collaborate with a teacher liaison to ensure that their academic hour is closely aligned to classroom instruction.
- Line 1: After school Teacher liaison stipend, district allocation

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)

District Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Positive Behavior Support:
- PBIS team will continue to meet and strengthen systems for supporting positive student behavior. School rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity toward all students' social and emotional health as well as cultural and linguistic differences.
 - Teachers will teach a minimum of six lessons from the Welcoming Schools curriculum. Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, family diversity, gender stereotyping and bullying.
 - School counselors will do class presentations and hold "lunch bunches" to support student community.
 - All teachers will teach the Toolbox program, covering all twelve tools. Toolbox teaches students about the tools we have within us to help build a strong community. In addition, the tools will be discussed at Community Meetings and throughout the school year.

- We will also hold Parent Education meetings to share information about the Toolbox program.

We will contract out for Puberty Ed for 5th grade students.(\$500)

- Teacher will be provided ongoing professional development(2yr) in restorative practices implementation with Phoebe Smith. (\$12,000)

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)
500	BSEP Carryover
12,000	BSEP Carryover

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instruction in Visual and Performing Arts will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles:

- Hold culturally-relevant assemblies and programs at school to celebrate our school community.
- BAM will have a contract with an artist to bring an art program with an experienced art instructor to collaborate with classroom teachers to bring art into their curriculum. The Art Instructor will provide weekly instruction for 12-15 weeks with grades K-5. This is in coordination with the VAPA grant.
- Students in Grades 1 - 5 will participate in BUSD's Music program.

1-3rd grades will have weekly music class, learning how to play song flutes with BUSD music teacher

4th & 5th grade classes will participate in music class, 2 x a week, with BUSD music teachers, playing various instruments.

- Students in Grades K,4th and 5th will be provided physical education classes 1x week a contracted vendor.

Line 1: Arts Contract, up to \$ 61, 448 (PTA Funded)

Line 2: Performing Arts, up to \$ (PTA Funded)

Line 3: Physical Education, up to \$ (PTA Funded)

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)
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Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We will work to decrease absenteeism, particularly for those students who are chronically absent. This has been an area of challenge for Oxford, specifically for our medically-fragile students. We have had no suspensions this school year and work to mediate conflicts and limit office visits, so instructional time is not missed.

Briefly 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.

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 major differences.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Identified Need

Families need to feel welcomed and have opportunities for participation in their student's education, which in turn will increase positive student behaviors and academic performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC Survey	2022-2023 Results	Growth in percentage of families who rate all categories "Extremely Satisfied"
Student Survey	2021 Results	Valuable information on which to utilize for our school community
Attendance Records	2022-2023 Attendance Records	Reduction in the number of absences for the 2023-2024 school year
Participation in Fall Parent/Teacher Conferences	Classroom Teacher Reporting	Increased attendance in parent/teacher conferences

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build School Community:

- Parent Education and Information will provided in partnership with the PTA, Site Council, ELAC and the After School Program. These events will be hosted both on and off the school site in an effort to reach all families.
- Provide forums and educational events on topics identified as critical by diverse parent/guardian groups
- Coffee with the Principal bi monthly morning meetings
- Provide food and childcare at the meetings to encourage participation from all families.
- Utilize Zoom meetings to make attendance easier for more families

- Gift cards available for families who need support
- Family/Community Events (Back to School BBQ, Spring, Talent Show)
- Kindergarten Information Night
- Back to School/Open House
- Math Nights, Literacy Night, Art night, Science Fair
- Parent/Guardian meetings on Restorative Practices and Equity, Race and Inclusion
- Grade Level Gatherings
- Provide childcare at the meetings to help encourage participation from all families.

Line 1: Parent support (gift cards, childcare, pizza) (PTA funds)

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)

PTA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Black and African American Students

Strategy/Activity

RT Fisher and BAM have identified the following areas as needed support for our families:

- Identify BAM families to invite to participate on the BUSD African American Success Advisory Committee
- Sponsor BAM family engagement evenings specifically targeted to African American families to encourage participation in school wide and district committees
- Launch a “Black-to-School” event to enlist parent support at the beginning of the school year
- Host an PCAD event in January to celebrate families and reinforce parent engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Behavior Support:(\$10,000 Materials & Supplies)

The PBIS team will continue to meet and strengthen systems for supporting positive student behavior. School rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity toward all students' social and emotional health as well as cultural and linguistic differences.

Teachers will teach a minimum of six lessons from the Welcoming Schools curriculum in addition to other programs that teach empathy and non-violence such as Second Step. Students will be taught lessons including but not limited to empathy, self regulation, problem solving, and cooperation, family diversity, gender stereotyping and bullying.

All teachers will teach the Toolbox program, covering all twelve tools. Toolbox teaches students about the tools we have within us to help build a strong community. In addition, the tools will be discussed at Community Meetings and throughout the school year. We will also hold Parent Education meetings to share information about the Toolbox program.

Positive Behavior Support (PBIS) systems using Tool Box and Welcoming Schools Curriculum will be implemented.

Teachers will work on community building and introduce rules of conduct and school-wide expectations (be safe, be respectful, be responsible, and be an Ally).

Buddy classes will be established in September; primary students and upper grade students will practice and learn academic and social skills from one another.

All teachers will reinforce positive behaviors by issuing “Bamarangs” and will provide students with monthly prizes where Bamarangs can be redeemed.

An active Student Council will be established by January and coordinated by a staff member.

All Teachers, Counselors and Family Equity & Engagement Coordinators will attend the district wide Toolbox Positive Behavior Intervention Curriculum Training as provided by BUSD.

Teachers will be encouraged to attend Cultural Competency Awareness Trainings to promote the understanding of cultural differences by BUSD's district liaison who is designated to provide this type of training or outside organizations.

Student School Playground Ambassadors will be trained to work on the playground and mediate conflict that may arise.

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)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We are hoping to increase the involvement of families, by having multiple school events, now that the pandemic is waning. Families will be invited onto campus for various school events.

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

None Identified

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.

Utilizing the district African American Success Framework BAM will work with RT Fisher analyze areas of need for improvements and implement new strategies to increase families feeling connected and welcome at BAM.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

All students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS Assessments K-2	2022-2023 DIBELS data	Student Growth in DIBELS assessments
Star 360 Assessments 3-5	2022-2023 Star 360 Data	Student Growth in Star 360 in Reading and Math
District Math Benchmark Assessments K-2	2022-2023 District Math Benchmark Assessments	Student Growth in Math Benchmark assessments
State Tests - CAASP	2022-2023 CAASP data	Student Growth in CAASP Scores

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Data Review:

- COST Team and RTI Team will review data on a bimonthly schedule
- Use of COS Team referral form by staff to recommend students to Case Management
- Grade Level meetings on Wednesdays to review data, monitor progress, and refer students to support services if needed
- Teacher release days to review data and plan instruction to address the needs of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Adjust Scheduling to impact interventions provided:

- Create a literacy block to ensure interventions specialist are able to push into classrooms to support teachers and students.
- Ensure a Intervention block is set for specialist to pull students for Tier 2 and Tier 3 interventions
- Monitor instructional minutes

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)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Students missing more than 10% of school days

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	Baseline	Increase in attendance for 2023-2024
Family Outreach	Number of families on OFFEE caseload	Continued support of families

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students in need of support services

Strategy/Activity

Family Engagement Liaison will reach out to families, provide support as needed. (District Allocation)

PTA will support Families with gift cards and holiday support, per request. (Amount TBD)

District Nurse will be on site once a week to monitor health issues. (District Allocation)

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)
	District Allocation

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$247,158.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
BSEP	\$144,175.00
BSEP Carryover	\$35,500.00
District Allocation	\$65,000.00
Other	\$2,483.00

Subtotal of state or local funds included for this school: \$247,158.00

Total of federal, state, and/or local funds for this school: \$247,158.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Rene Molina	Principal
Karen Ferguson	Classroom Teacher
Cory Potts	Classroom Teacher
Michele Ferrell	Other School Staff
Brit Toven-Lindsey	Parent or Community Member
Milani Pelley	Parent or Community Member
Heather Gilbert	Parent or Community Member
Melina Landry	Other School Staff
Chilezie Nnadi	Parent or Community Member
Nancy Rivera	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Leadership Team, Rtl Team, PBIS Team, PTA Budget Committee, PTA Budget Parent/Caregivers

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 17, 2023.

Attested:

Principal, Rene Molina on 5/17/2023

SSC Chairperson, Brit Toven-Lindsey on 5/17/2023

Kathy Fleming
Director of Local Resources

5/25/23

Signature

Date

Jill Hoogendyk
Associate Superintendent, Educational Services

5/25/23

Signature

Date

BUDGET SUMMARY 2023-24

Berkeley Arts Magnet (123) 5/16/23	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP			Other Resources			Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	RES.	BGT	FTE	RES.	BGT	FTE	
Budget Item															
Lit Coach	1/1	1102	38,608	0.25					0741/0763		0.75				1.00
Math Coach	1/3	1102	71,457	0.50											0.50
ELD Coach		1102				0.60									0.60
RTI	1/2	1102	25,872	0.20		0.50									0.70
Staff Hourly (Affinty Groups)	2/1	1/2116	4,160												
Teacher Hourly	1/2	1116										Title IV	2,483	43 hrs	
Materials & Supplies		4300										0000	9,085		
Contract (Counseling)	1/4	5800										Dist-wide	65,000		
Contracts (KALA)		5800													
Performaning Arts		5800							0753	8,000					
Contract (YMCA-PE)		5800													
Unallocated Reserve	1/1		4,078												
Total Expenditures			144,175			1.10		0						0	
Revenue Allocation			144,175												
															0

BSEP Carryover Priorities

Contract (Puberty Ed)	2/4	5800	500	
Diversity/Equity/Inclusion Training (P. Smith)	2/4	5800	12,000	
Materials & Supplies	1/1	4300	10,000	
Teacher Hourly - Intervention	1/2	1116	5,000	
Staff Hourly (Affinty Groups)	2/1	2/1116	8,000	
Total Carryover Priorities			35,500	