

School Year: **2021-22**

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 6, 2021	June 23, 2021

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 district survey in February 2019 to gather information specifically about our community's experiences regarding school culture, climate, home/school partnership and communication. 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, Healthy Kids Survey, Bi-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 frequently visits classrooms, providing staff with informal and 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 provided by the district. New teaching staff are also part of the Berkeley new teacher training provided 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, Scott Foresman 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. Suspension and referral data entered in PowerSchool
7. System of positive behavior support implemented in school
8. In-classroom social support/community building workshops conducted by school's mental health services provider
9. School Peer Mediation Program(BAM Ambassadors)
10. Restorative practices circles
11. 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 spelling. 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, TCRWP and STAR 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 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;

COSITeam 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 interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meeting Performance Goal.

All staff are credentialed and appropriately placed.

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

Meeting Performance Goal.

All teachers and principal participated in SB 472 math training in Everyday Math;
All teachers K-3 grade teachers participated in Fast Track phonics staff development(2019);
All teachers participate in ongoing Teacher College Reading and Writing Project professional development ;
New teachers participated in TCRWP in the 2014-2015 school year; and
Model classrooms at BAM are used to support district and site professional development in literacy.
New teachers are provided coaching through school Literacy Coach/Math Coach.

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

Meeting Performance Goal.

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.

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

Meeting Performance Goals but not consistently in all classrooms.

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

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

Exceeding Performance Goal.

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)

Meeting Performance Goal.

Staff are implementing the district-adopted programs and curriculum.
Grade levels collaborate for consistent implementation.

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

Meeting Performance Goal in Mathematics and English Language Arts.

Regrouping and other RtI interventions support ELD instruction for CELDT levels 1 and 2.

Teachers have been instructed to spend 90 minutes daily on language arts and 60 minutes on math, and they generally adhere to this requirement.

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)

Meeting Performance Goal.

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)

Meeting Performance Goal.

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 or Title 1 students, 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)

Meeting Performance Goal.

All teachers are using the adopted texts in each subject area: Scott Foresman social studies, FOSS science, ASOU Math, Do the Math, and a composite program for language arts including BEAR spelling, 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)

Goal in progress.

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

Meeting Performance Goal.

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)

Goal in progress.

The school offers many 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)

Meeting Performance Goal.

School Site Council has met regularly, evaluated programs and student data, and approved a Site Plan and budget to promote student success.

Leadership Team, RtI Team, COS Team, Equity Team and PBIS Team contributed to plan.

School Site Council liaised with PTA to coordinate PTA funding to support school goals.

English Language Learner Advisory Committee meetings held this year and provided training and support to families.

Funding

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

Exceeding Performance Goal.

The School Site Council allocated Berkeley Excellence Program Funds for the following purposes:
to implement RtI 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)

Not meeting Performance Goal.

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 \$140,000 in family donations through the PTA to provide core programs and support classrooms (e.g., materials, enrichment, and counseling).

Stakeholder 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 in September. The SSC, composed of parents, 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. This year, the school will receive Title I funding for the 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.

Supports for these unduplicated students also take place for students who are in our after school program or 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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	12.90%	11.06%	10.29%	57	47	42
Asian	9.95%	11.06%	11.27%	44	47	46
Filipino	1.13%	1.41%	1.47%	5	6	6
Hispanic/Latino	14.71%	15.76%	16.91%	65	67	69
Pacific Islander	%	%	0%			0
White	44.57%	44.24%	42.89%	197	188	175
Multiple/No Response	%	%	16.91%			1
Total Enrollment				442	425	408

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	63	68	66
Grade 1	84	61	82
Grade 2	66	84	62
Grade3	65	63	77
Grade 4	86	68	57
Grade 5	78	81	64
Total Enrollment	442	425	408

Conclusions based on this data:

1. Enrollment has increased from previous year.
2. White student group percentage has increased from previous year.
3. Other subgroup percentages have remained fairly constant over 2 year period/

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	49	38	31	11.1%	8.9%	7.6%
Fluent English Proficient (FEP)	35	40	56	7.9%	9.4%	13.7%
Reclassified Fluent English Proficient (RFEP)	12	1	21	25.5%	2.0%	55.3%

Conclusions based on this data:

1. The percentage of students being reclassified has increased 3x the amount in 2015-2016.
2. The percentage of Fluent English Proficient students has increased every year since 2016.
3. The number of English Learners have declined over two year period.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	63	63	74	62	63	74	62	63	94.9	98.4	100
Grade 4	82	83	68	77	80	66	77	80	66	93.9	96.4	97.1
Grade 5	87	79	81	71	77	78	71	77	78	81.6	97.5	96.3
All Grades	247	225	212	222	219	207	222	219	207	89.9	97.3	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2463.	2493.	2470.	37.84	56.45	46.03	33.78	22.58	23.81	16.22	11.29	15.87	12.16	9.68	14.29
Grade 4	2464.	2509.	2524.	28.57	46.25	51.52	16.88	17.50	25.76	25.97	22.50	7.58	28.57	13.75	15.15
Grade 5	2509.	2515.	2548.	29.58	31.17	42.31	29.58	23.38	26.92	12.68	23.38	14.10	28.17	22.08	16.67
All Grades	N/A	N/A	N/A	31.98	43.84	46.38	26.58	21.00	25.60	18.47	19.63	12.56	22.97	15.53	15.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.84	51.61	42.86	44.59	40.32	42.86	17.57	8.06	14.29
Grade 4	29.87	37.50	48.48	44.16	50.00	37.88	25.97	12.50	13.64
Grade 5	30.99	31.17	46.15	43.66	46.75	37.18	25.35	22.08	16.67
All Grades	32.88	39.27	45.89	44.14	46.12	39.13	22.97	14.61	14.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.19	50.00	50.79	45.95	38.71	31.75	14.86	11.29	17.46
Grade 4	16.88	33.75	43.94	53.25	50.00	43.94	29.87	16.25	12.12
Grade 5	38.03	33.77	46.15	40.85	40.26	42.31	21.13	25.97	11.54
All Grades	31.08	38.36	46.86	46.85	43.38	39.61	22.07	18.26	13.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.54	51.61	25.40	48.65	40.32	65.08	10.81	8.06	9.52
Grade 4	18.18	36.25	46.97	59.74	55.00	40.91	22.08	8.75	12.12
Grade 5	28.17	15.58	37.18	52.11	62.34	47.44	19.72	22.08	15.38
All Grades	28.83	33.33	36.71	53.60	53.42	50.72	17.57	13.24	12.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.54	53.23	36.51	45.95	35.48	52.38	13.51	11.29	11.11
Grade 4	25.97	27.50	43.94	55.84	62.50	45.45	18.18	10.00	10.61
Grade 5	36.62	29.87	41.03	36.62	45.45	39.74	26.76	24.68	19.23
All Grades	34.23	35.62	40.58	46.40	48.86	45.41	19.37	15.53	14.01

Conclusions based on this data:

1. We see a decrease in achievement on SBAC as kids go from 3rd to 5th grade.
2. The percentage of students exceeding the standard has increased each of the past three years.
3. The percentage of students who did not meet the standard has decreased from the previous year.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	63	63	75	62	63	75	62	63	96.2	98.4	100
Grade 4	82	83	68	78	79	66	78	79	66	95.1	95.2	97.1
Grade 5	87	79	81	74	78	79	74	78	79	85.1	98.7	97.5
All Grades	247	225	212	227	219	208	227	219	208	91.9	97.3	98.1

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2469.	2497.	2483.	44.00	54.84	44.44	32.00	29.03	31.75	8.00	8.06	9.52	16.00	8.06	14.29
Grade 4	2481.	2507.	2526.	23.08	32.91	42.42	28.21	31.65	33.33	28.21	26.58	12.12	20.51	8.86	12.12
Grade 5	2518.	2519.	2546.	29.73	28.21	37.97	25.68	20.51	22.78	17.57	30.77	22.78	27.03	20.51	16.46
All Grades	N/A	N/A	N/A	32.16	37.44	41.35	28.63	26.94	28.85	18.06	22.83	15.38	21.15	12.79	14.42

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	56.00	70.97	60.32	28.00	19.35	25.40	16.00	9.68	14.29	
Grade 4	34.62	48.10	56.06	33.33	34.18	25.76	32.05	17.72	18.18	
Grade 5	37.84	38.46	48.10	29.73	32.05	30.38	32.43	29.49	21.52	
All Grades	42.73	51.14	54.33	30.40	29.22	27.40	26.87	19.63	18.27	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.00	56.45	55.56	37.33	33.87	30.16	14.67	9.68	14.29
Grade 4	25.64	40.51	42.42	44.87	44.30	40.91	29.49	15.19	16.67
Grade 5	28.38	26.92	41.77	40.54	43.59	40.51	31.08	29.49	17.72
All Grades	33.92	40.18	46.15	40.97	41.10	37.50	25.11	18.72	16.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.00	59.68	57.14	30.67	32.26	34.92	13.33	8.06	7.94
Grade 4	30.77	44.30	51.52	43.59	39.24	31.82	25.64	16.46	16.67
Grade 5	24.32	20.51	32.91	50.00	56.41	50.63	25.68	23.08	16.46
All Grades	37.00	40.18	46.15	41.41	43.38	39.90	21.59	16.44	13.94

Conclusions based on this data:

1. The number of students being assessed on CASSAP has remained consistent the past three assessment cycles
2. The percentage of students exceeding the standard has increased or remained constant each of the past three years.
3. The percentage of students who did not meet the standard has decreased from the previous year.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	6
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	4
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	4
All Grades							39	24

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	66.67	16.67	*	45.83	*	20.83		16.67	39	24

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	71.79	25.00	*	37.50	*	25.00	*	12.50	39	24

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*		*		*	*	*
4	*	*	*	*	*	*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	41.03	20.83	33.33	25.00	*	33.33		20.83	39	24

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
5	*	*	*	*	*	*	*	*	
All Grades	74.36	37.50	*	50.00	*	12.50	39	24	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
5	*	*	*	*	*	*	*	*	
All Grades	79.49	37.50	*	33.33	*	29.17	39	24	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
2	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	
All Grades	46.15	16.67	46.15	54.17	*	29.17	39	24	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	43.59	20.83	53.85	58.33	*	20.83	39	24	

Conclusions based on this data:

1. There is not a large enough number of English Learners in any grade level to pull significant information.
2. English Language Learners were scoring at a level 3 or 4 in most areas.
3. All of the English Learners scored a level 4 in the speaking section.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
425	30.6	8.9	0.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	8.9
Foster Youth	3	0.7
Homeless	3	0.7
Socioeconomically Disadvantaged	130	30.6
Students with Disabilities	42	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	47	11.1
Asian	47	11.1
Filipino	6	1.4
Hispanic	67	15.8
Two or More Races	70	16.5
White	188	44.2





Conclusions based on this data:

1. Socioeconomically disadvantaged is the largest ALL student subgroup at 33.7%.
2. English Learners make up the second largest ALL student subgroup.
3. Students with disabilities make up the third largest student subgroup.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 422 479 453">English Language Arts</p>  <p data-bbox="305 506 360 531">Blue</p>	<p data-bbox="673 422 950 453">Chronic Absenteeism</p>  <p data-bbox="773 506 844 531">Green</p>	<p data-bbox="1177 422 1388 453">Suspension Rate</p>  <p data-bbox="1260 506 1315 531">Blue</p>
<p data-bbox="251 619 414 651">Mathematics</p>  <p data-bbox="305 703 360 728">Blue</p>		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 46.7 points above standard Increased ++9.4 points 202	<p>English Learners</p>  No Performance Color 6.8 points below standard Maintained ++2.2 points 25	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Yellow 5.5 points below standard Increased Significantly ++18.2 points 73	<p>Students with Disabilities</p>  No Performance Color 6.5 points below standard Increased Significantly ++7.2 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 65.3 points below standard Increased ++3.7 points 21	 No Performance Color 0 Students	 No Performance Color 26.5 points above standard Maintained ++0.6 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 24.3 points above standard Increased Significantly ++22.5 points 32	 Green 41.1 points above standard Declined -7.2 points 35	 No Performance Color 0 Students	 Blue 85.2 points above standard Increased ++11 points 93

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	3.8 points above standard 20	53.8 points above standard Increased ++13.3 points 163

Conclusions based on this data:

1. In English Language Arts BAM increased in points in all student subgroups.
2. In English Language Arts BAM was below standard for ELL, Socioeconomically Disadvantaged and for students with disabilities.
3. In English Language Arts BAM maintained or made improvements for many subgroups but still fell below standard for African American and Hispanic students.

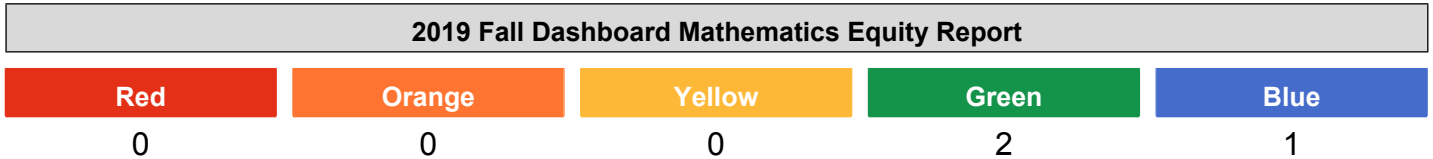
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>35 points above standard</p> <p>Increased ++10.8 points</p> <p>202</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>14.6 points above standard</p> <p>Increased Significantly ++20.9 points 25</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6.8 points below standard</p> <p>Increased Significantly ++22.5 points 73</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>6.9 points below standard</p> <p>Increased Significantly ++71.5 points 25</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 66.9 points below standard Maintained -1 points 21		 No Performance Color 61.9 points above standard Increased Significantly ++21.5 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 13.1 points above standard Increased Significantly ++25.8 points 32	 Green 19.1 points above standard Declined -4.4 points 35		 Blue 64.7 points above standard Increased ++10.2 points 93

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	31.8 points above standard 20	35.9 points above standard Increased ++10.6 points 163

Conclusions based on this data:

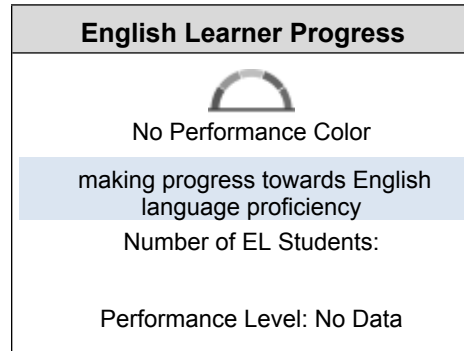
1. In Mathematics BAM increased in points in all student subgroup.
2. In Mathematics BAM was below standard for ELL, Socioeconomically Disadvantaged and for students with disabilities.
3. All students race and ethnicity subgroups increased points or maintained from previous year.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 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.

2019 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
-------------------------------------	---	------------------------------------	---

Conclusions based on this data:

1. 66 percent of 39 students are well developed in English proficiency.
2. There were no newcomers at the time of the dashboard report.
3. The smallest percentage of students are in the somewhat developed or level 2 proficiency level.

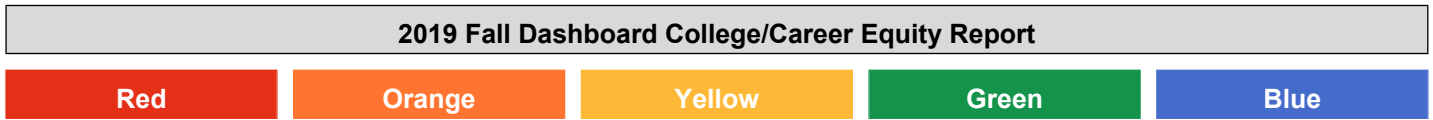
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- No data in this category

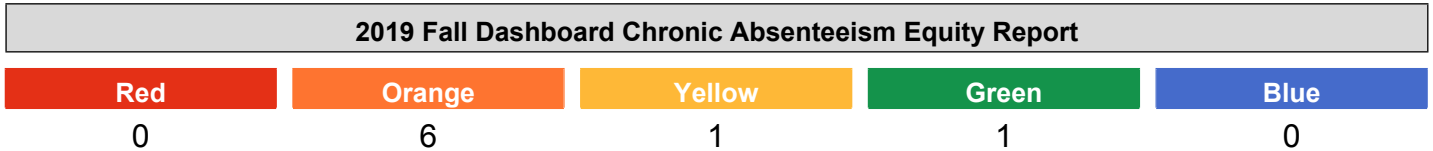
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>7.7</p> <p>Declined -1.3</p> <p>440</p>	<p>English Learners</p>  <p>Orange</p> <p>12.5</p> <p>Increased +8.9</p> <p>48</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>16.7</p> <p>Maintained 0</p> <p>138</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>9.1</p> <p>Increased +4.3</p> <p>44</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 17 Declined -7.1 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 7.8 Increased +3.4 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.6 Increased +2.5 69	 Orange 8.5 Increased +1.9 71	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 4.1 Declined -2.9 197

Conclusions based on this data:

1. The percentage of chronically absent declined 2.2 percent from the previous year.
2. All student subgroups declined from previous year with the exception of our homeless population.
3. The white race/ethnicity subgroup had the largest increase from the previous year.

School and Student Performance Data

Academic Engagement Graduation Rate

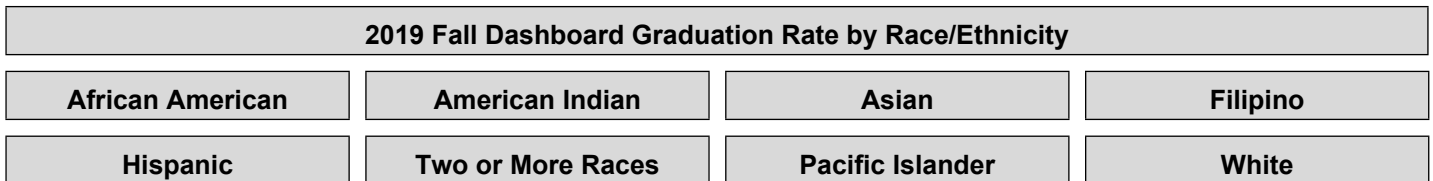
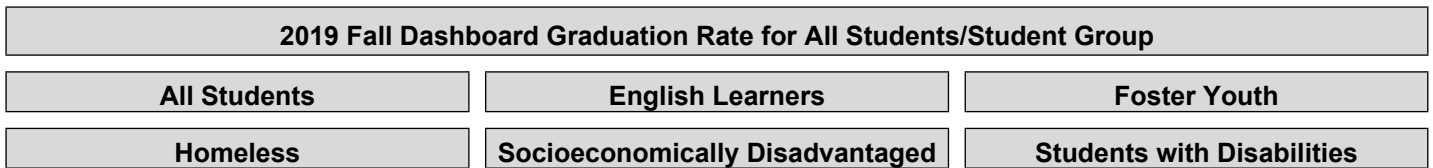
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

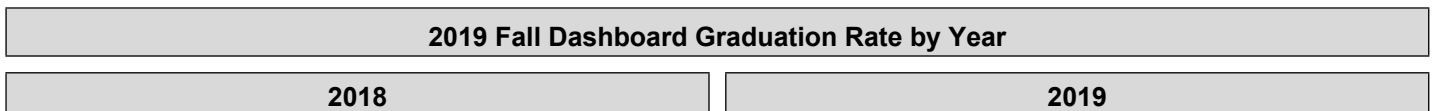
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. N/A

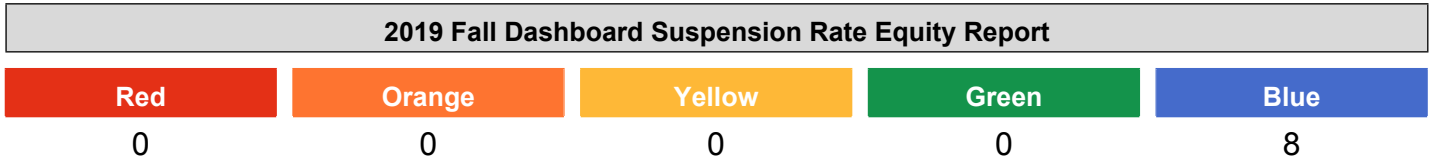
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>445</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>48</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>138</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>44</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">48</p>	<p align="center">American Indian</p>	<p align="center">Asian</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">52</p>	<p align="center">Filipino</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">5</p>
<p align="center">Hispanic</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">70</p>	<p align="center">Two or More Races</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">71</p>	<p align="center">Pacific Islander</p>	<p align="center">White</p>  <p align="center">Blue</p> <p align="center">0</p> <p align="center">Maintained 0</p> <p align="center">199</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. BAM has had 0 suspensions in the last two years.
2. In 2016 BAM had 0.2 suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Goal 1

LCAP Goal 1.2 Implementation of the Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with third grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets. The applicable student subgroup meeting targets will continue to increase by at least 7 percentage points next year.

Identified Need

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students

Students with Disabilities

Strategy/Activity

Literacy Coach (.75 FTE District BSEP funding; .25 FTE paid by BSEP Site Funds \$28,377)

Implementation of a balanced high quality English Language Arts program using district-adopted texts and programs within a dedicated literacy block. Teachers will use Fasttrack phonics and the Teachers' College Reading and Writing Program (K-5) with the support of the Literacy Coach. Curriculum and assessments aligned to the Common Core standards, with an increased emphasis on argument and informative non-fiction reading/writing will be implemented at all grade levels.

The literacy coach will model lessons in classrooms and coach grade level teams and individual teachers during collaboration time, and outside of their teaching duties using hourly pay and substitutes.

The literacy coach and classroom teachers will provide interventions for students who need additional support during and outside of the school day. (Title 1 \$1,666 Teacher Hourly/Title IV \$3,322/ BSEP Carryover \$5000 Teacher Hourly)

Next year, the literacy coach will demonstrate lessons, observe and coach teachers and provide intervention for students who need additional support. The literacy coach will work with a new teachers in six week cycles to support them with Tier 1 implementation. The coach will continue to be responsible for at least 5 groups of students during the school day.

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)
3,222	Other
28,377	BSEP
4,925	District Allocation
1,666	Title I A - Basic Funding
5,000	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 Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

Strategy/Activity

Instructional Materials (\$BSEP 13,425 & Carryover \$10,000)

Instructional materials will be purchased as needed and used by teachers as required by the Common Core State standards.

All appropriate and necessary materials will be purchased including leveled texts, book sets, word work materials, teacher resources, handwriting materials, Quick Reads books, listening centers/cds, and all necessary supplies including but not limited to pencils, pens, markers, paper, folders, and chart paper.

K-2 Teachers will use Handwriting without Tears program as part of the ELA curriculum. Books will be purchased. Also, additional classroom library book will be purchased to offset the books lost during our book distributions.

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)

10,000

BSEP Carryover

13,425

BSEP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

Strategy/Activity

Professional Development (BSEP \$22,000)

We will have a staff retreat to build cohesion among certificated and classified personnel, clarify school vision, plan specific programs, and make decisions by June 2021.

We will contract out with a diversity, equity and inclusion specialist to do work strategically throughout the 2021-2022 school year with staff and families.

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)

22,000

Source(s)

BSEP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

Enrichment activities:

Engage all students in their learning by providing enrichment activities to supplement the academic program.

Provide weekly Physical Education instruction to all students, K-5th. (PTA \$35,000- YMCA/ Sports for learning)

Contract with Performing Arts Workshop of San Francisco (PTA - \$ 25,000 Performing Arts of San Francisco)

Provide visual arts instruction to all classrooms K-5th. Contract with KALA arts who will teach in classrooms alongside BAM teachers, exposing children to new ideas and techniques in art while simultaneously building teachers' capacity to teach visual art.(PTA - \$17,000 Arts Anchor 8,000; Performing Arts- KALA)

All students will have lunch access to the library, including a weekly class visit with the ability to check out book for school and home. The library staff will work with teachers to enrich students learning experiences and broaden the students learning interest.

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)
35,000	PTA
17,000	PTA
25,000	PTA
8,000	Other

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
 English Language Learners (EL)
 Socio-Economically Disadvantaged Students
 Foster-Youth
 African-American Students
 Hispanic or Latino Students
 Students with Disabilities

Strategy/Activity

Student Interventions - LLI / Reading Recovery/Do the Math/Wilson (BSEP-Carryover \$5,000)

Differentiation and Intervention

School teaching specialists will provide support to all below benchmark first grade students.

Four teachers will provide support to students in second through fifth grade with LLI materials.

The K-5 instructional assistants will provide support to offer additional intervention and differentiation in classrooms, during reading and math periods.

Classified staff from after school program will work during the regular school day to provide intervention and small group work in reading and math.

Resource Specialists will teach literacy and math intervention to small groups of students during common intervention block.

Provide informational nights for families in Reading, Writing and Math. (BSEP - Carryover \$1,000)

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)
6000	BSEP Carryover

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

English Language Development Teacher (Tittle 1 A-Basic Funding \$11,050 ; .40 FTE paid from LCAP)

The English Language Development Teacher - to work with our English Language Learning students on a daily basis, using the ELD curriculum to support language development and acquisition. The site ELD teacher in collaboration with each grade level team will develop EL groups based on the students' English Learning Proficiency Assessment of California (ELPAC) levels; students in each grade level will receive ELD instruction in accordance with the ELPAC level from one or all of the teachers at least 30 minutes per day four days a week

The site ELD teacher will help parents/guardians understand students' progress toward reclassification(\$562 parent Involvement). The ELD teacher will also explain what is required for students to be reclassified. District resources will be available to support this process.

The site ELD teacher and Family Engagement Liaison will actively recruit and encourage families to become active members in our English Language Advisory Council.

ELPAC testing will be administered by a team of ELD teacher on campus and results will be shared with teaching and support staff and parents. The Idea Proficiency Test (IPT) will be administered to all Spanish learners once a year as a progress monitoring tool to determine student's language proficiency in Spanish.

All EL's will demonstrate measurable growth on the English Learning Proficiency Assessment of California (ELPAC), and the Idea Proficiency Test (IPT) language assessments Spanish learners.

All teachers will analyze initial and final ELPAC scores during PLCs with the support of the literacy coach, ELD coordinator, RTI teachers and Principal to determine students instructional needs and plan for instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Allocation
11,050	Title I A - Basic Funding
562	Title I A - Parent Involvement

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Transitional Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
 English Language Learners (EL)
 Socio-Economically Disadvantaged Students
 Foster-Youth
 African-American Students
 Hispanic or Latino Students
 Students with Disabilities

Strategy/Activity

Garden Instructional Assistant

Salary contribution toward gardening instructor in conjunction with BUSD gardening program. The program provides hands-on garden and nutrition instruction to all students in Kindergarten-3rd and 5th grade related directly to new science standards. There will be eighteen 45-minute classes for all 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)
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Transitional Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
 English Language Learners (EL)
 Socio-Economically Disadvantaged Students
 Foster-Youth
 African-American Students
 Hispanic or Latino Students
 Students with Disabilities

Strategy/Activity

Mathematics:

A .50 FTE Math Coach to provide support to classroom teachers, organize Math intervention programs, and provide feedback and support to new teachers.

Next year, the math coach will push into classrooms to support teachers and provide feedback and support on how best implement the program and provide Tier 1 support. Next year, the math coach will work with a new teachers in six week cycles to support them with Tier 1 implementation. The coaches will continue to be responsible for at least 5 groups of students during the school day. This change is to support teachers and specifically students who would benefit from frequent Tier 1 interventions. (BSEP Site Funds .35 FTE, \$31,480 & Title 1 Funds .15 FTE, \$13,491)

Ensure implementation of high quality mathematics instruction, and continue preparing students for the increased rigor of the Common Core standards in Math.

The Math teacher leader will attend district Math meetings and provide site specific data analysis and professional development in math instruction to staff.

Build in opportunities for enrichment and challenge for students who need additional math experiences. This could be online computer programs, group work, brain teasers etc.

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)
31,480	BSEP
13,491	Title I A - Basic Funding

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Required reserve for personnel variance. (BSEP Site Funds \$2,993)

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)
2,993	BSEP

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Required reserve for personnel variance. (Title 1 Site Funds \$1,765)

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)
1,765	Title I A - Basic Funding

Annual Review

SPSA Year Reviewed: 2020-21

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.

The Literacy coach, Response to Intervention teachers and English Language Development teachers have provided a number of small pull out groups throughout the school year. The students they see have made steady progress in reading, writing, math and English language development. This year we've had three teachers providing intervention for students who were in need of extra supports outside of the instructional day using BSEP site approved funds to help students reach proficiency in targeted areas.

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

We will use more intervention monies from one time COVID monies to implement plan.

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.

Next year, the coaches will push in to classrooms to support teachers and provide feedback and support on how best to implement the program and provide Tier 1 support. Next year, the coaches will work with a new teachers in six week cycles to support them with Tier 1 implementation. The coaches will continue to be responsible for at least 5 groups of students during the school day. Next year, the literacy coach, the district math teacher on special assignments, our response to intervention and instruction teachers and English language development will facilitate and lead professional development and collaboration opportunities to refine Tier 1 instruction. This change is to support teachers and specifically students who would benefit from frequent Tier 1 interventions. The highest risk students with additional round of supports.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Goal 2

2.1 Cultural & Linguistic Relevance: By June 2021, 90 percent of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners, and use effective strategies that address students' multiple intelligence.

2.3 English Fluency for English Learners: By June 2021, 70 percent or more of English learners will demonstrate at least one year of progress annually toward English fluency as measured by the state English proficiency test (AMAO1). By June 2021, the percent of long-term English learners demonstrating proficiency on the state English proficiency test will increase by 3% annually (AMAO2).

Identified Need

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

RtI Coach/Coordinator (Total .50 FTE LCAP Funded/ .10 FTE Title 1 Funded \$10,768)

.60 FTE RTI Teacher to coordinate SSTs, Case Management, and to coordinate intervention services. This person also builds and monitors Response to Intervention systems to meet the learning needs of students at the first sign of academic and social-emotional struggle. The RTI teacher coordinates snapshot meetings where we review the progress of students, held in September and February, using substitutes to release teachers for the meetings. RTI Teacher, Literacy Coach, resource teachers and classroom teachers will plan interventions based on data analysis and teacher input. The team will meet every 6 weeks to discuss the needs of students with each grade level during collaboration time.

Grade level teams will collaborate with the Literacy Coach every 6-8 weeks to update a literacy data wall, identify focus students, plan classroom interventions, and review data on student progress.

Interventions will be carefully targeted, ensuring that the student is an appropriate candidate for the particular intervention, monitoring progress and adjusting the interventions as needed.

Teachers will be provided with two days of substitutes for administering assessments or for grade level collaboration and planning. During these release days grade level teams will analyze data and plan targeted lessons for instruction.

If more funds become available, increase the funding for interventions during and after school, provided by certificate and/or classified staff.

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
10,768	Title I A - Basic Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

Strategy/Activity

Behavioral Health (BSEP Site Funds \$27,000; \$13,000 LCAP; City of Berkeley Mental Health \$5,000, BSEP Carryover \$5,000)

Counselors will provide individual and small group counseling to students with emotional needs that interfere with learning. Schedule frequent consultations between the therapist and parents/guardians. Provide 1 hour of consultation and provide outside referrals to families for counseling and other family support services.

Partner with the City of Berkeley School-Linked Health Program to provide information and support to families.

Consult with the Public Health nurse in case management team meetings about students and families who may need support.

Provide families with information about and encourage access to free or low cost dental, vision and medical resources in the community.

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)
27,000	BSEP
13,000	District Allocation
5,000	BSEP Carryover
5,000	Other

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

Puberty Education (BSEP Site Funds \$500)

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
 English Language Learners (EL)
 Socio-Economically Disadvantaged Students
 Foster-Youth
 African-American Students
 Hispanic or Latino Students
 Students with Disabilities

Strategy/Activity

Positive Behavior Support:(\$13,425 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.

Five noon supervisors will be hired using district funding, K-5 lunch hours, 10 hours per week. Training will be provided to noon supervisors.

Recess supervision will be provided by Berkeley YMCA; students will learn conflict resolution skills and Toolbox Tools. They will provide opportunities for noncompetitive, cooperative games that limit bullying behavior and receive P.E. instruction.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

Strategy/Activity

Race and equity: (Professional Development: BSEP)

Continue to work as a staff to examine issues of race, class, privilege, gender and sexual orientation, developmental abilities, and how these impact students and families in our school. Incorporate equity strategies within all aspects of the curriculum.

Use professional development and staff meeting time to collaboratively examine instructional practices and school climate. Discuss ways to make teaching methods more differentiated and and

culturally relevant, responsive to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.

Ensure all staff attend Cultural Competency Academies, offered by BUSD.

We will contract with outside agency to provide this ongoing work.

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 6

Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)

Socio-Economically Disadvantaged Students

Foster-Youth

African-American Students

Hispanic or Latino Students

Students with Disabilities

Strategy/Activity

Attendance:

Use the SART and SARB process for students who are considered truant due to excessive unexcused absences and/or excessive tardiness.

Outreach by Family Engagement Liaison to families with excessive absences and tardies to see what we can do to support increased attendance and on-time arrival.

Program daily robocalls to individual families for unexcused absences.

Provide incentives (Perfect Attendance awards, classroom awards for best attendance) each month and each trimester to motivate students and families to improve attendance.

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: 2020-21

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.

The monies allocated for counseling have been beneficial to 75 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.

It is still to be determined if the city of Berkeley is still providing \$5,000 for mental health to schools. We have \$5,000 in carryover if we do not receive money next year.

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.

In the RTI and Coordination of Services goals the team will meet every 6 weeks to discuss the needs of students with each grade level during collaboration time. This will ensure the team is in regular communication with the teachers about needs and supports of the students. Attendance will be monitored every two weeks and regular school contact will be made with families that are either tardy or absent from school.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD LCAP Focus 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.

Goal 3

3.1 Social-Emotional Skills and Mental Health: K-6 classroom instruction will include a curriculum for social and emotional life skills, such as self-management, social and self-awareness, decision-making and relationship skills. The percentage of targeted K-6 students scoring a 3 or better in the Social-Emotional Domains section of the report card will increase by 5% annually. Students in K-12 will receive social-emotional supports such as Positive Behavioral Intervention Systems (PBIS) and mental health services.

3.2 Consistent Attendance: The number* of students who are chronically absent (more than 18 days) will be reduced by 7% or more each year overall and 15% or more annually for African-American students. [*number will be adjusted based on enrollment]

3.4 Family Partnership: The percentage of students and families who are English learner, African-American and/or Latino reporting connectedness to schools and access to school resources will be at 75% or more. The percentage of collaborative connections with families of identified student subgroups will increase by 5% annually as logged confidentially in the data-management system.

Identified Need

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

Professional Development (BSEP Carryover \$5000 see Goal 1, Strategy 3; District TIP 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)

District Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

Parent Outreach and Education provided in partnership with the PTA: (BSEP Carryover \$1,000 teacher hourly for parent nights)

The SSC will partner with the PTA to work on parent involvement and parent education.

Provide forums and educational events on topics identified as critical by diverse parent/guardian groups

Provide food and childcare at the meetings to encourage participation from all families.

Implement personalized, targeted recruitment efforts to ensure that families of struggling students receive the support they need. Survey these families to receive feedback about how we might improve the services their children might receive.

Provide a Family Literacy Night, Math Night , and Science Night hosted by BAM staff.

Recognition awards assemblies for 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 3

Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

Communication:

Communicate directly with families through robocalls, weekly newsletters, the school website and e-tree, and through classroom newsletters/online communication accounts from the teachers. Keep PTA-moderated web based page up-to-date with school information.

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 4

Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):
English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students

Students with Disabilities

Strategy/Activity

Community Building Events:

Provide opportunities for families and caregivers to connect with the school in ways that are positive.

Welcome Back BBQ
New Family Orientation
BAM JAM
Halloween Parade
Talent Show
Spring Dance -5th Grade
Monthly Community Meetings
Schoolwide Dance Party - Bamarang
Run-a-thon
After School Showcase
Green Days
Poetry in the Garden
African American History Night
Multicultural Night
Dragon Dance Assembly
Family Camp Out
School Auction
Awards Assemblies
Earth/Spring Color Celebration
Bam Cafe

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 5

Students to be Served by this Strategy/Activity

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

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

Family Engagement Liaison (.40 FTE) - this person will work to build community by supporting the ELAC program, sharing resources with families, following up with outreach to families in need of resources, contacting families with attendance issues.

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: 2020-21

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.

Student Referral data has decreased over the last three years due to the success of the PBIS team and Equity team. Students are more often in classroom and learning from the grade level teachers. We have provided a variety family nights for the school with some significant parent turnout. The staff have worked to be inclusive and specifically target subgroups who need the most support either calling home or making home visits. Teachers are reaching out to families more often and ensuring parents are aware of student progress and needs.

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 were 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 is more money allocated for professional development.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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	\$302,224.00

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	\$125,775.00
BSEP Carryover	\$26,000.00
District Allocation	\$17,925.00
Other	\$16,222.00
PTA	\$77,000.00
Title I A - Basic Funding	\$38,740.00
Title I A - Parent Involvement	\$562.00

Subtotal of state or local funds included for this school: \$302,224.00

Total of federal, state, and/or local funds for this school: \$302,224.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Rene Molina	Principal
Nick Stephens	Classroom Teacher
Karen Fergguson	Classroom Teacher
Michele Ferrell	Other School Staff
Allie McMurdo	Classroom Teacher
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Lidia Gaitan	Parent or Community Member
Nicole Chabot	Parent or Community Member
Heather Gilbert	Parent or Community Member
Milani Pelley	Parent or Community Member
Joel Tanter	Parent or Community Member
Brit Toven-Lindsey	Parent or Community Member
Colin Eyre	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, RtI Team, PBIS Team, PTA Budget Committee, PTA Budget Parent/Caregivers (March 2019 Parent Survey)

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 12, 2021.

Attested:



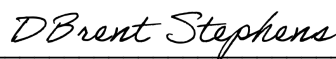
Principal, Rene Molina on 5/25/2021



SSC Chairperson, Nicole Chabot on 5/25/2021



Natasha Beery, Director of BSEP and Community Relations



Dr. Brent Stephens, Superintendent of Schools

BUDGET SUMMARY 2021-22

Berkeley Arts Magnet (123) 4/14/21	Goal/ Strateg y	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		LCAP Resource 0500		One-Time COVID Funding		PTA Resource 9110 (DDF 906)		Other Resources		Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Lit Coach	1/1	1102	28,377	0.25									0.75	1.00	
Math Coach	1/8	1102	31,480	0.35	13,491	0.15								0.50	
ELD Coach	1/6	1102			11,050	0.10		0.40						0.50	
RTI	2/1	1102			10,768	0.10		0.50						0.60	
Teacher Hourly (Curriculum Development)	1/1	1116			1,666										
Teacher Hourly (Title IV Funding)	1/1	1116											3,322		
Materials & Supplies	1/2	4300	13,425												
Contract (Counseling)	2/2	5800	27,000						13,000				5,000		
Contracts (KALA)	1/4	5800									17,000		8,000		
Performing Arts	1/4	5800									25,000				
Contract (YMCA-PE)	1/4	5800									35,000				
Contract (Puberty Ed)	2/3	5800	500												
Diversity/Equity/Inclusion Training	1/3	5800	22,000												
Parent Involvement	1/6				562										
Unallocated Reserve	1/9, 1/10		2,993		1,765										

Total Expenditures
Revenue Allocation

125,775	39,302	0.90	77,000	#####
<u>125,775</u>	<u>39,302</u>			
0	0			

Carryover Priorities

Materials & Supplies	1/2	10,000
Teacher Hourly (Intervention)	1/5	5,000
Teacher Hourly (Parent Nights)	1/5	1,000
Professional Development	1/1	5,000
Contracts (Behavioral Health)	2/2	5,000

Total Carryover Priorities

26,000