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 18, 2022	June 1, 2022

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)

X Schoolwide Program

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

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

Comprehensive Needs Assessment Components

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

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

The school participated in the Healthy Kids Survey in 2021 to gather information specifically about our student's experiences regarding school culture, climate, home/school partnership.

The School Site Council (SSC) allocates a budget of approximately $120k each year to support instructional programs that enhance equitable student learning and engagement. SCC sent home a survey to gather input regarding current budget priorities and planning for the 2022-23 school year.

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

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

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

In classrooms, the RtI practices, BUSD Best Practices, and equity engagement strategies are evident. Implementation of District-adopted curriculum and programs is evident: Story of Units Mathematics, TCRWP Reading and Writing workshop models, Fastrack Phonics, Welcoming Schools, Positive Behavior Intervention Supports, Universal Breakfast, 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. System of positive behavior support implemented in school
7. In-classroom social support/community building workshops conducted by school's mental health services provider
8. School Peer Mediation Program(BAM Ambassadors)
9. Restorative practices circles
10. Monthly Coyote Awards to recognize students

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Standards Assessment and Accountability

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

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

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

While GATE testing is not 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, RtI 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)

All teachers meet the NCLB highly qualified requirements.

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

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

All students have standard based instructional materials.

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

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

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

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

Opportunity and Equal Educational Access

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

The school provides many resources to underperforming students within the regular program including:
Reading Recovery;
Small reading groups with literacy coaches/interventionists;
Small group push-in and pull-out services with education specialists;
Access to BUILD tutors and Sage mentors under supervision by literacy coaches, designated teachers on special assignment and after school coordinator;
Social-emotional supports as necessary to support academic success;
LLI Intervention after school with Teachers;
Slingerland Intervention groups;
Wilson Intervention groups;
Star 360 Assessment to identify at risk students;
Scheduled intervention blocks for RtI interventions during school day.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

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

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

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

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

Funding

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

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

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 $120,000 in family donations through the PTA to provide core programs and support classrooms (e.g., 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/guardians, teachers, and other staff, met monthly to review data and the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate equitably in the development and the oversight process.

Resource Inequities

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

There are more students identified as needing intervention support than there is capacity for in the allocated resources for Tier 2 and Tier 3 support. This year, the school will no longer 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
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	68	66	58
Grade 1	61	82	62
Grade 2	84	62	78
Grade3	63	77	59
Grade 4	68	57	73
Grade 5	81	64	57
Total Enrollment	425	408	387

Conclusions based on this data:

1. Enrollment has decreased from previous year.

2. The 4th grade group has student numbers have remained similar to previous years.

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	38	31	17	8.9%	7.6%	4.4%
Fluent English Proficient (FEP)	40	56	41	9.4%	13.7%	10.6%
Reclassified Fluent English Proficient (RFEP)	1	21	1	2.0%	55.3%	3.2%

Conclusions based on this data:

1. The percentage of students being reclassified has decreased significantly from 19-20 to 20-21.

2. The percentage of Fluent English Proficient students has remained similar year after year.

3. The number of English Learners have declined over three 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	63	63	46	62	63	0	62	63	0	98.4	100	0.0
Grade 4	83	68	52	80	66	0	80	66	0	96.4	97.1	0.0
Grade 5	79	81	48	77	78	0	77	78	0	97.5	96.3	0.0
All Grades	225	212	146	219	207	0	219	207	0	97.3	97.6	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2493.	2470.		56.45	46.03		22.58	23.81		11.29	15.87		9.68	14.29	
Grade 4	2509.	2524.		46.25	51.52		17.50	25.76		22.50	7.58		13.75	15.15	
Grade 5	2515.	2548.		31.17	42.31		23.38	26.92		23.38	14.10		22.08	16.67	
All Grades	N/A	N/A	N/A	43.84	46.38		21.00	25.60		19.63	12.56		15.53	15.46	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	51.61	42.86		40.32	42.86		8.06	14.29	
Grade 4	37.50	48.48		50.00	37.88		12.50	13.64	
Grade 5	31.17	46.15		46.75	37.18		22.08	16.67	
All Grades	39.27	45.89		46.12	39.13		14.61	14.98	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	50.00	50.79		38.71	31.75		11.29	17.46	
Grade 4	33.75	43.94		50.00	43.94		16.25	12.12	
Grade 5	33.77	46.15		40.26	42.31		25.97	11.54	
All Grades	38.36	46.86		43.38	39.61		18.26	13.53	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	51.61	25.40		40.32	65.08		8.06	9.52	
Grade 4	36.25	46.97		55.00	40.91		8.75	12.12	
Grade 5	15.58	37.18		62.34	47.44		22.08	15.38	
All Grades	33.33	36.71		53.42	50.72		13.24	12.56	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	53.23	36.51		35.48	52.38		11.29	11.11	
Grade 4	27.50	43.94		62.50	45.45		10.00	10.61	
Grade 5	29.87	41.03		45.45	39.74		24.68	19.23	
All Grades	35.62	40.58		48.86	45.41		15.53	14.01	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No state test results for 20-21

2. The percentage of students exceeding the standard has increased each of the previous two 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)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	63	63	46	62	63	0	62	63	0	98.4	100	0.0
Grade 4	83	68	52	79	66	0	79	66	0	95.2	97.1	0.0
Grade 5	79	81	48	78	79	0	78	79	0	98.7	97.5	0.0
All Grades	225	212	146	219	208	0	219	208	0	97.3	98.1	0.0

Overall Participation for All Students

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2497.	2483.		54.84	44.44		29.03	31.75		8.06	9.52		8.06	14.29	
Grade 4	2507.	2526.		32.91	42.42		31.65	33.33		26.58	12.12		8.86	12.12	
Grade 5	2519.	2546.		28.21	37.97		20.51	22.78		30.77	22.78		20.51	16.46	
All Grades	N/A	N/A	N/A	37.44	41.35		26.94	28.85		22.83	15.38		12.79	14.42	

Overall Achievement for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70.97	60.32		19.35	25.40		9.68	14.29	
Grade 4	48.10	56.06		34.18	25.76		17.72	18.18	
Grade 5	38.46	48.10		32.05	30.38		29.49	21.52	
All Grades	51.14	54.33		29.22	27.40		19.63	18.27	

Concepts & Procedures
Applying mathematical concepts and procedures

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	56.45	55.56		33.87	30.16		9.68	14.29	
Grade 4	40.51	42.42		44.30	40.91		15.19	16.67	
Grade 5	26.92	41.77		43.59	40.51		29.49	17.72	
All Grades	40.18	46.15		41.10	37.50		18.72	16.35	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59.68	57.14		32.26	34.92		8.06	7.94	
Grade 4	44.30	51.52		39.24	31.82		16.46	16.67	
Grade 5	20.51	32.91		56.41	50.63		23.08	16.46	
All Grades	40.18	46.15		43.38	39.90		16.44	13.94	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No state test results for 20-21

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	6	*
1	*	*	*	*	*	*	*	*	*	*	4	*
2	*	*	*	*	*	*	*	*	*	*	4	*
3	*	*		*	*		*	*		*	*	0
4	*	*	*	*	*	*	*	*	*	*	4	*
5	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										39	24	11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*		*	*			*			*		*	*	
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	66.67	16.67	18.18	*	45.83	36.36	*	20.83	36.36		16.67	9.09	39	24	11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*		*	*			*			*		*	*	
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	71.79	25.00	36.36	*	37.50	27.27	*	25.00	27.27	*	12.50	9.09	39	24	11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3	*	*		*	*			*			*		*	*	
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	41.03	20.83	9.09	33.33	25.00	36.36	*	33.33	36.36		20.83	18.18	39	24	11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	74.36	37.50	36.36	*	50.00	54.55	*	12.50	9.09	39	24	11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	79.49	37.50	36.36	*	33.33	54.55	*	29.17	9.09	39	24	11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	16.67	18.18	46.15	54.17	63.64	*	29.17	18.18	39	24	11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	43.59	20.83	27.27	53.85	58.33	45.45	*	20.83	27.27	39	24	11

Writing Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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.

School and Student Performance Data
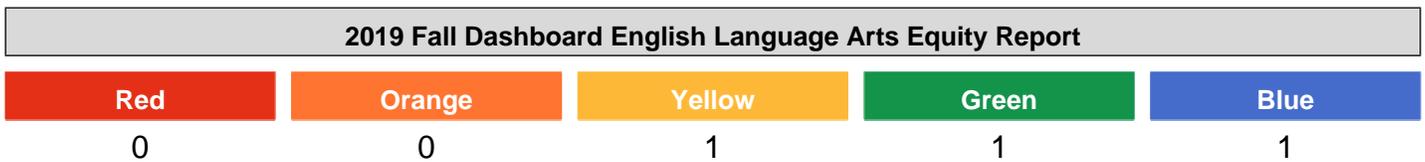
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
387	**25.8**	**4.4**	**0.3**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	17	4.4
Foster Youth	1	0.3
Homeless	4	1.0
Socioeconomically Disadvantaged	100	25.8
Students with Disabilities	35	9.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	44	11.4
American Indian or Alaska Native	2	0.5
Asian	47	12.1
Filipino	5	1.3
Hispanic	62	16.0
Two or More Races	59	15.2
Native Hawaiian or Pacific Islander	1	0.3
White	166	42.9

Conclusions based on this data:

1. Socioeconomically disadvantaged is the largest ALL student subgroup at 25.8%.

2. Students with disabilities make up the second largest ALL student subgroup.

3. English Learners make up the third largest student subgroup.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Blue		

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 and in BLUE Zone.

School and Student Performance Data

Academic Performance
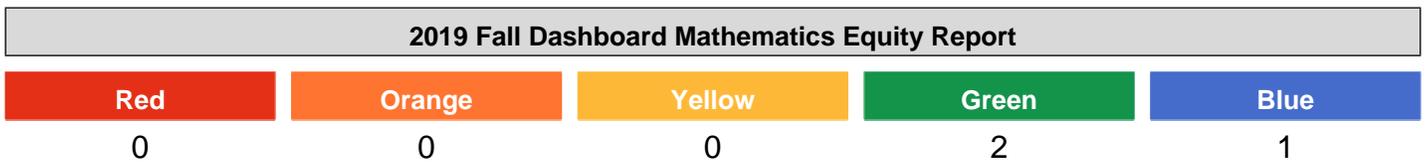## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	1

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		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
46.7 points above standard	6.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.4 points	Maintained ++2.2 points	
		2
202	25	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	5.5 points below standard	6.5 points below standard
	Increased Significantly ++18.2 points	Increased Significantly ++72.2 points
2	73	25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
65.3 points below standard	0 Students	26.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.7 points		Maintained ++0.6 points	1
21		20	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	Green	No Performance Color	Blue
24.3 points above standard	41.1 points above standard	0 Students	85.2 points above standard
Increased Significantly ++33.5 points	Declined -7.2 points		Increased ++11 points
32	35		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	3.8 points above standard	53.8 points above standard
5	20	Increased ++13.3 points
		163

Conclusions based on this data:

**1.** No State testing in 20-21

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	1

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Color

66.9 points below standard

Maintained -1 points

21

American Indian

Asian

No Performance Color

61.9 points above standard

Increased Significantly
++21.5 points

20

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Hispanic

No Performance Color

13.1 points above standard

Increased Significantly
++25.8 points

32

Two or More Races

Green

19.1 points above standard

Declined -4.4 points

35

Pacific Islander

White

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

Less than 11 Students - Data Not Displayed for Privacy

5

Reclassified English Learners

31.8 points above standard

20

English Only

35.9 points above standard

Increased ++10.6 points

163

Conclusions based on this data:

1. No State Test in 20-21

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data
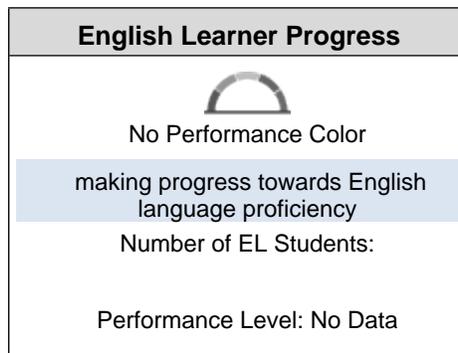
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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. There were no newcomers at the time of the dashboard report.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*	This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*	This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. No data in this category

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	6	1	1	0

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		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
7.7	12.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.3	Increased +8.9	3
440	48	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	16.7	9.1
3	Maintained 0	Increased +4.3
	138	44

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Orange	No Performance Color
17	Less than 11 Students - Data Not Displayed for Privacy	7.8	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.1	0	Increased +3.4	5
47		51	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Green
11.6	8.5	Less than 11 Students - Data Not Displayed for Privacy	4.1
Increased +2.5	Increased +1.9	0	Declined -2.9
69	71		197

Conclusions based on this data:

1. The percentage of chronically absent declined 1.3 percent from the previous year.

2. All student subgroups declined from previous year with the exception of our Two more races,Asian, English Learners, and students with disabilities.

3. The African American and white race/ethnicity subgroup had the largest decrease from the previous year.

School and Student Performance Data

Academic Engagement
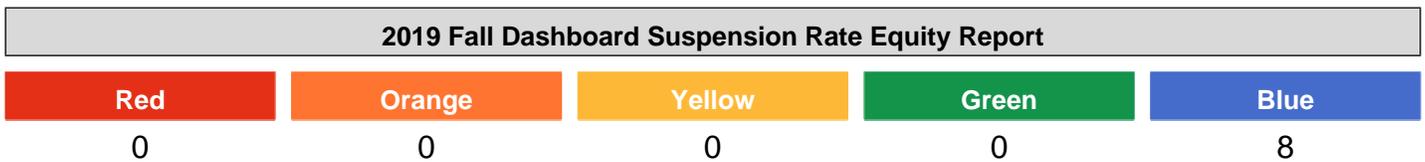## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	8

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		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not 3
Maintained 0	Maintained 0	
445	48	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not 3	0	0
	Maintained 0	Maintained 0
	138	44

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue		Blue	No Performance Color
0		0	Less than 11 Students - Data 5
Maintained 0		Maintained 0	
48		52	

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue		Blue
0	0		0
Maintained 0	Maintained 0		Maintained 0
70	71		199

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 three years.

Goals, Strategies, & Proposed Expenditures

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

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
TCRWP Reading Assessments	2021-2022 TCRWP Reading Assessments	2022-2023 TCRWP Reading Assessments-Increase in students performing at or above grade level.
TCRWP Writing Assessments	2021-2022 TCRWP Writing Assessments	2022-2023 TCRWP Writing Assessments- Increase in students performing at or above grade level.
BUSD Math Benchmark Assessments	2021-2022 Math Benchmark Assessments	2022-2023 Math Benchmarks Assessments - Increase in students performing at or above grade level.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Reading/Math Assessments (3rd -5th Grades)	2021-2022 Star 360 Reading and Math Assessments	2022-2023 Star 360 Reading and Math Assessments - Increase in students performing at or above grade level.

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

Action #1
Literacy Coach (.75 FTE District BSEP funding; .25 FTE paid by BSEP Site Funds $29,805)

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. They will also conduct meeting with families at the beginning of the school year. (BSEP; Teacher hourly 4,426 Teacher Hourly/Title IV $2,494/ BSEP Carryover $5000 See Goal 1, Strategy/Activity 5)

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)
29,805	BSEP
2,494	Other
4,426	BSEP

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

Action #2
Instructional Materials (BSEP 10,000 & Carryover $15,000)

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)
15,000	BSEP Carryover
10,000	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

Action#3
We will contract out with a diversity, equity and inclusion specialist to do work strategically throughout the 2022-2023 school year with staff and families. Professional Development (BSEP $27,000)

Additional Professional Development for Language Arts/Mathematics ($5,000)

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.

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 Carryover
5,000	BSEP Carryover

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

Action #4
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,4th, 5th. (PTA $45,000- YMCA/ Sports for learning)

Contract with Performing Arts (PTA - $ 30,000; Arts Anchor up to $8,000, 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 - $30,724; Arts Anchor up to $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)
45,000	PTA
30,000	PTA
30,724	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

Action #5
Student Interventions - LLI / Reading Recovery/Do the Math/Wilson (BSEP-Carryover $4,000 see also Goal 1, Strategy/Activity 1)

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)
5000	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

Action #6
English Language Development Teacher

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. The ELD teacher will also will also explain what is required for students to be reclassified. District resources will be 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)

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

Action #7
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- 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)

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

Action #8
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 .50 FTE)
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)

| 48,611 | BSEP |

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who participate in the STEP UP! All subgroups or identify one subgroup for the Academy. They will demonstrate improvement in pre/post assessments given at the start and the end of the program. The expectation is that 85% of students will demonstrate an improved score over the course of the 4-week program. These assessments will serve as the discussion for setting academic targets in September/October. This information will be used to set student targets with BUSD Benchmarks based on the STEP UP! Academy assessment performance. This will support the academic intervention during the course of the school year.

Strategy/Activity

Action #9
There will be a demonstrated improvement in the STEP-UP! Academy Pre- Assessment score as demonstrated by the Post-Assessment. The expectation is that 85% or more of the students will demonstrate an improved score.

Strategy/Activity 1Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) African American Students
Strategy/Activity STEP UP! Academy students will participate in the program starting June 16 th to July15 th from 9AM to 12noon with optional learning pods from 1-3PM. The key goals of
the program will focus on:
1) Strengthening grade-level Math, Reading and Writing Skills
2) Engaging in hands-on interactive STEAM projects
3) Learning from guest speakers Attend two field trips
4) There will be ongoing weekly quizzes to assessment student learning progress.

In the Fall of 2022, student post STEP UP! Academy assessment scores will be used to set targets for BUSD Benchmark exams. These exams will be reviewed
for the STEP UP! Academy students throughout the 2022-2023 school year for improvement and additional intervention support as appropriate. There is an opportunity to collaborate on an overall Academic Support program. This will start with the STEP UP! Academy students with a focus on reviewing their assessment results using the CSU/UC MATHEMATICS DIAGNOSTIC TESTING PROJECT (MDTP) and the CAASP Interim Assessment Block (IAB). These results create the through line to the school year engagement

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

Amount(s)	Source(s)
	District Allocation

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Required reserve for personnel variance. (BSEP Site Funds $3,921)

Strategy/Activity

Reservce Funding

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)
3921	BSEP

Annual Review

SPSA Year Reviewed: 2021-22

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 two 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. All teachers met with families at beginning of the year to review parent goals for students throughout year.

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 no longer have monies from one time COVID monies to implement plan. We also lost our title 1 funding for this coming school 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.

Next year, Berkeley Arts Magnet will collaborate with the BUSD African American Success Framework to analyze African American students academic and behavioral data as well as the instructional practices at BAM. The African American Success Framework is working with R.T Fisher Educational Enterprises to conduct this work over the summer and school year. This work can be found in strategy 9. This collaboration is paid for by BUSD.

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

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)

.50 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

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

Behavial Health (BSEP Site Funds $31,000; $13,000 LCAP; City of Berkeley Mental Health $5,000, BSEP Carryover $11,000)

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)
31,000	BSEP
13,000	District Allocation
11,000	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 Carryover

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:($10,000 Materials & Supplies)

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

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

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

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

Staff will continue to focus on equity-centered high expectation teaching and learning equitable teaching habits to use in the classroom. Ongoing professional reading using a variety of books and articles focusing on self-reflection and changing teaching practices that promote cultural competence and provide a safe environment for courageous conversations.

Discussions and implementation of equity teaching strategies support by Equity teacher leader, Leadership team, Principal and PD team. Oxford staff will attend district PD's in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners. Principal and staff will encourage and create safe space for courageous conversations centered on race, class, privilege, and how these impact students and families in our school.

Staff will keep equity as a focus in district-initiated Professional Learning Communities by identifying focus students (non proficient students) to monitor progress of PLC goals.

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.

Race and equity: (Professional Development: BSEP) We will contract with outside agencies to provide this ongoing work during the 2022-2023 school year.

Staff hourly pay to support affinity groups. ($3,682)

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)
3,682	BSEP

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:

Continue to improve attendance and tardy reductions through increased communication to promote student success.
- Individual phone calls to parents
- Weekly attendance meetings with school secretary and principal

- Home Visits

Standard operational procedures prior to corrective action:
- Monthly communication phone calls from Family Engagement Coordinator for students who are on the chronic absence list
- COS team (SST, Teacher, Parent, Family Engagement Coordinator, Principal)

Corrective action as follows:
- SART (Student Attendance Review Team meetings)
- SARB (Student Attendance Review Board)

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)
	District Allocation

Annual Review

SPSA Year Reviewed: 2021-22

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

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

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.
We did not contract out with a race, equity and inclusion specialist during 21-22. The monies utilized for 22-23 will come from carryover.

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.

We will be reducing our FTE by .10 for our RTI teacher. This teacher leads our Coordination of Services goals team that meets meets every 6 weeks to discuss the needs of students with each grade level during collaboration time. The time lost will take away from direct services this year due to the reduction in hours. Strategy 1

Attendance will be monitored every two weeks and regular school contact will be made with families that are either tardy or absent from school. Strategy 6

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

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 Education and Information will provided in partnership with the PTA, Site Council, ELAC and the After School Program. These events will be hosted both on and off the school site in an effort to reach all families. Events and Parent Education Classes may include:

- Provide forums and educational events on topics identified as critical by diverse parent/guardian groups
- Coffee with the Principal bi monthly morning meetings
- Provide food and childcare at the meetings to encourage participation from all families.
- Gift cards available for families who need support
- Family/Community Events (Back to School Picnic, Harvest Fair, Spring Raffle & Dance, Talent Show)
- Kindergarten Information Night
- Back to School/Open House
- Family Night Events
- Parent/Guardian meetings on Equity, Race and InclusionParent Outreach and Education provided in partnership with the PTA: (BSEP Carryover $1,000 teacher hourly for parent nights)

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: 2021-22

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.

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	$329,163.00

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 ($)

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	$131,445.00
BSEP Carryover	$63,500.00
District Allocation	$13,000.00
Other	$15,494.00
PTA	$105,724.00

Subtotal of state or local funds included for this school: $329,163.00

Total of federal, state, and/or local funds for this school: $329,163.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Rene Molina	Principal
Karen Ferguson	Classroom Teacher
Allie McMurdo	Classroom Teacher
Michele Ferrell	Other School Staff
Lidia Gaitan	Parent or Community Member
Milani Pelley	Parent or Community Member
Brit Toven-Lindsey	Parent or Community Member
Melina Landry	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

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

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

This SPSA was adopted by the SSC at a public meeting on May 17,2022.

Attested:

Signature	
Rene Molina	Principal, Rene Molina on 5/18/2022
Brit a Ferr	SSC Chairperson, Brit Toven-Lindsey on 5/18/2022

Kathy Fleming
Director of Local Resources

Signature: *Kathy Fleming*   Date: 5-24-22

Ruben Aurelio
Associate Superintendent, Educational Services

Signature: *[signature]*   Date: 5/25/22

BUDGET SUMMARY 2022-23

Berkeley Arts Magnet (123) 5/17/22	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP			Other Resources			Sum of FTE
Budget Item			BGT	FTE	BGT	FTE	BGT	FTE	RES.	BGT	FTE	RES.	BGT	FTE	
Lit Coach	1/1	1102	29,805	0.25					0741/0763		0.75				0.25
Math Coach	1/8	1102	48,611	0.50											0.50
ELD Coach	1/6	1102				0.40									0.40
RTI	2/1	1102				0.50									0.50
Staff Hourly (Affinty Groups)	2/5	1/2116	3,682												
Teacher Hourly	1/1	1116	4,426									Title IV	2,494		
Materials & Supplies	1/2	4300	10,000												
Contract (Counseling)	2/2	5800	31,000									Dist-wide	13,000		
Contract (Counseling)	2/2	5800										C.O.B.	5,000		
Contracts (KALA)	1/4	5800					30,724								
Performaning Arts	1/4	5800					30,000		0753	8,000					
Contract (YMCA-PE)	1/4	5800					45,000								
Unallocated Reserve	1/10		3,921												
Total Expenditures			131,445			0.90	105,724					0			
Revenue Allocation			131,445												
			0												

Carryover Priorities

	Goal/ Strategy	Obj Code	BGT
Contract (Puberty Ed)	2/3	5800	500
Diverstity/Equity/InclusionTraining	1/3	5800	27,000
Materials & Supplies	1/2	4300	15,000
Teacher Hourly - Intervention	1/5	1116	5,000
Professional Development	1/3	5200	5,000
Contracts (Behavioral Health)	2/2	5800	11,000
Total Carryover Priorities			63,500