

# School Plan for Student Achievement (SPSA)

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 1, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Berkeley Arts Magnet at Whittier for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Additional Targeted Support and Improvement  
The purpose of this plan is to describe how Berkeley Arts Magnet Elementary is providing a robust school-wide program to support all students and to provide details of our comprehensive and targeted support systems for our focal students.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Berkeley Arts Magnet at Whittier for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

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

The goals of the district's Local Control and Accountability Plan (LCAP) are used to guide the plan for, and align with Berkeley Art Magnet's school site plan.

## Educational Partner Involvement

How, when, and with whom did Berkeley Arts Magnet at Whittier consult as part of the planning process for this SPSA/Annual Review and Update?

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

The school established a School Site Council (SSC) through an election process each year in September. The SSC, composed of parents/guardians, teachers, and other staff, meet monthly to review data and the site plan 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.

This section is required for all schools eligible for ATSI and CSI.

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 in mathematics and language arts. This year the school did qualify to receive Title I funding for a high number of unduplicated students who will still receive intervention services with less staff full time equivalent(FTE).

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

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

There are several barriers which may interfere with student achievement at our school. Attendance problems and tardiness keep students out of school or with inconsistent participation in remedial programs. The school day is not of sufficient length to provide remedial support for lowest-achieving students, and not all students who may need supports are able to participate in after school programs that provide extra supports and enrichment, due in part to not having transportation.

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

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Berkeley Arts Magnet at Whittier. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.52%	0.51%	2	2	2
African American	11.4%	11.29%	9.62%	44	43	38
Asian	12.1%	11.29%	11.65%	47	43	46
Filipino	1.3%	1.31%	1.27%	5	5	5
Hispanic/Latino	16.0%	14.44%	13.16%	62	55	52
Pacific Islander	0.3%	0.26%	0.25%	1	1	1
White	42.9%	41.21%	44.05%	166	157	174
Multiple/No Response	15.3%	19.42%	19.24%	59	74	76
<b>Total Enrollment</b>				387	381	395

### Enrollment By Grade Level

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

#### Conclusions based on this data:

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

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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

### Conclusions based on this data:

1. The percentage of English Learners has increased in the 22-23 school year.
2. The percentage of Fluent English Proficient students has remained the same.
3. The percentage of students reclassified in 20-21 was higher due to changed exit requirements.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	69	64	0	67	64	0	67	64	0.0	97.1	100.0
Grade 4	52	65	63	0	62	62	0	62	62	0.0	95.4	98.4
Grade 5	48	68	61	0	67	60	0	67	60	0.0	98.5	98.4
All Grades	146	202	188	0	196	186	0	196	186	0.0	97.0	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2493.	2497.		58.21	54.69		14.93	21.88		14.93	14.06		11.94	9.38
Grade 4		2496.	2547.		38.71	59.68		29.03	20.97		9.68	12.90		22.58	6.45
Grade 5		2567.	2569.		49.25	51.67		31.34	23.33		8.96	11.67		10.45	13.33
All Grades	N/A	N/A	N/A		48.98	55.38		25.00	22.04		11.22	12.90		14.80	9.68

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		37.31	42.19		53.73	50.00		8.96	7.81
<b>Grade 4</b>		24.19	40.32		64.52	56.45		11.29	3.23
<b>Grade 5</b>		50.75	33.33		44.78	58.33		4.48	8.33
<b>All Grades</b>		37.76	38.71		54.08	54.84		8.16	6.45

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		41.79	45.31		47.76	46.88		10.45	7.81
<b>Grade 4</b>		27.42	46.77		56.45	46.77		16.13	6.45
<b>Grade 5</b>		32.84	45.00		53.73	46.67		13.43	8.33
<b>All Grades</b>		34.18	45.70		52.55	46.77		13.27	7.53

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		26.87	21.88		70.15	68.75		2.99	9.38
<b>Grade 4</b>		20.97	29.03		64.52	64.52		14.52	6.45
<b>Grade 5</b>		19.40	23.33		71.64	65.00		8.96	11.67
<b>All Grades</b>		22.45	24.73		68.88	66.13		8.67	9.14

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		40.30	42.19		52.24	53.13		7.46	4.69
<b>Grade 4</b>		25.81	38.71		58.06	56.45		16.13	4.84
<b>Grade 5</b>		38.81	43.33		56.72	45.00		4.48	11.67
<b>All Grades</b>		35.20	41.40		55.61	51.61		9.18	6.99

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**Conclusions based on this data:**

1. The percentage of students that have participated has increased over the previous year.
2. The percentage of students exceeding or meeting the standard in Language Arts was 93% of the 186 students tested.
3. 92 % of students are at or above benchmark in Producing clear and purposeful writing. This is an increase from the previous year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	69	64	0	68	64	0	68	64	0.0	98.6	100.0
Grade 4	52	65	63	0	63	62	0	63	62	0.0	96.9	98.4
Grade 5	48	68	61	0	68	60	0	68	60	0.0	100.0	98.4
All Grades	146	202	188	0	199	186	0	199	186	0.0	98.5	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2483.	2488.		44.12	50.00		25.00	21.88		16.18	12.50		14.71	15.63
Grade 4		2505.	2556.		36.51	53.23		28.57	27.42		17.46	14.52		17.46	4.84
Grade 5		2563.	2558.		50.00	46.67		20.59	18.33		16.18	18.33		13.24	16.67
All Grades	N/A	N/A	N/A		43.72	50.00		24.62	22.58		16.58	15.05		15.08	12.37

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.00	50.00		35.29	39.06		14.71	10.94
Grade 4		42.86	61.29		30.16	32.26		26.98	6.45
Grade 5		52.94	45.00		33.82	40.00		13.24	15.00
All Grades		48.74	52.15		33.17	37.10		18.09	10.75

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.06	53.13		36.76	32.81		16.18	14.06
Grade 4		38.10	53.23		42.86	37.10		19.05	9.68
Grade 5		38.24	45.00		50.00	40.00		11.76	15.00
All Grades		41.21	50.54		43.22	36.56		15.58	12.90

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.12	48.44		48.53	43.75		7.35	7.81
Grade 4		42.86	54.84		38.10	41.94		19.05	3.23
Grade 5		32.35	35.00		58.82	55.00		8.82	10.00
All Grades		39.70	46.24		48.74	46.77		11.56	6.99

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**Conclusions based on this data:**

1. BAM had 186 students participate in the Mathematics section of CAASPP testing in the 22-23 school year.
2. The percentage of students meeting or exceeding the standard on the CAASPP in Mathematics was 72%
3. The percentage of students not meeting or nearly meeting dropped by 3% from the previous year.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	1482.5	*	*	1474.3	*	*	1501.5	*	4	11	
1	*	*	*	*	*	*	*	*	*	*	*	4	
2	*	*	*	*	*	*	*	*	*	*	*	4	
3		*	*		*	*		*	*	0	*	*	
4	*	*	*	*	*	*	*	*	*	*	5	*	
5	*	*	*	*	*	*	*	*	*	*	*	5	
<b>All Grades</b>											11	17	29

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	54.55	*	*	27.27	*	*	0.00	*	*	18.18	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	18.18	23.53	37.93	36.36	29.41	20.69	36.36	29.41	13.79	9.09	17.65	27.59	11	17	29

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	63.64	*	*	18.18	*	*	0.00	*	*	18.18	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	36.36	35.29	44.83	27.27	23.53	17.24	27.27	23.53	13.79	9.09	17.65	24.14	11	17	29

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	36.36	*	*	36.36	*	*	9.09	*	*	18.18	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	9.09	17.65	17.24	36.36	23.53	37.93	36.36	35.29	10.34	18.18	23.53	34.48	11	17	29

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
K	*	*	81.82	*	*	0.00	*	*	18.18	*	*	11	
1	*	*	*	*	*	*	*	*	*	*	*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
<b>All Grades</b>	36.36	41.18	48.28	54.55	41.18	27.59	9.09	17.65	24.14	11	17	29	

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*		*	*		*	*		*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	36.36	31.25	41.38	54.55	50.00	31.03	9.09	18.75	27.59	11	16	29

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*		*	*		*	*		*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	18.18	17.65	27.59	63.64	52.94	37.93	18.18	29.41	34.48	11	17	29

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>		*	*		*	*		*	*		*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	27.27	17.65	31.03	45.45	52.94	41.38	27.27	29.41	27.59	11	17	29

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. 29 Students participated in ELPAC testing. This is 12 more students from the previous year.
2. BAM had 18% of the students assessed score a Level 1 on the assessment.
3. The percentage of students who are well developed in writing has increased from the previous year.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>395</b>	<b>23</b>	<b>6.1</b>	<b>0.3</b>
Total Number of Students enrolled in Berkeley Arts Magnet at Whittier.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	6.1
Foster Youth	1	0.3
Homeless	4	1
Socioeconomically Disadvantaged	91	23
Students with Disabilities	30	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	9.6
American Indian	2	0.5
Asian	46	11.6
Filipino	5	1.3
Hispanic	52	13.2
Two or More Races	76	19.2
Pacific Islander	1	0.3
White	174	44.1



**Conclusions based on this data:**

1. Socioeconomically disadvantaged is the largest ALL student subgroup at 23%.
2. Students with disabilities make up the second largest ALL student subgroup.
3. White and two or more races at the two largest sub groups in race and ethnicity.

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance English Language Arts

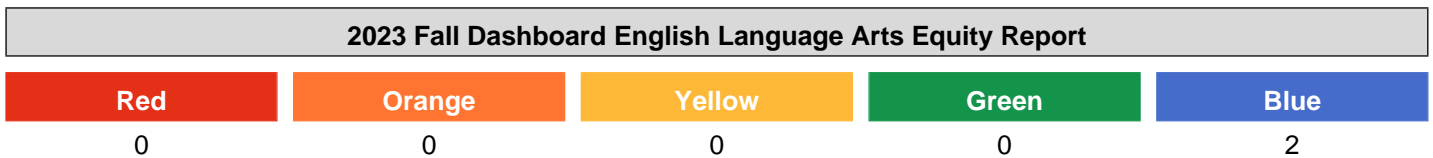
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Blue 70 points above standard Increased Significantly +18.6 points 183 Students	<b>English Learners</b> 5 points above standard Decreased Significantly -36.2 points 13 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Blue 22.5 points above standard Increased Significantly +26.9 points 42 Students	<b>Students with Disabilities</b> 68.9 points below standard Increased Significantly +26.4 points 18 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
11.2 points below standard Increased Significantly +35.9 points 20 Students	Less than 11 Students  1 Student	98.8 points above standard Increased Significantly +22.8 points 21 Students	Less than 11 Students  3 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
48.7 points above standard Increased Significantly +23 points 28 Students	89.2 points above standard Increased Significantly +35.8 points 35 Students	Less than 11 Students  1 Student	 Blue 83.2 points above standard Maintained +1.1 points 74 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students  8 Students	Less than 11 Students  5 Students	74.6 points above standard Increased Significantly +25.4 points 155 Students

**Conclusions based on this data:**

1. All students had an increase of 18.6 from the previous year.
2. Socioeconomically Disadvantaged students were 22.5 points above standard in Language Arts.
3. English only students had an increase of 25.4 over the previous year.

# School and Student Performance Data

## Academic Performance Mathematics

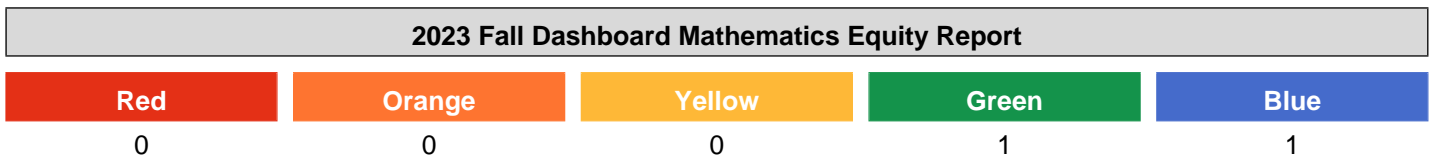
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 50.4 points above standard Increased Significantly +16.2 points 183 Students	<b>English Learners</b> 19.8 points below standard Decreased Significantly -28.2 points 13 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Green 3.9 points below standard Increased Significantly +22.4 points 42 Students	<b>Students with Disabilities</b> 82.2 points below standard Increased +6.4 points 18 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
36.3 points below standard Increased Significantly +22 points 20 Students	Less than 11 Students  1 Student	69.3 points above standard Decreased -7.4 points 21 Students	Less than 11 Students  3 Students
Hispanic	Two or More Races	Pacific Islander	White
25.1 points above standard Increased Significantly +16.4 points 28 Students	71.5 points above standard Increased Significantly +21.9 points 35 Students	Less than 11 Students  1 Student	 Blue 69.2 points above standard Increased +11.7 points 74 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  8 Students	Less than 11 Students  5 Students	55.1 points above standard Increased Significantly +22.3 points 155 Students

**Conclusions based on this data:**

1. All subgroups increased significantly by 16.2 points in mathematics.
2. Socioeconomically Disadvantaged students increase significantly by 22.4 points in mathematics.
3. Students who fall within Two or more races increased significantly by 21.9 in mathematics.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
58.3 points above standard making progress towards English language proficiency
Number of EL Students: 12 Students
Performance Level: No Performance Level

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.

### 2023 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
3	2	1	6

#### Conclusions based on this data:

1. There are 12 students who were identified as EL in 2023.
2. No Performance level is indicated.
3. The school is 58.3 points above standard in making progress in English Language proficiency.

# School and Student Performance Data

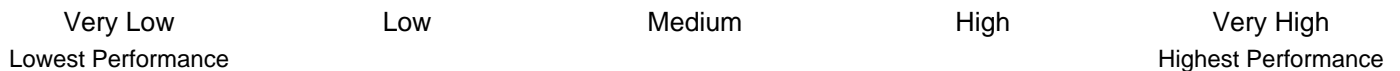
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

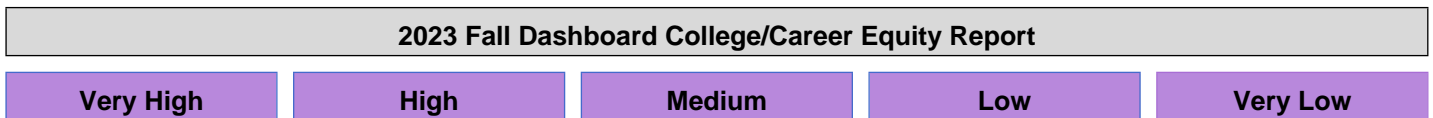
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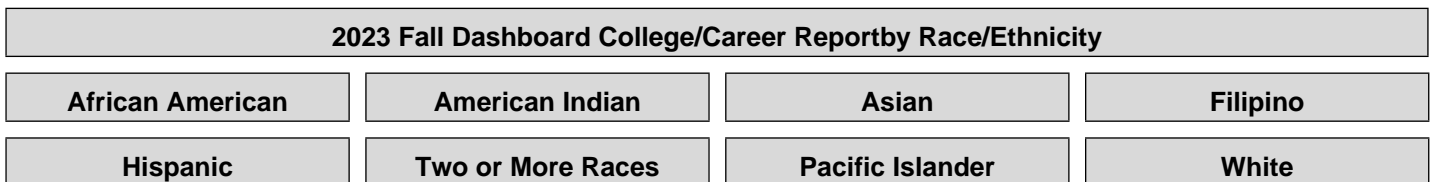
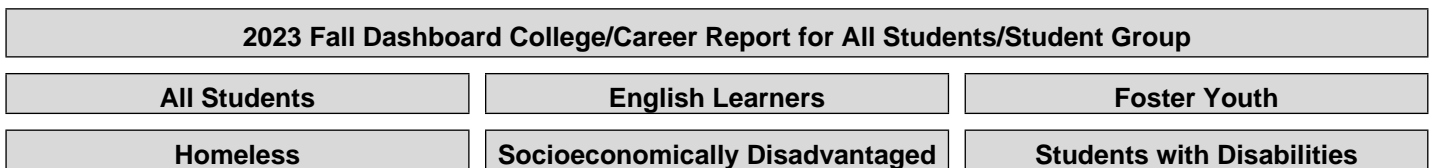
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



### Conclusions based on this data:

- No data in this category



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red 18.1% Chronically Absent Increased Significantly 13 409 Students	25.8% Chronically Absent Increased 12.8 31 Students	Less than 11 Students 1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 8 Students	 Red 35% Chronically Absent Increased 21.4 103 Students	 Red 35.3% Chronically Absent Increased 21.4 34 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 41.9% Chronically Absent Increased 30.2 43 Students	Less than 11 Students 2 Students	 Orange 13.3% Chronically Absent Increased 11 45 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 22.6% Chronically Absent Increased 12.5 53 Students	 Orange 20% Chronically Absent Increased 16 80 Students	Less than 11 Students 2 Students	 Red 12.2% Chronically Absent Increased Significantly 9.8 180 Students

**Conclusions based on this data:**

1. All subgroups are 18.1% chronically absent in 2023. This is a 13 % increase from previous year.
2. Students with disabilities have the second highest percentage of students at 35% who are chronically absent.
3. African American students have the highest percentage of students chronically absent at 41.9%.

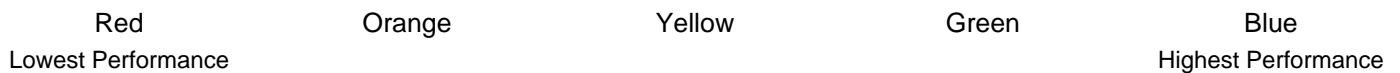
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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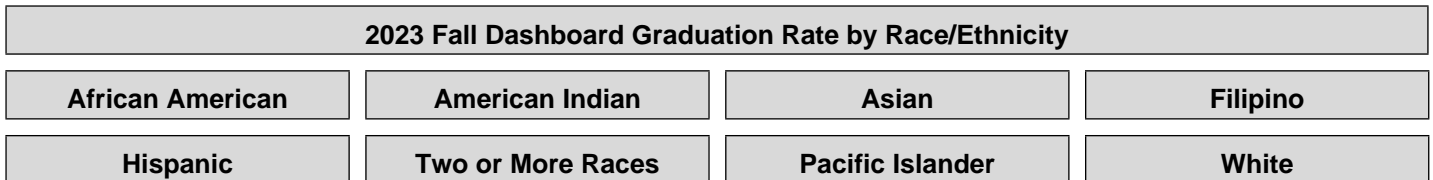
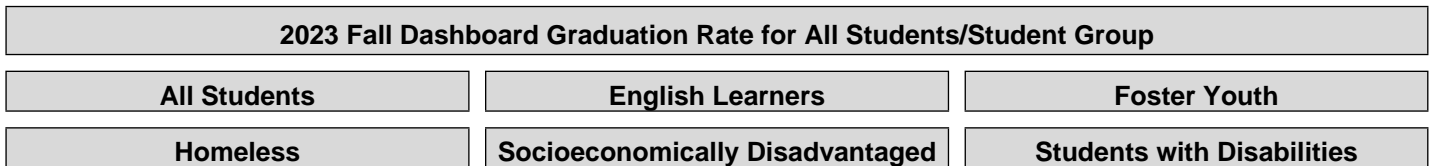
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



### Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

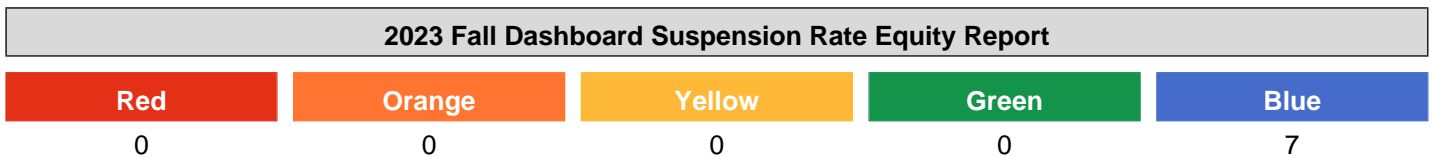
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0% suspended at least one day Maintained 0 413 Students	<b>English Learners</b> 0% suspended at least one day Maintained 0 31 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 10 Students	<b>Socioeconomically Disadvantaged</b>  Blue 0% suspended at least one day Maintained 0 106 Students	<b>Students with Disabilities</b>  Blue 0% suspended at least one day Maintained 0 35 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 45 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 45 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 54 Students	 Blue 0% suspended at least one day Maintained 0 80 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 181 Students

**Conclusions based on this data:**

1. BAM has had 0 suspensions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### High Quality Curriculum and Instruction

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continued need for high quality classroom instruction and curriculum.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
On Demand Writing Assessments	On Demand Writing Assessments	2024-2025 On Demand Writing Assessments- Increase in students performing at or above grade level.
DIBELS (K-2)	2023-2024 DIBELS Scores	2024-2025 Increase and growth in DIBELS progress (scores)
Star Reading/Mathematics Assessment (3rd- 5th Grades)	2022-2023 Star Reading and Math Scores	2024-2025 Increase and growth in Star Reading and Math Scores
BUSD Math Benchmark Assessments (k-2)	BUSD Math Benchmark Assessments	BUSD Math Benchmark Assessments - Increase in students performing at or above grade level.
Counseling Caseload	Number of students served in 2023-2024	Increase Number of students served. Student improvement in behavior, emotional stability and social skills.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>English Language Arts Support and instruction</p> <ul style="list-style-type: none"> <li>• Berkeley Arts Magnet teachers will ensure implementation of a balanced, high-quality English Language Arts Program using the district-adopted curriculum and delivering best practices within a balanced literacy block.</li> <li>• Teachers will continue to implement the Lucy Calkins' curriculum as part of the Writing Program with the support of the Literacy Coach and other support staff.</li> <li>• The Literacy Coach will provide ongoing training to personnel during staff meetings, will provide model lessons in classes, and co-teach with classroom teachers.</li> <li>• K-2 Staff will receive on-going training with DIBELS, with the aim of aligning assessment measures across the school.</li> <li>• Staff will attend site-led and district-led professional development sessions on data-driven instruction.</li> <li>• Staff will use DIBELS and STAR benchmark assessments, as well as the diagnostic plan to inform Tier 1 differentiated instruction, in addition to determining students who need additional instruction from RTI Team and Interventionists.</li> <li>• All appropriate and necessary materials, including leveled texts, Fast Track Phonics, Technology Programs, LLI, Wilson, Heggerty, Orton-Gillingham, CORE and other teacher instructional materials will be provided.</li> <li>• Teachers may be released (using substitute teachers) for peer observations, planning curriculum and instruction as part of PLCs.</li> <li>• Literacy Coach will manage the BUILD Mentors (in conjunction with UC Berkeley) to provide literacy support to targeted students that are enrolled in our afterschool program.</li> <li>• Literacy Coach will coordinate with the PTA and teachers to plan at least one evening event focused on Literacy Instruction for parents in the BAM community.</li> <li>• Literacy Coach will provide students books for the summer to help prevent reading loss.</li> </ul>	All students	<p>District Allocation</p> <p>37,303 BSEP</p> <p>13,037 BSEP</p> <p>26,073 PTA</p> <p>15,000 BSEP</p> <p>7,132 BSEP</p> <p>15,000 BSEP Carryover</p>

	<ul style="list-style-type: none"> <li>• Three times a year, staff meeting time will be devoted to analysis of student writing samples based upon the district rubric.</li> <li>• An Extra Literacy Intervention teacher will be added to support students in need of intervention. This teacher will be providing these interventions using the district adopted curriculum.</li> </ul> <p>Line 1: Literacy Coach - .75 FTE District BSEP funding  Line 2: Literacy Coach - .25 FTE BSEP funding (to supplement District funded Literacy Coach) \$37,303  Line 3: Literacy Support Interventionist - .13,037; .10 BSEP funding/ .26,073; .20 PTA funding ; .40 Centrally funded  Line 4: Materials and Supplies - \$15,000 BSEP  Line 5: Personnel Variance - \$7,132 BSEP  Line 6: Materials and Supplies - \$15,000 BSEP Carryover</p>		
1.2	<p>Response to Intervention(RTI) Differentiation and Intervention - Provide intervention to grades K-5 using the Multi-Tiered Systems of Support (MTSS) to meet the learning needs of students. The RTI Coordinator and COS Team will collaborate with classroom teachers in deciding which students would benefit from interventions, based on-going assessment.</p> <p>Math Intervention Groups, Orton-Gillingham, Wilson, and Reading Recovery Intervention groups will be taught by certificated teachers during the school day, coordinating with our reading and intervention blocks.</p> <p>At least five staff meetings a year will be devoted to looking at STAR, DIBELS, CAASPP, report cards, On-Demand writing assessments, and district math assessments to inform classroom instruction. These data meetings will be led by our Literacy Coach and our RTI teacher. The data will be uploaded to Educlimber and teacher will regularly review their classroom Data Walls.</p> <ul style="list-style-type: none"> <li>• Regular COS (Coordination of Services) team meetings will be held to collaborate and reflect on school wide systems in place to meet the needs of students identified as needing intervention.</li> <li>• Implementation of the MTSS framework will be coordinated and led by our RTI teacher.</li> <li>• Teachers and intervention/support staff will participate in Professional Learning Communities. They will meet each trimester ,during Wednesday collaboration time, to identify and set goals for focal students.</li> </ul>	All students not meeting grade level expectations	<p>District Allocation</p> <p>2,537 Other</p> <p>8,000 BSEP</p>



	<ul style="list-style-type: none"> <li>• Provide staff with professional development in differentiation and RTI practices.</li> <li>• Teachers will use at least two data points, as well as classroom work, to identify students needing additional support three times a year during staff meetings.</li> </ul> <p>Line 1: RTI Teacher - District Allocation, .50 FTE  Line 2: Teachers will provide intervention and small group work in reading and math for grades 1-5, \$2,537 Title IV  Line 3: Teacher hourly to provide intervention after school and to meet with all families at start of year \$8,000 BSEP</p>		
<p><b>1.3</b></p>	<p>Mathematics: Berkeley Arts Magnet teachers and staff will implement the Eureka math program for all K-5 students. Teachers will use district math assessments and the STAR test results as the basis for teacher collaboration, professional development, and to provide on-going monitoring of student progress.</p> <ul style="list-style-type: none"> <li>• Math Coach will provide on-going training to personnel during staff meetings, will model lessons in classrooms, and co-teach with classroom teachers.</li> <li>• A .50 FTE Math Coach to provide support to classroom teachers, to organize and run intervention programs, and provide enrichment opportunities for the classroom.</li> <li>• Provide additional support for targeted groups of students in math, based on teacher recommendation, RTI and COS Team meetings, as well as district assessments.</li> <li>• Ensure implementation of high quality mathematics instruction, and continue preparing students for the rigor of the Common Core standards in Math.</li> <li>• Our math teacher leader will attend regular meetings with other math teacher leaders.</li> <li>• The Math Teacher Leader(MTL) will lead at least three staff meetings throughout the year based-on students and teacher need.</li> <li>• Build in opportunities for enrichment and challenge for students who need additional math experiences. This can include on-line computer programs, small-group work, or whole group work with logic puzzles, brain teasers, etc.</li> </ul> <p>Line 1: Math Coach to provide intervention for students and work with teachers to strengthen intervention support (.50 FTE), BSEP, 66,220</p>	<p>All students</p>	<p>66,220 BSEP</p>

1.4	<p>Berkeley Arts Magnet will provide on-site counseling through Child Therapy Institute of Marin (CTIM) and mental health support, making it available to students and families on an as-needed basis. These services will be provided by the school counselors. Services will also include class meetings on problem-solving strategies, restorative work with students, crisis intervention and sharing school culture and climate information with the staff. CTIM will train and oversee the BAM Ambassadors program, our peer mediation program for 4th and 5th grade students. These services will be provided with ongoing communication to the families where support is provided.</p> <p>Responsible parties: Principal, RTI coordinator, COS team, Counselors</p> <p>Line 1: CTIM Counseling Services (District Allocation 24-25- \$65,000</p>	Students identified by Coordination of Services Team	65,000 District Allocation

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The results from DIBELS and STAR have shown growth this school year indicating that effectiveness of our teachers, literacy coach and the team of interventionists in 23-24. This progress will need to be sustained and built on again for 24-25.

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

The number of students needing academic interventions increased in 23-24. The school did not have enough Interventionist to support the number of students who needed ongoing pullout intervention.

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 are adding .30 literacy interventionist support from 23-24 for students in need of extra reading intervention. Goal 1, Strategy 1.1

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Cultural and Linguistic Responsiveness

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Records	Number of students with 10 or more absences for 2024-2025 School year	Reduction in number of students who are habitually truant
Office Referrals	Number of office discipline referrals for 2024-2025 school year	Reduction of office discipline referrals by 10% by the end of the 2024-2025 school year
English Language Proficiency Assessment for California (ELPAC)	Results of ELPAC and number of RFEP students for 2022- 2023 school year	Growth, in bands as measured by ELPAC, and increased number of RFEP students as year progresses.
Case Management Referrals	Number of students referred to Case Management in 2023-24 for behaviors that are not in line with our current student body numbers by race.	Decrease in number of black or brown students referred to Case Management for behavioral concerns.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<ul style="list-style-type: none"> <li>• 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.</li> <li>• RT Fisher and Associates will sponsor year three of culturally relevant professional learning sessions with BAM staff to provide direct support in research based instructional practices for creating inclusive learning environments for African American students.</li> <li>• RT Fisher will provide academic break learning toolkits to BAM African American students.</li> <li>• Create a targeted outreach plan for BAM African American students to enroll and participate at a rate of 80% or better in BUSD summer intervention specifically geared to African American students</li> <li>• Discussions and implementation of equity teaching strategies supported by Equity teacher leader.</li> <li>• Staff will attend district PD's in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners.</li> <li>• 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.</li> <li>• 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.</li> <li>• PTA will explore guest speakers and topics related to equity and building a strong community.</li> <li>• Staff hourly pay to support affinity groups.</li> </ul> <p>Line 1: Equity Teacher Leader stipend            Line 2: Affinity Groups staff hourly-\$2,848 BSEP            Line 3: Affinity Groups staff hourly-\$4,000 BSEP Carryover</p>	All K-5 students with a focus on sub-groups targeted in the LCAP. English Language Learners Socio-economically disadvantaged students Foster youth African American students Hispanic or Latino Students Students with Disabilities	District Allocation  2,848 BSEP  4,000 BSEP Carryover

<p><b>2.2</b></p>	<p>Implement an English Language Development Program for K-5 English Language Learners</p> <ul style="list-style-type: none"> <li>• Fund .60 ELD teacher.</li> <li>• Direct instruction at appropriate ELPAC level.</li> <li>• Assess progress of students in English Language Acquisition using the ELPAC, ADEPT and teacher assessment tools.</li> <li>• Monitor student progress using a progress report (EL Progress Report/Grades) to ensure students are making consistent gains.</li> <li>• Use progress monitoring to identify students who are not making gains (in one or more areas) and create an action plan for each student; meet with student teams (RTI, Lit Coach, Special Ed teachers, classroom teachers) to plan for interventions where progress is not being made.</li> <li>• Communicate with teachers and parents regarding student progress and learning goals during each grading period; provide ELD grades in the four domains.</li> <li>• Devote staff meeting time for teachers to analyze student work and curriculum to determine strategies for targeted language instruction and supports so that all students can access the curriculum (integrated ELD).</li> <li>• ELD teacher participates in district professional development including monthly ELD PLC, ELD curriculum trainings and COS PD.</li> <li>• ELAC - facilitate parent/guardian workshops on understanding the ELPAC and ELD program and outreach to families regarding instruction.</li> <li>• Monitor progress of IFEP and RFEP students.</li> <li>• Test administration: ELPAC annual test - test all annual EL students by the end of February, train parents on Illuminate access, keep test scores in cumulative file, schedule test administration.</li> <li>• Identify English Language Learners - verify that all incoming EL students have been identified and tagged in Infinite Campus, provide the district with information to update EL lists including students that have been mistagged, ensure that cumulative and Infinite Campus files are up to date.</li> </ul> <p>Line 1: Certificated ELD teacher (.60 FTE) - District LCAP</p>	<p>English Language Learners</p>	<p>District Allocation</p>

<p><b>2.3</b></p>	<ul style="list-style-type: none"> <li>• The BUILD tutoring program, a partnership with UC Berkeley, will provide reading support to struggling students in grades K-5th.</li> <li>• Support teachers to provide after school tutoring.</li> <li>• In partnership with UC Berkeley, SAGE mentors will partner up with students, providing mentoring and support.</li> <li>• Employ school staff to work with students during the after school program.</li> <li>• Strengthening the academic connection between the day program and after school program.</li> <li>• In addition, after school staff collaborate with a teacher liaison to ensure that their academic hour is closely aligned to classroom instruction.</li> </ul> <p>Line 1: After school Teacher liaison stipend, district allocation</p>	<p>Students Identified by COS team or staff in need of mentoring and tutoring</p>	<p>District Allocation</p>
<p><b>2.4</b></p>	<p>Positive Behavior Support:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Teachers will teach a minimum of six lessons from the Welcoming Schools curriculum. Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, family diversity, gender stereotyping and bullying.</li> <li>• School counselors will do class presentations and hold "lunch bunches" to support student community.</li> <li>• 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.</li> <li>• We will also hold Parent Education meetings to share information about the Toolbox program.</li> </ul> <p>We will contract out for Puberty Ed for 5th grade students.(\$3000)</p> <ul style="list-style-type: none"> <li>• BAM will contract out with Restorative Practices facilitator for third year for</li> </ul>	<p>All Students</p>	<p>3,000 BSEP</p> <p>3,000 BSEP</p>

	<p>ongoing support of program and to support student groups. (\$3,000)</p> <p>Line 1: Puberty education contract \$3,000 Line 2: Restorative Justice contract (Phobe Smith)\$3,000</p>		
<b>2.5</b>	<p>Instruction in Visual and Performing Arts will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles:</p> <ul style="list-style-type: none"> <li>• Hold culturally-relevant assemblies and programs at school to celebrate our school community.</li> <li>• BAM will have a contract with an artist to bring an art program with an experienced art instructor to collaborate with classroom teachers to bring art into their curriculum. The Art Instructor will provide weekly instruction for 12-15 weeks with grades K-5. This is in coordination with the VAPA grant.</li> <li>• Students in Grades 1 - 5 will participate in BUSD's Music program.</li> </ul> <p>1-3rd grades will have weekly music class, learning how to play song flutes with BUSD music teacher 4th &amp; 5th grade classes will participate in music class, 2 x a week, with BUSD music teachers, playing various instruments.</p> <ul style="list-style-type: none"> <li>• Students in Grades K,4th and 5th will be provided physical education classes 1x week a contracted vendor.</li> </ul> <p>Line 1: Visual Arts Contract (KALA), up to \$ 50,000 (PTA Funded) Line 2: Performing Arts, up to \$ 51,305 (Prop 28 Funded) Line 3: Performing Arts, up to 9,292 (Arts Anchor Grant Funded) Line 4: Physical Education, up to \$ 10,00 (PTA Funded)</p>	All Students	<p>50,000 PTA</p> <p>51,305 District Allocation</p> <p>9,292 Other</p> <p>10,000 PTA</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The support of Robyn Fisher with implementation of AASF helped with bridging the gap between the school and the parent families. Families were appreciative of the efforts made to ensure BAM was listening and supportive to all students.

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

We did not find the staff to lead to two additional affinity groups this 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.

Robyn Flsher and associates will provide monthly PD for staff in cultural awareness and how to support for all black students.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Safe, Welcoming and Inclusive School Climate

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC Survey	2022-2023 Results	Growth in percentage of families who rate all categories "Extremely Satisfied"
Student Survey	2021 Results	Valuable information on which to utilize for our school community
Attendance Records	2023-24 Attendance Records- 95% of students will attend 90% or more of school in 24-25	Reduction in the number of absences for the 2023-2024 school year
Participation in Fall Parent/Teacher Conferences	Classroom Teacher Reporting 24-25	Increased attendance in parent/teacher conferences

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Build School Community: <ul style="list-style-type: none"> <li>Parent Education and Information will be provided in partnership with the PTA, SSC, ELAC and the After School Program. These events will be hosted</li> </ul>	All Students	PTA

	<p>both on and off the school site in an effort to reach all families.</p> <ul style="list-style-type: none"> <li>• Provide forums and educational events on topics identified as critical by diverse parent/guardian groups.</li> <li>• Coffee with the Principal.</li> <li>• Provide food and childcare at the meetings to encourage participation from all families.</li> <li>• Utilize Zoom meetings to make attendance easier for more families.</li> <li>• Financial support available for families in need.</li> <li>• Family/Community Events (Back to School BBQ, Talent Show, Family Art Night, Information Nights, Spring Festival, etc).</li> <li>• Incoming Kindergarten Information Night.</li> <li>• Back to School/Open House.</li> <li>• Math Nights, Literacy Night, Art night, Science Fair.</li> <li>• Parent/Guardian meetings on Restorative Practices and Equity, Race and Inclusion.</li> <li>• Grade Level Gatherings.</li> <li>• Provide childcare at the meetings to help encourage participation from all families.</li> </ul> <p>Line 1: Parent support (gift cards, childcare, pizza) (PTA funds)</p>		
<p><b>3.2</b></p>	<p>RT Fisher and BAM have identified the following areas as needed support for our families:</p> <ul style="list-style-type: none"> <li>• Identify BAM families to invite to participate on the BUSD African American Success Advisory Committee</li> <li>• Sponsor BAM family engagement evenings specifically targeted to African American families to encourage participation in school wide and district committees</li> <li>• Launch a “Black-to-School” event to enlist parent support at the beginning of the school year</li> <li>• Host an PCAD event in January to celebrate families and reinforce parent engagement</li> </ul>	<p>Black and African American Students</p>	
<p><b>3.3</b></p>	<p>Positive Behavior Support:(Materials &amp; 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.</p> <p>Teachers will teach a minimum of six lessons from the Welcoming Schools curriculum in addition to other programs that teach empathy and non-</p>	<p>All Students</p>	

	<p>violence such as Second Step. Students will be taught lessons including but not limited to empathy, self regulation, problem solving, cooperation, family diversity, gender stereotyping and bullying.</p> <p>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.</p> <p>Positive Behavior Support (PBIS) systems using Tool Box and Welcoming Schools Curriculum will be implemented.</p> <p>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.</p> <p>Buddy classes will be established in September; primary students and upper grade students will practice and learn academic and social skills from one another.</p> <p>All teachers will reinforce positive behaviors by issuing “Bamarangs” and will provide students with monthly prizes where Bamarangs can be redeemed.</p> <p>An active Student Council will be established by January and coordinated by a staff member.</p> <p>All Teachers, Counselors and Family Equity &amp; Engagement Coordinators will attend the district wide Toolbox Positive Behavior Intervention Curriculum Training as provided by BUSD.</p> <p>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.</p> <p>Student School Playground Ambassadors will be trained to work on the playground and mediate conflict that may arise.</p> <p>Staff will train students to lead circles in Restorative Practices at the beginning of the year. These circles will be held weekly by 5th grade students and teacher lead to assist in student conflict and restore relationships.</p>		
<p><b>3.4</b></p>	<p>Library program serves all students, from TK-5th grade. Every student has access to a variety of reading materials and participates fully in the library program. With the help of the BUSD BSEP, the</p>		<p>BSEP</p>

<p>library has a collection that reflects the rich diversity of our world. We strive to create inclusive collections by continuously looking for new books to bring into school libraries while simultaneously taking a critical view of our current holdings. Our librarian shares title recommendations regularly at staff meetings. Recommended reading lists such as our “Black Lives Matter” and “Transgender Day of Remembrance” support staff in finding excellent titles for their classroom libraries and classroom book club collections and keep us all focused on ensuring that our collections are culturally responsive to our student needs. The librarian also hold books club meetings during lunch that occur annually for yellow ribbon awarded books.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

BUSD provides a family engagement coordinator for all TK-5 schools to partner with parents and guardians to support their children's education through collaborative connections and referrals to school and community resources. The work of all Office of Family Engagement and Equity (OFEE) staff is to support and educate parents and families in three main focal areas:

- 1) Establishing links between home and school for academic success
- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services.

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

The Principal coffees did not occur monthly this 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.

The Office of Family Engagement and Equity has been undergoing changes in definition, purpose, and services it offers and promotes. As these changes take place, Goal #3 will need to be altered to fit the new organization of the OFEE.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Data Review:</p> <ul style="list-style-type: none"> <li>COS Team and RTI Team will review data on a bimonthly schedule</li> <li>Use of COS Team referral form by staff to recommend students to Case Management</li> <li>Grade Level meetings on Wednesdays to review data, monitor progress, and</li> </ul>	All Students	

	<p>refer students to support services if needed</p> <ul style="list-style-type: none"> <li>Teacher release days to review data and plan instruction to address the needs of students.</li> </ul>		
4.2	<p>Adjust Scheduling to impact interventions provided:</p> <ul style="list-style-type: none"> <li>Create a literacy block to ensure interventions specialist are able to push into classrooms to support teachers and students.</li> <li>Ensure a Intervention block is set for specialist to pull students for Tier 2 and Tier 3 interventions</li> <li>Monitor instructional minutes</li> </ul>	All Students	

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The site evaluated the previous year’s SPSA in collaboration with our SSC. This supported the development of the 2024-2025 SPSA. District assessments and program evaluation were an ongoing process that also supported the development of the 2024-2025 SPSA.

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

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.

This will continue to be a priority.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students missing more than 10% of school days

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	<p>Family Engagement Liaison will reach out to families, provide support as needed. (District Allocation)</p> <p>PTA will support Families with gift cards and holiday support, per request. (Amount TBD)</p> <p>District Nurse will be on site once a week to monitor health issues. (District Allocation)</p>	Students in need of support services	District Allocation

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Overall we need to prioritize the implementation of this goal.

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

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.

Reaching out earlier to families, especially those that we know have attendance issues.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$388,747.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$155,540.00
BSEP Carryover	\$19,000.00
District Allocation	\$116,305.00
Other	\$11,829.00
PTA	\$86,073.00

Subtotal of state or local funds included for this school: \$388,747.00

Total of federal, state, and/or local funds for this school: \$388,747.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
BSEP	155,540.00
BSEP Carryover	19,000.00
District Allocation	116,305.00
Other	11,829.00
PTA	86,073.00

## Expenditures by Budget Reference

Budget Reference	Amount
	361,455.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	BSEP	155,540.00
	BSEP Carryover	19,000.00
	District Allocation	116,305.00
	Other	11,829.00
	PTA	86,073.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	255,302.00
Goal 2	133,445.00

# School Site Council Membership

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

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

Name of Members	Role
Rene Molina	Principal
Sumita Soni	Classroom Teacher
Cory Potts	Classroom Teacher
Michele Ferrell	Other School Staff
Brit Toven-Lindsey	Parent or Community Member
Carrie Kabat	Parent or Community Member
Jessi Librande	Parent or Community Member
Melina Landry	Other School Staff
Chilezie Nnadi	Parent or Community Member
Nancy Rivera (Parent Alternate)	
Jaime Brunetti (Parent Alternate)	
Nabateh Ahmed	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 1, 2024.

Attested:

Principal, Rene Molina on 5/1/24

SSC Chairperson, Brit Toven-Lindsey on 5/1/24

Kathy Fleming  
Director of Local Resources

Signature

6-4-24

Date

Jill Hoogendyk  
Associate Superintendent, Educational Services

Signature

6-6-24

Date

