School Year: **2026-27**

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	April 30, 2026	June 17, 2026

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 establishes a School Site Council (SSC) annually through an election process held each September. The SSC, composed of parents/guardians, teachers, and other staff members, meets monthly to review student data and the School Plan for Student Achievement (SPSA), ensuring alignment with the Local Control and Accountability Plan (LCAP) and applicable federal, state, and local programs. Parents, staff, and the principal actively participate in meetings, contributing equitably to the development, monitoring, and ongoing oversight of the plan to support effective implementation and continuous improvement.

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.

The school serves a number of students who require multiple layers of academic and social-emotional support. To address these needs, staff work collaboratively and creatively to maximize instructional time within the school day. However, the number of students identified for intervention exceeds the current capacity of available Tier 2 and Tier 3 supports in both mathematics and English language arts.

For the upcoming year, the school has qualified for Title I funding due to a high percentage of unduplicated students. This additional funding will enhance the school's ability to expand targeted intervention services and provide more intensive support for underperforming students. Supplemental supports are also offered through the after-school program, including intervention opportunities for students who are able to remain beyond the instructional day.

Despite these efforts, several barriers continue to impact student achievement. Attendance issues, including chronic absenteeism and tardiness, limit consistent access to instruction and intervention. Additionally, the length of the school day constrains the ability to provide sufficient remediation for the lowest-achieving students. Access to after-school programs is also limited for some students due to transportation and other family constraints.

Key Barriers to Student Achievement:

-Inconsistent attendance, including tardiness, which reduces instructional time and limits participation in intervention and extended learning opportunities
-Behavioral, social, and emotional challenges that impact student engagement and academic progress
-Limited instructional time within the school day to adequately address the needs of students performing below grade level
-Insufficient strategies and resources to ensure meaningful engagement of all parent and family stakeholders
-Language barriers that hinder effective communication and outreach to English Learner families

-Special Education needs that exceed current staffing and resource capacity

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.

Attendance continues to be our biggest area of need for improvement. We did much better then the previous year but we will work with our OFEE site coordinator, BUSD Student Services department, admin assistant/attendance officer, and principal to reach out and work with the families of our chronically absent students.

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.

BAM has one subgroup that is below all students in performance in mathematics. The math coach and teacher lead will provide professional development for teachers and small group intervention will be provided for these students during and after the school day.

Other Needs

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

BAM has a need for more math intervention. However, there is not enough money to fund personnel for the amount of math intervention that is needed.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.25%	0.25%	0.24%	1	1	1
African American	9.16%	9.09%	8.52%	37	37	35
Asian	10.40%	8.11%	10.22%	42	33	42
Filipino	1.24%	1.47%	1.70%	5	6	7
Hispanic/Latino	12.13%	14.25%	14.60%	49	58	60
Pacific Islander	0.25%	0.25%	0.24%	1	1	1
White	45.54%	46.68%	44.77%	184	190	184
Multiple/No Response	21.04%	19.90%	19.71%	85	81	81
			Total Enrollment	404	407	411

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	19
Kindergarten	65	60	63
Grade 1	64	71	59
Grade 2	61	66	67
Grade3	69	61	67
Grade 4	61	65	69
Grade 5	64	64	67
Total Enrollment	404	407	411

Conclusions based on this data:

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

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	22	23	19	6.1%	5.4%	4.6%
Fluent English Proficient (FEP)	40	35	48	9.9%	9.9%	11.7%

Conclusions based on this data:

1. The percentage of English Learners has increased from the 23-24 school year.
2. The percentage of Fluent English Proficient students has decreased by 1%.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	69	63	64	68	61	64	68	61	100.0	98.6	96.8
Grade 4	63	62	66	62	61	66	62	61	66	98.4	98.4	100
Grade 5	61	66	64	60	64	64	60	64	64	98.4	97	100
All Grades	188	197	193	186	193	191	186	193	191	98.9	98	99

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2497.	2485.	2501.	54.69	48.53	54.10	21.88	25.00	24.59	14.06	16.18	14.75	9.38	10.29	6.56
Grade 4	2547.	2540.	2542.	59.68	63.93	54.55	20.97	19.67	16.67	12.90	8.20	18.18	6.45	8.20	10.61
Grade 5	2569.	2592.	2600.	51.67	59.38	71.88	23.33	26.56	12.50	11.67	7.81	4.69	13.33	6.25	10.94
All Grades	N/A	N/A	N/A	55.38	56.99	60.21	22.04	23.83	17.80	12.90	10.88	12.57	9.68	8.29	9.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42.19	29.41	40.98	50.00	63.24	50.82	7.81	7.35	8.20
Grade 4	40.32	45.90	45.45	56.45	49.18	42.42	3.23	4.92	12.12
Grade 5	33.33	51.56	50.00	58.33	42.19	39.06	8.33	6.25	10.94
All Grades	38.71	41.97	45.55	54.84	51.81	43.98	6.45	6.22	10.47

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	45.31	45.59	44.26	46.88	41.18	49.18	7.81	13.24	6.56
Grade 4	46.77	44.26	42.42	46.77	50.82	46.97	6.45	4.92	10.61
Grade 5	45.00	53.13	57.81	46.67	39.06	32.81	8.33	7.81	9.38
All Grades	45.70	47.67	48.17	46.77	43.52	42.93	7.53	8.81	8.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.88	23.53	16.39	68.75	69.12	72.13	9.38	7.35	11.48
Grade 4	29.03	18.03	31.82	64.52	75.41	59.09	6.45	6.56	9.09
Grade 5	23.33	29.69	25.00	65.00	57.81	71.88	11.67	12.50	3.13
All Grades	24.73	23.83	24.61	66.13	67.36	67.54	9.14	8.81	7.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42.19	32.35	32.79	53.13	61.76	60.66	4.69	5.88	6.56
Grade 4	38.71	31.15	37.88	56.45	60.66	59.09	4.84	8.20	3.03
Grade 5	43.33	56.25	48.44	45.00	39.06	51.56	11.67	4.69	0.00
All Grades	41.40	39.90	39.79	51.61	53.89	57.07	6.99	6.22	3.14

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 90% of the 186 students tested.
3. 91% of the students are producing clear and purposeful writing on CAASPP.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	64	69	63	64	68	61	64	68	61	100.0	98.6	96.8
Grade 4	63	62	66	62	62	66	62	62	66	98.4	100	100
Grade 5	61	66	64	60	66	64	60	66	64	98.4	100	100
All Grades	188	197	193	186	196	191	186	196	191	98.9	99.5	99

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2488.	2484.	2479.	50.00	39.71	47.54	21.88	32.35	19.67	12.50	17.65	19.67	15.63	10.29	13.11
Grade 4	2556.	2530.	2545.	53.23	48.39	50.00	27.42	22.58	24.24	14.52	17.74	19.70	4.84	11.29	6.06
Grade 5	2558.	2571.	2587.	46.67	56.06	54.69	18.33	12.12	21.88	18.33	18.18	9.38	16.67	13.64	14.06
Grade 11															
All Grades	N/A	N/A	N/A	50.00	47.96	50.79	22.58	22.45	21.99	15.05	17.86	16.23	12.37	11.73	10.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50.00	45.59	40.98	39.06	38.24	39.34	10.94	16.18	19.67
Grade 4	61.29	50.00	62.12	32.26	41.94	25.76	6.45	8.06	12.12
Grade 5	45.00	50.00	54.69	40.00	34.85	31.25	15.00	15.15	14.06
Grade 11									
All Grades	52.15	48.47	52.88	37.10	38.27	31.94	10.75	13.27	15.18

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	53.13	41.18	57.38	32.81	47.06	26.23	14.06	11.76	16.39
Grade 4	53.23	43.55	42.42	37.10	40.32	51.52	9.68	16.13	6.06
Grade 5	45.00	42.42	43.75	40.00	48.48	42.19	15.00	9.09	14.06
All Grades	50.54	42.35	47.64	36.56	45.41	40.31	12.90	12.24	12.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48.44	44.12	45.90	43.75	47.06	45.90	7.81	8.82	8.20
Grade 4	54.84	48.39	45.45	41.94	41.94	43.94	3.23	9.68	10.61
Grade 5	35.00	34.85	51.56	55.00	57.58	39.06	10.00	7.58	9.38
All Grades	46.24	42.35	47.64	46.77	48.98	42.93	6.99	8.67	9.42

Conclusions based on this data:

1. BAM had 191 students participate in the CAASPP testing in the 24-25 school year.
2. The percentage of students meeting or exceeding the standard on the CAASPP in Mathematics was 73%
3. The percentage of students not meeting or nearly meeting increased by 1% in Mathematics from 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) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1482.5	*	*	1474.3	*	*	1501.5	*	*	11	6	7
1	*	*	*	*	*	*	*	*	*	4	5	*
2	*	*	*	*	*	*	*	*	*	4	4	*
3	*	*	*	*	*	*	*	*	*	*	4	4
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										29	25	23

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	54.55	*	*	27.27	*	*	0.00	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	37.93	24.00	39.13	20.69	28.00	34.78	13.79	24.00	17.39	27.59	24.00	8.70	29	25	23

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	63.64	*	*	18.18	*	*	0.00	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.83	48.00	52.17	17.24	24.00	30.43	13.79	4.00	4.35	24.14	24.00	13.04	29	25	23

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	17.24	12.00	26.09	37.93	24.00	30.43	10.34	32.00	30.43	34.48	32.00	13.04	29	25	23

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	81.82	*	*	0.00	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.28	36.00	47.83	27.59	40.00	39.13	24.14	24.00	13.04	29	25	23

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.38	32.00	50.00	31.03	48.00	40.91	27.59	20.00	9.09	29	25	22

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	36.36	*	*	45.45	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.59	24.00	30.43	37.93	44.00	43.48	34.48	32.00	26.09	29	25	23

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.03	12.00	31.82	41.38	60.00	63.64	27.59	28.00	4.55	29	25	22

Conclusions based on this data:

1. 23 Students participated in ELPAC testing. This is 2 fewer students from the previous year.
2. BAM had 8% of the students assessed score a Level 1 on the overall ELPAC assessment.
3. The percentage of students who are well developed in writing has increased from the previous year.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
407	**29.2%**	**5.7%**	**0.2%**
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	5.7%
Foster Youth	1	0.2%
Homeless	5	1.2%
Socioeconomically Disadvantaged	119	29.2%
Students with Disabilities	40	9.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	9.1%
American Indian	1	0.2%
Asian	33	8.1%
Filipino	6	1.5%
Hispanic	58	14.3%
Two or More Races	81	19.9%
Pacific Islander	1	0.2%
White	190	46.7%

Conclusions based on this data:

1. Socioeconomically disadvantaged is the largest ALL student subgroup at 29%.

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

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 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		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. The Fall Dashboard puts BAM in the very high or high performance zone for English Language Arts and Mathematics
2. Absenteeism improved from last school year increasing the red zone(Low performance) and moving to the green zone. An increase of three bands.

3. Suspension Rates are low at BAM and in high performance zone.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	2

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
83 points above standard	13.2 points below standard	
Increased 12.2 points	Declined 12 points	
186 Students	13 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	33.1 points above standard
1 Student	6 Students	Increased 8.7 points
		56 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
29.1 points below standard	40.5 points below standard	0 Students
Declined 17.9 points	Declined 31.6 points	
18 Students	15 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
88.6 points above standard	Fewer than 11 students - No Data for Privacy	28.7 points above standard
Maintained -2.4 points	2 Students	Declined 13.3 points
13 Students		26 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
131.1 points above standard	0 Students	98.8 points above standard
Increased 33.7 points		Increased 20.5 points
38 Students		92 Students

Conclusions based on this data:

1. All students had an increase of 12.2 from the previous year in Language Arts.
2. Socioeconomically Disadvantaged students were 33.1 points above standard in Language Arts.
3. Two or more races subgroup had an increase of 33.7 points over the previous year.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
57 points above standard	30.8 points below standard	
Increased 9.4 points	Declined 17.4 points	
186 Students	13 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	7.8 points above standard
1 Student	6 Students	Increased 17.5 points
		56 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
52.4 points below standard	54.2 points below standard	0 Students
Declined 27.9 points	Maintained 0.8 points	
18 Students	15 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
85.4 points above standard	Fewer than 11 students - No Data for Privacy	3.3 points below standard
Increased 5.7 points	2 Students	Declined 17.9 points
13 Students		26 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Blue
97.4 points above standard	0 Students	72 points above standard
Increased 32 points		Increased 6.3 points
38 Students		92 Students

Conclusions based on this data:

1. Students who fall within Two or more races increased significantly by 32 points in mathematics from the previous year. This is 97.4 above the standard.
2. Socioeconomically Disadvantaged students increase significantly by 17.5 points in mathematics from the previous year. This is a 7.8 points above the standard.
3. English Learners declined 17.4 points in mathematics from the previous year. The 13 students are 30.8 points below the standard.

School and Student Performance Data

Academic Performance
Science

The 2025 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.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
73.9 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 4.9 points	4 Students	
63 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	63.4 science points
	3 Students	Increased 8.4 points
		20 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	No Performance Color 60.5 science points 11 Students

Two or More Races	Pacific Islander	White
No Performance Color 84.4 science points Increased 9.6 points 14 Students	No Performance Color 0 Students	No Performance Color 78.4 science points Increased 4.7 points 30 Students

Conclusions based on this data:

1. All students increase by 4.9 points from previous year in science.
2. 63 5th grade students took the Science State Assessment.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
61.5 making progress.	making progress.
Number Students: 13 Students	Number Students: 0 Students

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.

2025 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**
15.4%	23.1%	0%	61.5%

Conclusions based on this data:

1. There are 13 students who were identified as EL in 2024-2025.
2. No Performance level is indicated.
3. The school is 61.5 % progressed on ELPA level from previous year in English Language proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data in this category

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	No Performance Color	
6.8% Chronically Absent	3.6% Chronically Absent	
Declined 3.9	Declined 9.3	
414 Students	28 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	45.5% Chronically Absent	15.8% Chronically Absent
1 Student	0	Declined 5
	11 Students	133 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
23.8% Chronically Absent	33.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Increased 10.3	Maintained 0	1 Student
42 Students	39 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	11.7% Chronically Absent
Declined 11.9	6 Students	Increased 2.1
37 Students		60 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Blue
3.8% Chronically Absent	Fewer than 11 students - No Data for Privacy	2.6% Chronically Absent
Declined 4.3	1 Student	Declined 4.4
79 Students		191 Students

Conclusions based on this data:

1. All subgroups are 6.8% chronically absent in 2024. This decline 4 % from previous year.
2. Students with disabilities have the second highest percentage of students at 23.8% who are chronically absent.
3. African American students have the highest percentage of students chronically absent at 33.3%.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	4

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
0.2% suspended at least one day	0% suspended at least one day	
Maintained 0.2%	Maintained 0%	
414 Students	28 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	0% suspended at least one day	0.8% suspended at least one day
1 Student	11 Students	Increased 0.8%
		133 Students

Students with Disabilities	African American	American Indian
Orange	Blue	No Performance Color
2.4% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 2.4%	Maintained 0%	1 Student
42 Students	39 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Blue
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	6 Students	Maintained 0%
37 Students		60 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.5% suspended at least one day
Maintained 0%	1 Student	Increased 0.5%
79 Students		191 Students

Conclusions based on this data:

1. BAM is in high performance in for all 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 1

Title and Description of School Goal

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

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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.

BAM has a continued need for high quality classroom instruction and curriculum. Predominately, BAM will need a more robust Tier 1 intervention systems. These systems serve as the foundation upon which all other intervention tiers are built. With school-wide systems in place, we strive to ensure students and staff are thriving and quickly identify which students need additional support. In Tier 1, we use differentiated, culturally responsive teaching strategies in all of our planning and delivery of curriculum. Formative assessments are used to adjust and modify instruction to meet the needs of all learners. All teachers use the BUSD grade level standards that are aligned with the Common Core Standards to plan their 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	2026-2027 On Demand Writing Assessments- Increase in students performing at or above grade level.
DIBELS (K-2)	2025-2026 DIBELS Scores	2026-2027 Increase and growth in DIBELS progress (scores)
Star Reading/Mathematics Assessment (3rd- 5th Grades)	2025-2026 Star Reading and Math Scores	2026-2027 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 2025-2026	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	BAM teachers and staff will implement the newly adopted, Science of Reading-aligned English Language Arts curriculum with a focus on instructional fidelity and student outcomes. All K-5 teachers will receive comprehensive initial training, followed by ongoing, site-based professional development to deepen their understanding and application of evidence-based literacy practices. The BSEP-funded Literacy Coach will provide regular, job-embedded coaching, including co-planning, modeling lessons, and providing feedback through classroom observations. Site leaders will collaborate with the Literacy Coach to conduct instructional walkthroughs, monitor curriculum implementation fidelity, and support continuous improvement cycles. Professional development will include differentiated sessions to address teacher needs, data-driven instructional strategies, and alignment with district literacy goals. Measurement for 1.1: During ELA PD at staff meetings, the site administrator and lit coach will survey the staff to find out what areas of the new curriculum need more support and/or time for preparation. This support will come from BUSD Literacy Coordinator, site lit coach, site RtI teacher, and site administrator. • The Literacy Coach will provide ongoing training during staff meetings, will provide model lessons in classes, and co-teach with classroom teachers. • K-2 Staff will receive on-going training with DIBELS, with the aim of aligning assessment measures across the school. • Staff will attend site-led and district-led professional development sessions on data-driven instruction. • 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. *At least three times a year, staff meeting time will be devoted to analysis of student writing samples based on agreed upon district standards and rubric to reduce the opportunity gap, promote early and successful literacy skills • 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.	All students	District Allocation 38,151 BSEP 86,064 BSEP 24,385 BSEP 9,790 BSEP 8,235 BSEP 20,000 BSEP Carryover

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Teachers may be released (using substitute teachers) for peer observations, planning curriculum and instruction as part of PLCs. • 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. • 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. • Literacy Coach will provide students books for the summer to help prevent reading loss. • 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. Line 1: Literacy Coach - .75 FTE District BSEP funding Line 2: Literacy Coach - .25 FTE BSEP funding (to supplement District funded Literacy Coach) $38,151 Line 3: Literacy Support Interventionist - .60 BSEP funding $86,064 Line 4; Literacy Support Interventionist #2 - .16 BSEP Funding $24,385 Line 5: Personnel Variance - $9,790 BSEP Line 6: Indirect Cost for BSEP - $8,235 Line 7: Materials and Supplies - $20,000 BSEP Carryover		
1.2	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. Math Intervention Groups, Orton-Gillingham, Wilson, groups will be taught by certificated teachers during the school day, coordinating with our reading and intervention blocks. 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.	All students not meeting grade level expectations	District Allocation 3,758 BSEP 5,000 BSEP Carryover

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• 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. • Implementation of the MTSS framework will be coordinated and led by our RTI teacher. • 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. • 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. • Provide staff with professional development in differentiation and Best teaching practices. Line 1: RTI Teacher - District Allocation, .60 FTE Line 2: Teachers will provide intervention and small group work in reading and math for grades 1-5, Teacher hourly to provide intervention after school and to meet with all families at start of year $3,758 BSEP Line 3: Teachers will provide intervention and small group work in reading and math for grades 1-5, Teacher hourly to provide intervention after school and to meet with all families at start of year $5,000 BSEP Carryover		
1.3	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. • Math Coach will provide on-going training to personnel during staff meetings, will model lessons in classrooms, and co-teach with classroom teachers. • A .50 FTE Math Coach to provide support to classroom teachers, to organize and run intervention programs, and provide enrichment opportunities for the classroom. • Provide additional support for targeted groups of students in math, based on teacher recommendation, RTI and COS Team meetings, as well as district assessments.	All students	14,567 BSEP 43,700 Title I A - Basic Funding 2,622 Title I A - Basic Funding

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Ensure implementation of high quality mathematics instruction, and continue preparing students for the rigor of the Common Core standards in Math. • Our math teacher leader will attend regular meetings with other math teacher leaders. • The Math Teacher Leader(MTL) will lead at least three staff meetings throughout the year based-on students and teacher need. • Build in opportunities for enrichment and challenge for students who need additional math experiences. Line 1: Math Coach to provide intervention for students and work with teachers to strengthen intervention support (.10 FTE), BSEP Allocation $14,567 Line 2: Math Coach, (.30 FTE) Title 1 Allocation $43,700 Line 3: Unallocated Reserve $2,622 Title 1		
1.4	All BAM students are encouraged to express their knowledge, ideas, and creativity through both visual and performing arts. Our performing arts Instructional Specialist supports students in skill-building and leads standards-based dance instruction. Additionally, KALA, a contracted arts organization, will provide visual arts instruction for 12 weeks during the second half of the school year. All students will receive: One 45-minute session per week of dance instruction for 12 weeks One 45-minute session per week of visual art instruction for 12 weeks Additionally a Arts Instructional Specialist/teacher will be hired for 26-27 to provide additonal art classes to TK and Kindergarten. Both the Art and Dance Instructional Specialists will collaborate with classroom teachers to integrate the arts curriculum with the new English Language Arts (ELA) curriculum. Position Details and Funding: Line 1: Performing Arts Instructional Specialist: 0.36 FTE, fully funded through California Proposition 28 $27,290 Line 2: KALA Art Contract, funded through the Prop 28 Carryover; $24,000 Line 3: KALA Contract; funded through the Arts Anchor $14,000 Line 4: KALA Contract; funded through Prop 28; $3,531		27,290 Other 24,000 Other Carryover 14,000 District Allocation 3,531 Other 35,000 PTA 26,532 Other 3,229 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Line 5: KALA Contract; funded through PTA; $35,000 Line 6: Visual Art Instructional Specialist: .35 FTE fully funded through California Proposition 28 $26,532 Line 7: Proposition 28 budget includes a $3,229 personnel variance		

Annual Review

SPSA Year Reviewed: 2025-26

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 25-26. This progress will need to be sustained and built on again for 26-27.

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 25-26. 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.

The district has adopted a new literacy curriculum and there will be ongoing PD provided year 2 by our literacy specialist to ensure fidelity to the program.

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.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

Based on schoolwide need and TSA caseload capacity, students who are below benchmark in literacy or math will be selected for intervention cycles with a teacher who is skilled in that subject area to help that child. Progress will be measured by curriculum-based measurement tools before and after each intervention cycle. Additionally, the number of students who are habitually truant will decrease by 5% for the 25026 school year.

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 habitually truant will decrease by 5%	Reduction in number of students who are habitually truant
English Language Proficiency Assessment for California (ELPAC)	Results of ELPAC and number of RFEP students for 2024- 2025 school year	Growth, in bands as measured by ELPAC, and increased number of RFEP students as year progresses.
K-2 DIBELS (Dynamic Indicators of Basic Early Literacy Skills 3rd-5th gr STAR Reading	DIBELS Kindergarten DIBELS EOY: % in red/yellow bands 1st gr DIBELS EOY: % in red/yellow bands 2nd gr DIBELS EOY: % in red/yellow bands State Benchmarks STAR Reading 3rd EOY: % below benchmark STAR Reading 4th gr EOY: % below benchmark STAR Reading 5th gr EOY: % below benchmark	DIBELS Kindergarten DIBELS EOY: < % in red/yellow bands 1st gr DIBELS EOY: <% in red/yellow bands 2nd gr DIBELS EOY: <% in red/yellwo bands State Benchmarks 3rd gr STAR EOY: <% below benchmark 4th gr STAR EOY: <% below benchmark 5th gr STAR EOY: <% below benchmark

STAR MATH	STAR Math State Benchmarks 3rd gr EOY: % below benchmark 4th gr EOY: % below benchmark 5th gr EOY: % below benchmark	STAR Math State Benchmarks 3rd gr EOY: <% below benchmark 4th gr EOY: <% below benchmark 5th gr EOY: <% below benchmark

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	• 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 supported by Equity teacher leader. • 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. • Staff will receive four professional development session with Pam Harrison Small to work on Equity practices. CPTA will explore guest speakers and topics related to equity and building a strong community. • Staff hourly pay to support affinity groups. Line 1: Equity Teacher Leader stipend Line 2: Affinity Groups staff hourly-$4,000 BSEP Carryover Line 3: Pam Harrison Small Contract-$1,500 BSEP Carryover Line 4: Indirect Cost for BSEP Carryover - $1,701	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 4,000 BSEP Carryover 1,500 BSEP Carryover 1,701 BSEP Carryover
2.2	Implement an English Language Development Program for K-5 English Language Learners • Fund .60 ELD teacher. • Direct instruction at appropriate ELPAC level.	English Language Learners	District Allocation 629

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Assess progress of students in English Language Acquisition using the ELPAC, ADEPT and teacher assessment tools. • Monitor student progress using a progress report (EL Progress Report/Grades) to ensure students are making consistent gains. • Use progress monitoring to identify students who are not making gains (in one ore more areas) and create an action plan for each student; meet with student teams (RTI, Lit Coach, Special Ed teachers, classroom teachers) to plan for interventions where progress is not being made. • Communicate with teachers and parents regarding student progress and learning goals during each grading period; provide ELD grades in the four domains. • Devote staff meeting time for teachers to analyze student work and curriculum to determine strategies for targeted language instruction and supports so that all students can access the curriculum (integrated ELD). • ELD teacher participates in district professional development including monthly ELD PLC, ELD curriculum trainings and COS PD. • ELAC - facilitate parent/guardian workshops on understanding the ELPAC and ELD program and outreach to families regarding instruction. • Monitor progress of IFEP and RFEP students. • Test administration: ELPAC annual test - test all annual EL students by the end of February, train parents on Illuminate access, keep test scores in cumulative file, schedule test administration. • Identify English Language Learners - verify that all incoming EL students have been identified and tagged in Infinite Campus, provide the district with information to update EL lists including students that have been mistagged, ensure that cumulative and Infinite Campus files are up to date. Line 1: Certificated ELD teacher (.60 FTE) - District LCAP Line 2: Parent Involvement for ELD Families - $629		Title I A - Parent Involvement
2.3	• The BUILD tutoring program, a partnership with UC Berkeley, will provide reading support to struggling students in grades K-5th. • Support teachers to provide after school tutoring.	Students Identified by COS team or staff in need of mentoring and tutoring	District Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• In partnership with UC Berkeley, SAGE mentors will partner up with students, providing mentoring and support. • Employ school staff to work with students during the after school program. • Strengthening the academic connection between the day program and after school program. • In addition, after school staff collaborate with a teacher liaison to ensure that their academic hour is closely aligned to classroom instruction. Line 1: After school Teacher liaison stipend, district allocation		
2.4	Positive Behavior Support: • PBIS team will continue to meet and strengthen systems for supporting positive student behavior. School rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity toward all students' social and emotional health as well as cultural and linguistic differences. • Teachers will teach a minimum of six lessons from the Welcoming Schools curriculum. Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, family diversity, gender stereotyping and bullying. • School counselors will do class presentations and hold "lunch bunches" to support student community. • All teachers will teach the Toolbox program, covering all twelve tools. Toolbox teaches students about the tools we have within us to help build a strong community. In addition, the tools will be discussed at Community Meetings and throughout the school year. • We will also hold Parent Education meetings to share information about the Toolbox program. *We will contract out for Puberty Ed for 5th grade students to ensure a more robust program for our students. * To support the three kindergarten classrooms with student interventions we will provide an instructional assistant for two to three hrs a day. Line 1: Puberty education contract $6,000 - BSEP Carryover	All Students	6,000 BSEP Carryover 30,000 PTA 1,800 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Line 2: Instructional Assistant Support for Kindergarten - $30,000 paid by PTA Line 3: Unallocated Reserve - $1,800 PTA		
2.5	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. Responsible parties: Principal, RTI coordinator, COS team, Counselors Line 1: CTIM Counseling Services (District Allocation 2026-2027- $32,500 LINE 2:CTIM Counseling Services (PTA Allocation) - $47,500	All Students	32,500 District Allocation 47,500
2.6	The literacy coach and RtI TSA teacher will communicate regularly to review data, and collaborate around interventions and instructional strategies/materials for students. Interventions will include all students, with an emphasis on students in grades 1st-3rd, to provide a strong foundation for success and to alleviate future need for intervention/targeted support in the upper grades.	All students	
2.7	The Lit Coach and RtI teacher will communicate with the families of students who will be in intervention groups. The intervention teachers will send letters to families informing them of these interventions, communicate mid cycle, and at the end of the intervention cycle to inform families of their child's progress in the intervention group.	All students	
2.8	CoS team will: *Create and maintain a spreadsheets and use EduClimer to monitor and track interventions and services of students. These spreadsheets will be used to guide discussion during weekly CoST meetings; *Check in with classroom teachers between intervention cycles regarding student's progress; *Check in with classroom teachers every 4-6 weeks regarding student's progress (during collaboration time); *Encourage African American students to enroll and participate at a rate of 80% or better in BUSD	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	summer intervention specifically geared to African American students *Promote BUSD summer school by dispensing the appropriate summer school registration materials in a timely manner and by contacting families personally *SST meetings will be scheduled by the RtI teacher as needed and monitored throughout the year		
2.9	The RtI TSA, literacy coach, and specialty teachers will work with IAs during parent/teacher conference week on intervention techniques and strategies in literacy, math, and specialty classes (art, dance).	Targeted Students	
2.10	Classroom teachers will work with the CoST to determine which students are in need of afterschool intervention by their classroom teacher. Title IV funds will be used to pay teachers using the BUSD hourly rate. Intervention teachers have the following curriculums available to them as of the 2026-2027 school year: *Wilson Foundations *Wilson Just Words (4th, 5th grades) *Wilson Reading System (2nd-5th grades) *Heggerty Bridge The Gap Phonemic Awareness Intervention Curriculum (2nd-5th grades as needed) *Benchmark/Heggerty Decodable Test Sets *Supplemental materials from ELA curriculum: Fish Tank and Foundational Phonics	Target Students	District Allocation

Annual Review

SPSA Year Reviewed: 2025-26

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 overall implementation of this goal went well in 25-26. One of the goals was to work with a new Puberty Ed contractor for our 5th grade students. This program was so effective we are funding it again for the following year.

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

We were able to fully utilize funds for an Kindergarten IA in 25-26. We will begin hiring for this position for the 26-27 school year in 25-26 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.

We contracted out with a PAM Harrison Small who will provide professional development for teaching staff on equity practices

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.

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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.

The work of BUSD family engagement site coordinator, the principal, school staff, afterschool staff, and BUSD staff will partner to support and educate parents and families so we can all support their children's education through collaborative connections.
*Build relational trust between families, community, and staff
*Link families to learning
*Leverage family and community assets
*Develop capacity in interactive and culturally responsive ways
*Partner with families as learning leaders
*Design systemic, sustained, and integrated family and community engagement programs
*Create and maintain an effective attendance incentive program to encourage daily attendance and reduce the number of absenteeism

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	2025-2026 Results	Less areas of needs being identified by parent body.
Student Healthy Kids Survey	2025-26 Results	Valuable information on which to utilize for our school community
Attendance Records	2025-2026 Attendance Records	Reduction in the number of Habitual Truancy absences for the 2026-2027 school year
Participation in Fall Parent/Teacher Conferences	Classroom Teacher Reporting 25=26	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: • Parent Education and Information will be provided in partnership with the PTA, SSC, ELAC and the After School Program. These events will be hosted both on and off the school site in an effort to reach all families. • Provide forums and educational events on topics identified as critical by diverse parent/guardian groups. • Provide food and childcare at the meetings to encourage participation from all families. • Utilize Zoom meetings to make attendance easier for more families. • Financial support available for families in need. • Family/Community Events (Back to School BBQ, Talent Show, Family Art Night, Information Nights, Spring Festival, etc). • Incoming Kindergarten Information Night. • Back to School/Open House. • Math Nights, Literacy Night, Art night, Science Fair. • Parent/Guardian meetings on Restorative Practices and Equity, Race and Inclusion. • Grade Level Gatherings. • Provide childcare at the meetings to help encourage participation from all families. Line 1: Parent support (gift cards, childcare, pizza) (PTA funds)	All Students	PTA
3.2	BAM has identified the following areas as needed support for our families: • Identify new BAM families to invite to participate on the BUSD African American Success Advisory Committee • Sponsor BAM family engagement evenings specifically targeted to African American families to encourage participation in school wide and district committees and events. • Host a PCAD event in January to celebrate families and reinforce parent engagement.	Black and African American Students	
3.3	Positive Behavior Support:(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.	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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, cooperation, family diversity, gender stereotyping and bullying. All teachers will teach the Toolbox program, covering all twelve tools. Toolbox teaches students about the tools we have within us to help build a strong community. In addition, the tools will be discussed at Community Meetings and throughout the school year. We will also hold Parent Education meetings to share information about the Toolbox program. Positive Behavior Support (PBIS) systems using Tool Box and Welcoming Schools Curriculum will be implemented. Teachers will work on community building and introduce rules of conduct and school-wide expectations (be safe, be respectful, be responsible, and be an ally. Buddy classes will be established in September; primary students and upper grade students will practice and learn academic and social skills from one another. All teachers will reinforce positive behaviors by issuing “Bamarangs” and will provide students with monthly prizes where Bamarangs can be redeemed. An active Student Council will be established by January and coordinated by a staff member. All Teachers, Counselors and Family Equity & Engagement Coordinators will attend the district wide Toolbox Positive Behavior Intervention Curriculum Training as provided by BUSD. Teachers will be encouraged to attend Cultural Competency Awareness Trainings to promote the understanding of cultural differences by BUSD's district liaison who is designated to provide this type of training or outside organizations. Student School Playground Ambassadors will be trained to work on the playground and mediate conflict that may arise. 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		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and teacher lead to assist in student conflict and restore relationships.		
3.4	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 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.	All Studnets	BSEP
3.5	Recruit and increase participation of families in school decision making positions. A diverse group of parents will continue to represent the School Site Council, English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) and actively support the school by: • actively recruiting a diverse group of parents and families on School Site Council and PTA, and involving them in shared decision-making opportunities • encourage parents to attend district workshops sponsored by the BUSD Family/Community Partnerships Department • continue Site Council visibility at school events and functions *Embed engagement opportunities into report card and assessment periods, with interactive opportunities for families to learn more about teaching and learning at school.	All Students	
3.6	The Family Engagement Site Coordinator will: *Continue student support services, including: vision, hearing, dental, homelessness, and other health and social service related services resources. *work with McKinney-Vento Counselor to provide resources to our homeless students and families. The administration, OFEE representative, and staff will work together to promote, plan, and organize events that showcase and educate our community about the diverse ethnicities and cultures represented at the school.	All students	
3.7	The safety committee will take inventory of the storage container at the beginning of the school year and list all the supplies that need to be updated or replaced. The list of needed supplies	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	will be purchased with the BSEP carryover allotment for emergency supplies		
3.8	Teachers will be encouraged to inform parents about the classroom at least once a month through email, by newsletter and/or through class bulletins (e.g. field trip schedule, homework expectations, class projects, etc.) about current events taking place in the classroom.	All Students	
3.9	The Garden IS staff will: To promote student well-being, engagement, and hands-on learning, our school will increase garden-based instruction by adding a 0.20 FTE gardening position. This expansion will ensure that all students receive consistent, weekly access to gardening instruction. Through regular participation in garden-based learning, students will build connections to nature, develop responsibility, and engage in experiential science and environmental education. This program will also support students' mental health by providing calming outdoor experiences, opportunities for mindfulness, and a positive space to reduce stress and build social-emotional skills. Additionally, gardening instruction will promote healthy habits, teamwork, and a stronger sense of community across grade levels. By ensuring equitable access to weekly gardening experiences, we aim to support the whole child—academically, socially, and emotionally—while fostering environmental stewardship and lifelong wellness practices.	All Students	14,434 PTA

Annual Review

SPSA Year Reviewed: 2025-26

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.

We will contract out for the PCAD event with Pam Harrison Small.

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 will be 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.

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

The staff will devote staff and CoST meeting time monthly to review the Site Plan for Student Achievement so the staff can monitor the progress of the programs laid out in plan. The plan serves as a roadmap for the school year.

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
Annual review of SPSA actions	Annually	Once Per Year
Annual review of SPSA funds expended	All funds expended	All funds expended

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	Provide on-going monitoring of the site's School Plan for Student Achievement through site staff meetings, CoST meetings, School Site Council, English Learner Advisory Committee, PTA, and any other school site committees.	Students, Staff, and Families	
4.2	Staff meeting time will be provided for Leadership and CoS Teams to review, discuss, and plan the implementation progress of the Site Plan for Student Achievement with the entire BAM staff.	BAM Staff	
4.3	Staff will utilize Educlimber to track and monitor student progress in COST, staff, and grade level meetings.	BAM Students	
4.4	Staff will complete district assessments within assessment windows. The staff will utilize benchmark and program monitoring data to assess	BAM Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	student need for intervention in COST, staff, and grade level meetings.		
4.5	Site School Plan for student Achievement (SPSA) Evaluation: Provide on-going monitoring of the site's School Plan for Student Achievement through: *Program Evaluation Support On-going meetings with Leadership Team to review data. *Utilize Educlimber to track and monitor student progress. *Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions. Other meetings, such as: Site staff meetings, CoST meetings, PTA, and any other school site committees.	BAM Students	
4.6	BAM staff will, with the support of the OFEE representative: *Establish links between home and school for academic success *Create behavioral supports for students by helping families and students build trusting relationships with school staff *Teachers will be encouraged to inform parents about the classroom at least once a month through email, by newsletter and/or through class bulletins (e.g. field trip schedule, homework expectations, class projects, etc.) about current events taking place in the classroom. *encourage parents to attend BUSD workshops and workshops sponsored by the BUSD Family/Community Partnerships Department	BAM Students	
4.7	Literacy Coach, principal, and OFEE site coordinator will organize a Family Literacy Night and Books and Cookies with the support of parent and community volunteers, and the BUILD program (in conjunction with UC Berkeley). All students will be invited to participate in this evening event, but our Title 1 students, reading intervention students, and unduplicated students will be the target of this event. Teachers and staff will lead workshops for families and be paid teacher hourly for the evening. Dinner will be served.	BAM Students	
4.8	Build relational trust through humanizing, culturally responsive relationships between families, students, and BUSD staff. Focus on families of color, families experiencing poverty and/or homelessness, families of Multilingual Language Learners, families of students with disabilities, and families of foster youth. Activities include community events, focal family coaching, interpretation support, and family resource center services. Includes support by the Office of Family Engagement and Equity staff.	BAM Students	
4.9	Understand and leverage the variety of assets and cultural wealth (i.e. strengths, experiences,	BAM Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	resources) that our families and community members bring to our community, including connecting staff and families with community organizations, in order to address equity gaps and improve student outcomes. Activities include resource connections with families, community partnership organization, and support for family affinity spaces. Incudes support by the Office of Family Engagement and Equity staff.		
4.10	Support family communication and engagement with translation and interpretation services.	BAM Families and Students	

Annual Review

SPSA Year Reviewed: 2025-26

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 2026-2027 SPSA. District assessments and program evaluation were an ongoing process that also supported the development of the 2025-2026 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.

6/

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.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

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	Family Engagement Liaison will reach out to families, provide support as needed. (District Allocation) PTA will support Families with gift cards and holiday support, per request. (Amount TBD) District Nurse will be on site once a week to monitor health issues. (District Allocation)	Students in need of support services	District Allocation

Annual Review

SPSA Year Reviewed: 2025-26

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.

eere

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	$529,918.00
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 ($)
	$47,500.00
BSEP	$184,950.00
BSEP Carryover	$38,201.00
District Allocation	$46,500.00
Other	$84,582.00
PTA	$81,234.00
Title I A - Basic Funding	$46,322.00
Title I A - Parent Involvement	$629.00

Subtotal of state or local funds included for this school: $529,918.00

Total of federal, state, and/or local funds for this school: $529,918.00

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

Expenditures by Funding Source

Funding Source	Amount
	47,500.00
BSEP	184,950.00
BSEP Carryover	38,201.00
District Allocation	46,500.00
Other	84,582.00
PTA	81,234.00
Title I A - Basic Funding	46,322.00
Title I A - Parent Involvement	629.00

Expenditures by Budget Reference

Budget Reference	Amount
	527,296.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		47,500.00
	BSEP	184,950.00
	BSEP Carryover	38,201.00
	District Allocation	46,500.00
	Other	84,582.00
	PTA	81,234.00
	Title I A - Basic Funding	46,322.00
	Title I A - Parent Involvement	629.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	389,854.00
Goal 2	125,630.00
Goal 3	14,434.00

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
Suzanne Wright	Classroom Teacher
Cory Potts	Classroom Teacher
Michele Ferrell	Other School Staff
Brit Toven-Lindsey	Parent or Community Member
Carrie Kabat	Parent or Community Member
Ronisha Fuller	Parent or Community Member
Melina Landry	Other School Staff
Chilezie Nnadi	Parent or Community Member
Nancy Rivera	Parent or Community Member
Bhavin Parikh	Parent or Community Member
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
	Special Education Advisory Committee
	Departmental Advisory Committee
	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 April 30, 2026.

Attested:

	Principal, Rene Molina on 4/30/26
	SSC Chairperson, Carrie Kabat on 4/30/26

Kathy Fleming
Director of Local Resources

Signature

6-9-26
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Signature

6/9/26
Date

SITE BUDGET SUMMARY 2026-27

Berkeley Arts Magnet (123) 4/28/26	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		LCAP Resource 0500		Prop 28 Resource 6770		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP			Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**BGT**	**FTE**	**RES.**	**BGT**	**FTE**	
Lit Coach	1/1	1102	38,151	0.25									0841/0863		0.75				1.00
Math/RtI Coach	1/3	1102	14,567	0.10	43,700	0.30	RtI	0.50					0863-017		0.10				1.00
ELD Coach	2/2	1102					ELD	0.60											0.60
Literacy Intervention Teacher	1/1	1102	86,064	0.60															0.60
Literacy Intervention Teacher	1/1	1102	24,385	0.16															
IS Dance	1/4	2182							27,290	0.36									
IS ART	1/4	2182							26,532	0.35									
IA Kindergarten Class	2/4	2102									30,000	0.40							
Gardening	3/9	2182									14,434	0.20							
Classified Hourly Arts Enrichment		2116																	
Staff Hourly (Affinty Groups)		1/2116																	
Teacher Hourly	1/2	1116	3,758													Title IV			
Parent Involvement	2/2				629														
Materials & Supplies		4300														0000			
Contract (Counseling)	2/5	5800									47,500					Dist-wide			
KALA Contract	1/4	5800							3,531		35,000		0853	14,000					
VAPA Arts Anchor (non-music arts)		5800																	
Puberty Ed Contract		5800																	
Unallocated Reserve	1/1, 1/3, 1/4, 2/4	4380	9,790		2,622				3,229		2,666								
Indirect Costs (0852 only)	1/1	7340	8,235																
Total Expenditures			184,950	1.11	46,951			1.10	60,583		129,600	0.60			0.85	0		0.00	
Revenue Allocation			**184,950**		**47,088**				**60,583**										
			0		137				0										

Carryover Priorities:																			
Available BSEP site fund carryover: TBD Fall 2026					In case of Title I Savings:														
Materials & Supplies	1/1	4300	20,000		4300	$5,000			**Prop 28 Carryover Priorities**										
Teacher Hourly	1/2	1116	5,000																
Staff Hourly (Affinty Groups)	2/1	2/1116	4,000									**Obj.**	**Bud.**						
Contract - Puberty Ed	2/4	5800	6,000						KALA Art Contract (1/4)			5800	24,000						
Contract - Staff Equity Training (Ms Pam)	2/1	5800	1,500																
Indirect Cost	2/1	7340	1,701																
Total Carryover Priorities:			**38,201**																