

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Berkeley Technology Academy	01-61143-0134924	May 14th, 2021	June 23, 2021

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Star testing materials,
CAHSEE testing data
School site formative assessments (based on CAHSEE strands)
District adopted math and English benchmark assessments

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

[Redacted]

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

[Redacted]

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

To balance our educational program we offered professional development on Peer Observations of colleagues instruction

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

[Redacted]

Teaching and Learning

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

[Redacted]

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

[Redacted]

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

[Redacted]

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

[Redacted]

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

[Redacted]

Opportunity and Equal Educational Access

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

[Redacted]

Evidence-based educational practices to raise student achievement

Parental Engagement

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

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

Funding

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

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	76.47%	59.57%	47.17%	39	28	25
Asian	3.92%	6.38%	3.77%	2	3	2
Filipino	%	%	0%			0
Hispanic/Latino	11.76%	19.15%	33.96%	6	9	18
Pacific Islander	%	%	0%			0
White	1.96%	6.38%	1.89%	1	3	1
Multiple/No Response	%	2.13%	13.21%		1	0
Total Enrollment				51	47	53

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10		1	3
Grade 11	14	14	9
Grade 12	37	32	41
Total Enrollment	51	47	53

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	2	4	5	3.9%	8.5%	9.4%
Fluent English Proficient (FEP)	4	6	8	7.8%	12.8%	15.1%
Reclassified Fluent English Proficient (RFEP)	1	0	0	14.3%	0.0%	0.0%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	*	*	*	*	*	*	*	*	*			

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	*	*	*	*	*	*	*	*	*			

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11		*		*		*		*
Grade 12	*	*	*	*	*	*	*	4
All Grades							*	5

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*	*	*	*	*

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
47	78.7	8.5	2.1

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	8.5
Foster Youth	1	2.1
Homeless	6	12.8
Socioeconomically Disadvantaged	37	78.7
Students with Disabilities	16	34.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	59.6
Asian	3	6.4
Hispanic	9	19.1
Two or More Races	3	6.4
White	3	6.4

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Mathematics



No Performance Color

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Orange

College/Career



Orange

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

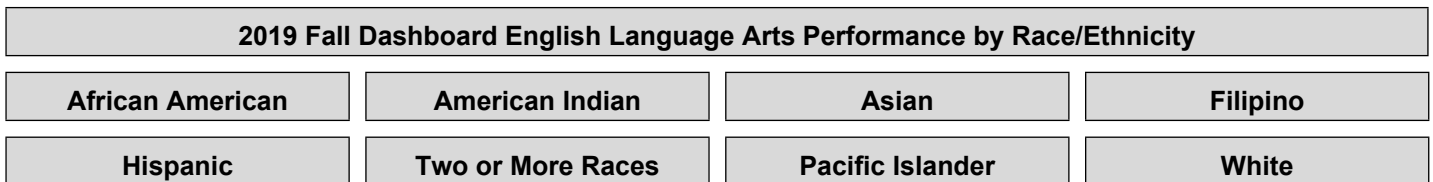
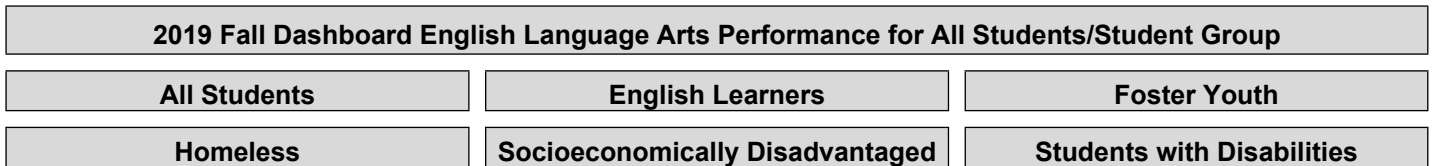
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

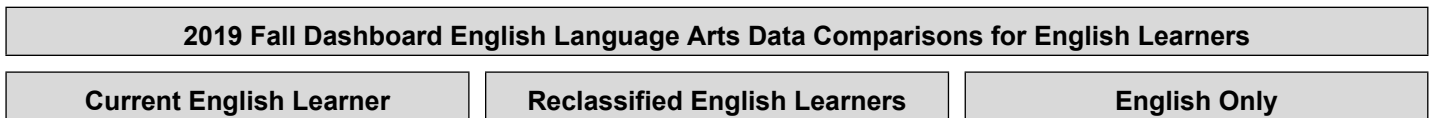
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

- 1.

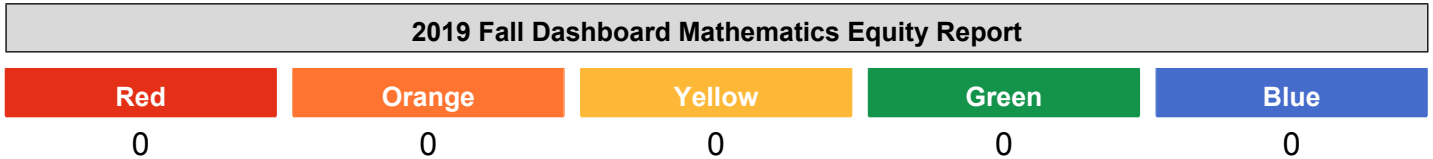
School and Student Performance Data

Academic Performance Mathematics

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





This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		Less than 11 Students - Data Not Displayed for Privacy 1

Conclusions based on this data:

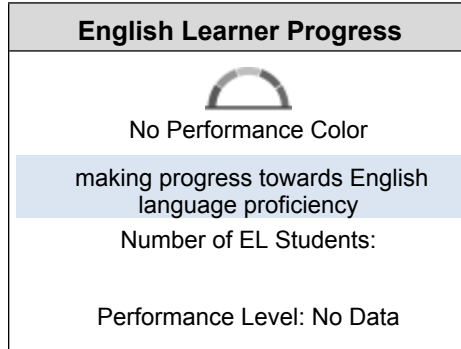
- 1.

School and Student Performance Data

Academic Performance English Learner Progress

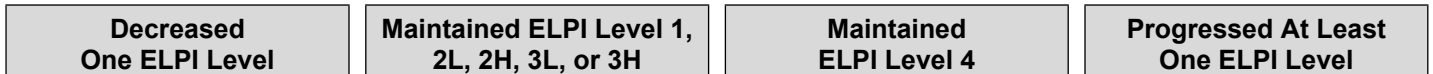
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

- 1.

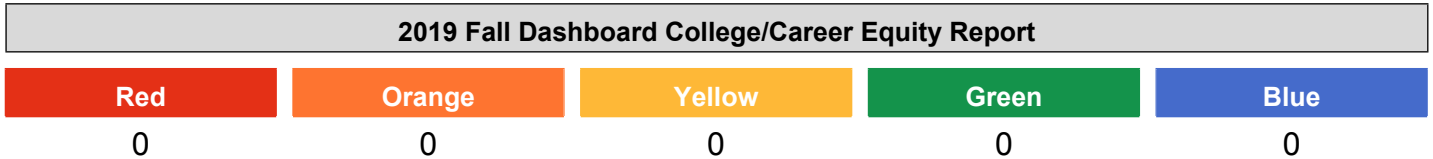
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.8</p> <p>Increased +2.8</p> <p>36</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	0 Prepared	2.8 Prepared
5.6 Approaching Prepared	5.6 Approaching Prepared	5.6 Approaching Prepared
94.4 Not Prepared	94.4 Not Prepared	91.7 Not Prepared

Conclusions based on this data:

- 1.

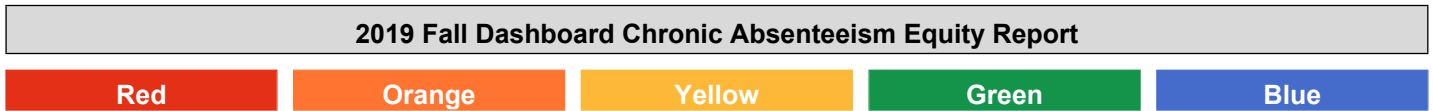
School and Student Performance Data

Academic Engagement Chronic Absenteeism

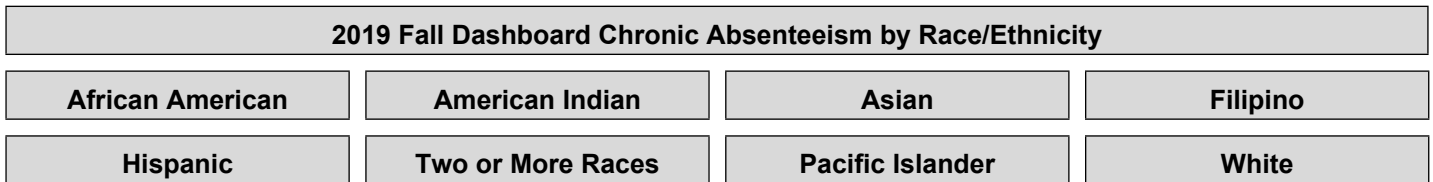
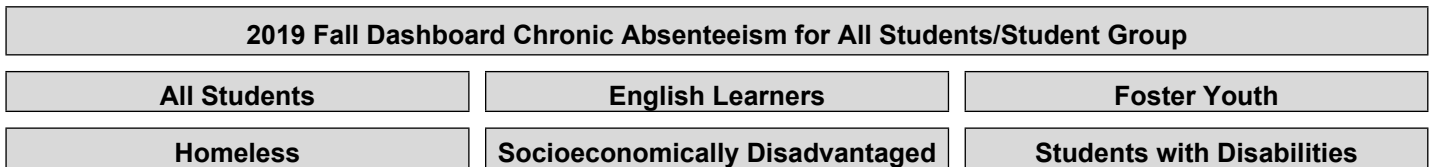
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

- 1.

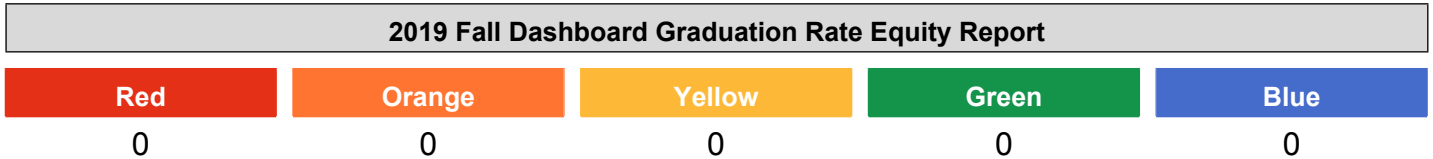
School and Student Performance Data

Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>83.3</p> <p>Increased +16.7</p> <p>36</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>79.3</p> <p>Increased +10.3</p> <p>29</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>76.9</p> <p>13</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 81.8 Increased +24.1 22	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
66.7	83.3

Conclusions based on this data:

- 1.

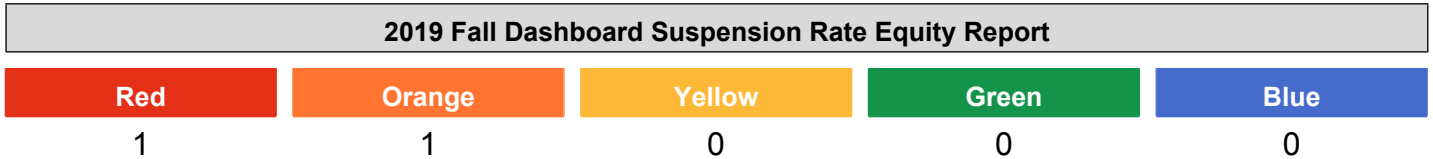
School and Student Performance Data

Conditions & Climate Suspension Rate







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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>13.4</p> <p>Declined -3.6</p> <p>82</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>17.5</p> <p>Increased +0.9</p> <p>57</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>4</p> <p>Declined -33.5</p> <p>25</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Orange 14.3 Declined -7 49</p>		<p>No Performance Color Less than 11 Students - Data 5</p>	
Hispanic	Two or More Races	Pacific Islander	White
<p>No Performance Color 16.7 Increased +10.4 18</p>	<p>No Performance Color Less than 11 Students - Data 6</p>	<p>No Performance Color Less than 11 Students - Data 1</p>	<p>No Performance Color Less than 11 Students - Data 3</p>

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	17	13.4

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

BTA School Goal 1: All BTA students will have clear pathways to post-secondary options Strategy: BTA staff will support the improvement of student goal setting for post-secondary options by creating and implementing a Career Technical Education (CTE) pathway(s) with a connection to one or more Peralta City Colleges (Berkeley City College and Laney College)

Identified Need

What data did you use to form this goal?

- Transcript Analysis
- Graduation Rate data
- Grade and assessment data
- Attendance data
- Truancy rates
- Staff and student input
- The last WASC Visiting Committee report

What were the findings from the analysis of this data?

What were the findings from the analysis of this data?

Since the last WASC visit, when the school had a robust A-G program with high student enrollment, the district has cut the staff in half, putting the academic program in jeopardy. In addition, students from BHS who were eligible for BTA have never been sent even though the WASC committee noted this was an area of critical need.

In spring 2018, in an analysis of BTA transcripts by the district of the previous five years, students were not A-G eligible. All BTA students had A-G course work (220 Credits) but did not complete the program for various reasons. As a result the district and school board implemented the 130 Credit Continuation School Diploma, which meets the minimum requirements for the state of California for a high school diploma. The district last year then made more staff cuts. Now there are five teachers.

Nevertheless, the staff, students, and community would like BTA to continue to offer an A-G program. Moreover in spring of 2018 the district and school board continued to ask BTA to create a CTE Pathway.

In spring of 2019 the state established that BTA was in program improvement for low graduation rates from the previous two years . Of note is the high turnover in administration, with three different principals and three academic counselors since the last WASC visit. We were informed that we are no longer in program improvement at the beginning of the 2019-2020 academic year. BTA was only in program improvement for one year.

When analyzing transcripts, the principal found some students from these years were missing one

class only but no one had followed up with the students. This year there are two seniors who dropped out in the first semester and refuse to come to school. Some seniors have graduated early with the 130 credit diploma and don't have a plan for next steps, and are not enrolled in a city college. A few students are enrolled in dual enrollment classes (Counseling 24 and 57)

BTA has 74% Free and Reduced lunch students this year, 39% of the students at BTA have Individualized Education Plans (IEP's) and all of the BTA students voluntarily moved from BHS because of credit deficiencies. And though students at BTA have some improvement in attendance, coming to school is still a major barrier for many BTA students. A significant number of students meet the state criteria for truancy.

How will the school evaluate the progress of this goal?

Improvement in the Graduation Rate

Dashboard college career readiness indicators

Dual Enrollment in a City College courses

Participation in BCC orientation and placement assessments

Quarter grade data

Attendance data--comparing student attendance from BTA and BHS

Truancy rates

Number of meetings with Counselor

Number of students on 220 and 130 credit graduation programs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
50 % enrolled in the new CTE pathways--computer science and public health 10 % dual enrolled in Peralta course 90% with #C or better in all #a-g classes Total number enrolled at BTA All students successfully complete an internship or work placement with a partner organization	0 enrolled in the new CTE pathways--computer science and public health 2 students dual enrolled in Peralta course 24/64 with #C or better in all #a-g classes Total number enrolled at BTA: 64 8 students successfully complete an internship or work placement with a partner organization	50 % enrolled in the new CTE pathways--computer science and public health 10 % dual enrolled in Peralta course 90% with #C or better in all #a-g classes Total number enrolled at BTA All students successfully complete an internship or work placement with a partner organization

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions

Develop non-traditional CTE pathways as a way to improve direct access to culturally competent community resources and post-secondary career and college paths for students

Persons responsible for the related Task

BUSD CTE Coordinator and Principal, and teachers

Task

- CTE Science teacher participate in Pilot City six week CTE Project Based Learning,
- Coaching for the principal and CTE Development Group about what CTE is and how to develop and implement the program.

Need for an implementation plan for the Computer Science Pathway and the Public Health Pathway

Continue to increase dual/ concurrent enrollment in Peralta Community College classes. For example, Counseling 57 and Counseling 24 offered at Berkeley City College

Hire two CTE Teachers :

Hire a CTE Computer Science 2019-2020

Hire a CTE Public Health teacher 2020-2021

Retain CTE Workforce Development Counselor for career and college counseling support K12 Strong Workforce Program grant with Alameda County \$54,054
\$17,817 BSEP money for hourly interns

Working in coordination with Academic Counselor and Resource Counselor to support students with job placement, access to city college classes, and internships

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

17,817

BSEP

54,054

Other

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action

Development of a CTE Public Health Pathway

Persons responsible

Nutrition and Gardening specialist , CTE Public Health teachers

CTE Public Health teachers

Developed an internship program for the 2019-2020 school year with 2-6 student interns paid through Gardening and Nutrition

Garden and prepare food and have lessons about nutrition

Plan, Prepare and Participate in BTA Food Pantry the 2nd and 4th Tuesday of the month to feed families in the school and community. In partnership with the Berkeley Food Network.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions

Individual Learning Plan (ILP) for all students to plan post-secondary opportunities and pathways

Persons responsible for the related Task

Counselor (in consultation with Education Specialist for students with IEPs) and principal

Task

Each student meets with the academic counselor multiple times a year to create and update their Individual Learning Plan (ILP). Students are either working toward the 220 credit diploma 130 credit diploma. The counselor also advises students about post-secondary options when she meets with them. The ILP is a continued structure of BTA highlighted as a strong point of the program by WASC previously (2012).

The counselor arranged for the BHS college counselor to meet with all the juniors at BTA to learn about post-secondary options, including all types of colleges. The counselor took some seniors to BHS College and Career week--Community College workshop

As a part of the ILP process each student will have access to:

Credit recovery

CTE Pathway

Community College Course Work

Accommodations for students with IEP or 504 Plans

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions

Data for program effectiveness

Persons responsible for the related Task
BREA and principal

Task

Gather and reflect on data for where students go after high school and what post-secondary options they choose, and to what degree BTA prepared them for that next step.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with IEPs and 504 Plans

Strategy/Activity

Actions

Transition Goals for students with IEPS and 504 Plans

Persons responsible for the related Task
Education Specialist and Counselor

Task

Support all students with IEPS and 504 Plans to work with the Bridges from School to Work program that helps students prepare for and get a job.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Action:

Develop Community Partnerships

Persons responsible:

Teacher Leader, CTE Teachers, Principal, Teachers

For community partnership, project based learning, and student internships:

Berkeley Chamber of Commerce

UC Berkeley

City of Berkeley

Health Black Families

McGee Baptist-Youth Court, Violence Prevention

Youth Spirit Arts

Pilot City 2018

Growing Leaders

Niroga

Project Blackboard 2020

Berkeley Food Network 2019

Fix-It Cafe

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

A CTE Science teacher was hired mid year 2019-2020. Only the intermediate level of the CTE pathway was designed and taught. A capstone class has yet to be designed. We have yet to determine if Cyber Security will be the computer science pathway that we continue. BTA students successfully participated in Public Health Pathway Internships, working with the Berkeley Food Network for the BTA Pantry, every 2nd and 4th Tuesday of the month. Many BTA students experienced workplace learning through the Bridges program, including students who were never identified for a 504 Plan previously, who qualified.

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

We had hoped to start in August with the CTE Science teacher and the CTE credentialing process took 1/2 a 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 didn't have any baseline data before this year. Now we do. We will hire two Public Health pathway teachers for the 2020-2021 school year to teach in and develop the CTE Public Health Pathway.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

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

Goal 2

BTA School Goal 2: Increase proficiency and performance of all students in academic language, while accelerating the proficiency and performance gains for students who are not proficient, especially English Learners and students with IEPs with a literacy qualification. Strategy: BTA teachers will support the improvement of student communication skills through the implementation of Academic Language strategies across all subjects with an emphasis on student engagement and writing, and by improving direct access to culturally competent community resources.

Identified Need

What data did you use to form this goal?

- Fall School Persuasive Writing Assessment
- Transcript Analysis
- Classroom observations by principal and teacher reflections
- Village Connect Student data

What were the findings from the analysis of this data?

Students at BTA chose to come to this school for credit recovery. Students haven't been academically successful at BHS. Their transcripts show this is true. Also we did our first local writing assessment this fall in and confirmed that students need continued practice and support with formal academic writing.

Through formal and informal observations in fall of 2019 the principal found that teachers regularly did formative assessments, and checked in with students one on one and this is where the academic conversations happened. In most classes there was not regular student collaboration where the whole group, small group, and pair structured student talking classes. In some classes students practice the target language daily, in math class students make arguments about math, and in English students have done socratic seminar

Student engagement is an area of growth staff has recognized in relation to students' cell phone addiction as a barrier to instruction and engagement. Students have had more opportunities to collaborate in project based learning in response to this concern (Pilot City, Mad City Money, BTA Food Pantry internships, Technology Field Trips, guest speakers, boys group, student leadership, and League of Women Voters civics project in 2019-2020)

How will the school evaluate the progress of this goal?

- Growth on Writing Assessment
- Smarter Balanced Assessments participation rate

- ELPAC
- English course grades of C or better
- Teacher self assessment and reflection from PD meetings and on CM Rubric
- Community resources brought into BTA
- Formative Assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students improve by ___ /% on the local writing assessment Design and/or choose assessments for reading, listening and speaking ELPAC improvement for EL	All students participated the local writing assessment Design and/or choose assessments for reading, listening and speaking ELPAC improvement for EL	All students participated the local writing assessment Design and/or choose assessments for reading, listening and speaking ELPAC improvement for EL

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions

Increase access to Academic Language for all students by training all teachers in Constructing Meaning: research-based instructional strategies developed for English Learners.

Persons responsible for the related Task

Principal and PD Lead teacher

Task

Continue to offer 5-day workshops for Constructing Meaning and related trainings for all teachers and all new hires if there is funding.

If not have PD Leads plan and train staff in house with principal’s support so that Academic Language and literacy is still a goal.

Three of the five teachers went to the CM five day training this year . The PD Lead teacher (also the Spanish/French teacher, the science teacher, and history teacher.

The training was done in the district by other BUSD high school teachers.

The English teacher went through the first CM training in Oakland in 2010 before it started in BUSD.

The Education Specialist is already trained in CM and Math teacher trained too.
The principal was a CM trainer and help bring the CM framework to BUSD.

The PD Lead teacher and principal joined the CM Symposium February 2019 with other representatives from BUSD, as a part of the whole district effort to improve literacy for all students, and for Long Term English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Actions

Professional Development Teacher Leader position

Persons responsible for the related Task

PD Teacher Leader and principal

Task

The position of Professional Development Teacher Leader* was created this 2018-2019 SY to co-lead (with the principal) weekly Professional Learning Community for teachers at BTA. We plan meetings every Monday for the following Wednesday. We also plan the all day PD days in August, October, and November.

*Teacher Leader MOU/position is different than the PD teacher leader position.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Other

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Actions

Continue growing a Professional Learning Community

Persons responsible for the related Task

PD Teacher Leader and Principal
And BREA

Task

Teachers meet weekly on Wednesdays for Professional Development

The goal is to have a data-driven professional learning community that regularly reflects on data to improve instruction and affect student outcomes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Actions

Teachers will continue to increase use of academic language strategies.

Persons responsible for the related Task

Teachers

Task

Once they have gone through the initial 5 Day CM training, then supporting teachers in development of curriculum and practice that includes academic language for students in writing and speaking. A first step will be to reflect on a CM practice in a cycle of inquiry. A next step is that the whole school will take is posting daily agendas that include academic language learning objectives with language objectives and content area goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Actions

Improve writing in all classes

Persons responsible for the related Task

PD Leads
teachers

This year:

Implement a writing assessment twice a year that all teachers score together

Ensure that writing happens in multiple classes throughout the day.

Math teacher includes research and oral exams for all students

Students use descriptive, analytical, and reflective writing during project based learning experiences/internships, in the form of presentations and reports.

Next year:

Continue to ensure that students in all grades write and receive feedback on a minimum of three school-wide academic essays per year

English teachers participate in administering, scoring, and calibrating the expository/persuasive essays to improve their understanding and alignment of school expectations and common core state standards (CCSS)

History teachers include research paper process and product in their curriculum

Math students will write scientific reports and notation

Across curriculum students will develop mathematical, logical reasoning and be able to articulate their thinking in writing.

Across curriculum students will be able to identify and analyze data, and be about to incorporate it into their writing.

Provide writing rubric to families

Bring back senior/junior projects

Restorative Restart: covid 19 money. \$8400 for tutors/mentors to support writing in all subject areas

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,400

Other

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Actions

Surveys to Improve Instruction and Engagement

Persons responsible for the related Task

Teachers and principal

Task

- Teachers voluntary administer confidential end of course students survey to get immediate feedback regarding practice. (Goal: once a quarter)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Actions

Academic support for students with tutors in classrooms

Persons responsible for the related Task

Teacher leader and principal

Task

Two tutors were hired in the spring 2019. We like to hire former students, parents, and community members as tutors to bring in the community/ cultural competence into the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Students had multiple opportunities for writing across the curriculum, participated in school-wide writing assessments, and socratic seminars. In addition, the culminating community engagement event with the League of Women Voters, where students sat in small groups with community guests, and had dialogue about social change was extremely successful. In addition students were able to participate in workplace learning, that included resume, cover letter and interviews before they got actual jobs. All of this work incorporated academic language and project based learning experiences. New BTA teachers were able to participate in the Constructing Meaning Academic Language district training.

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

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.

Student engagement is an area of growth staff has recognized in relation to students' cell phone addiction as a barrier to instruction and engagement. Students have had more opportunities to collaborate in project based learning in response to this concern (Pilot City, Mad City Money, BTA Food Pantry internships, Technology Field Trips, guest speakers, boys group, student leadership, and League of Women Voters civics project in 2019-2020). Teachers and support staff made a huge effort during school closing, distance learning to effectively support students to engage in school work and with each other. Teachers learned to use google classroom, zoom, google meet, and flip grid technologies to support student engagement and academic language learning. It is notable that students at BTA struggled even more because of COVID-19: Many took on more hours working in groceries, many took on two jobs because their parents lost jobs, three became homeless, and one foster student had to move house three times. Students who were most successful checked in daily and weekly with staff via phone, text and computer. Mental health supports were even more crucial at this time for students and families. Therapists/counselors continued to support students and families during this unprecedented time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BUSD GOAL:

1. End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.
2. Ensure that all school sites have safe, welcoming, and inclusive climates for all students and their families so that all students are in their classes ready to learn.

Goal 3

BTA School Goal 3: Increase access and utilization of social and emotional support for all students.
Strategy: Identify students with traumas and provide them with resources including counseling, access to mental health, academic and behavioral supports, and other areas of need.

Identified Need

What data did you use to form this goal?

Academic, behavioral, and attendance data for students during the transition from BHS to BTA and during intake interview with principal and family or during IEP placement meeting
Numbers of students who are in trauma (multiple, complex) or who have PTSD
Number of students with IEPs and 504 Plans
Students on probation
Students with ERMS in their IEP
Students seeing a therapist before they came to BTA
Students who smoke or use other drugs

What were the findings from the analysis of this data?

Counseling resources were cut the 2018-2019 school year, and City of Berkeley Mental Health decided not to place a therapist on campus. We made a goal to refer all of BTA students for mental health services, and as a result a therapist comes one morning a week for 1/2 a day to have 1:1 counseling, and join the BIST team meeting when possible. BTA received a CSI program improvement grant for not graduating enough seniors for the 2016-2017 and 2017-2018 school years. In 2019-2020 BTA hired three additional part time counselors/therapists with the program improvement money so that there were therapists on campus every day. They all did 1:1 counseling and group therapy. One contractor did family therapy as well. For the 2020-2021 school year two part time therapists will continue working with BTA. One specifically with for students who have counseling as a service in their IEP and the other as a behavior counselor who also will be a career/college counselor for the CTE pathways.

•

How will the school evaluate the progress of this goal?

- Academic, attendance, and behavioral data
- Student participation in counseling services
- Parent participation in meetings like SST, PTSA, teacher and parent meetings, IEPs

- Student surveys
- Teachers have access to CUM files, attendance and discipline records
- Increase numbers of culturally competent teachers--especially those culturally competent in Latinx, African American, and Asian cultures to support

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
How you identified the students with greatest and identify percentage that are connected to helpful services--BIST End of year student interview to determine effectiveness of programs. # of students with an IEPs and 504 Plans	16 students with greatest and identify percentage that are connected to helpful services--BIST End of year student interview to determine effectiveness of programs. We were not able to do this, this year due to COVID-19. 23 students with an IEPs and 504 Plans	TBD

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, especially LCAP, HOPE and students on probation who are on the BIST team list

Strategy/Activity

<p>Actions Welfare and Attendance Specialist position Persons responsible for the related Task Welfare and Attendance Specialist and principal</p> <p>Task</p> <ul style="list-style-type: none"> • Support counselor with seniors who need to make a plan for next year and finishing this year. Do home visits for the seniors and other students that BIST identifies • Support SST meetings • Support principal and counselor with SART meetings and SARB Referrals • Support BIST meetings with maintaining the BIST list • Support planning and implementation of PTSA meetings • Do home visits • Fulfill other duties on job description <p>Use attendance data regularly in BIST meetings, counselor, and parent meetings.</p> <p>Attendance and Welfare Specialist BSEP 29,460 0.34 FTE Title 1 11,264 0.13 FTE General Funds 0.53 FTE 1.00</p>
--

Required Reserve for Personnel Variance: \$ 1,473 BSEP; \$640 Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
29,460	BSEP
11,264	Title I A - Basic Funding
0.53	District Allocation
1,473	BSEP
640	Title I A - Basic Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, especially LCAP, HOPE and students on probation who are on the BIST team list

Strategy/Activity

Actions

Intervention and Counseling

Persons responsible for the related Task

Principal, counselor, and BIST team

Task

BIST Identifies students with traumas and provides them with resources including counseling, access to mental health, academic and behavioral supports, and other areas of need. Maintain Intervention support team biweekly BIST(BeTch Intervention Support Team) meetings for students with most needs. Referral to these resources:

One on one therapy for students with Berkeley Mental Health

Behaviorial counseling from two Counselors; one for students with IEPs, the other for one on one and group counseling*

City of Berkeley Mental Health Counseling

Teacher Leader as a member of BIST

Use attendance data regularly in BIST meetings, counselor, and parent meetings.

Effective monitoring of student attendance and referrals

SST meetings

SART meetings and SARB Referrals

Teachers practice circles--happening regularly in two classes this year with the support of the RJ coach.

Teachers practice circles in PD meeting time in the spring with RJ Coach

B-Tech Health Clinic:

Students are given curriculum that informs them about risky behaviors, safe sex, consent, alcohol, tobacco. The Health Center has also implemented an STI drive to inform students of their current STI status to prevent communal health issues. The Health Center did an STI drive in the spring. Students are also given extensive information about HIV, AIDS, and other diseases in their classes. Need for more health education services for BTA students across the curriculum and as a part of the development of the CTE Public Health Pathway and more resources devoted to this huge need in the BTA population.

TUPE program to support student with tobacco and marijuana education and cessation--TUPE coordinator is our Academic Counselor this year

Work with the HOPE counselor for BUSD for foster and homeless students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with IEPs and 504 Plans

Strategy/Activity

Action

Increase written feedback forms or participation of general education teachers in IEP, SST, and 504 meetings

Persons responsible for the related Task

Principal and teachers

Task

- Increase written feedback forms or participation of general education teachers in IEP, SST, and 504 meetings
- Increase general education staff participation and feedback for IEP, SST, and 504 meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Action

Retain Diversity in Teaching:

Persons responsible for the related Task

Principal and hiring committes

Increase the percentage of diversity in teaching at BTA to better mirror the demographics of our student population.

Recruit and support educators that are connected to communities of our student population for leadership opportunity and professional development

Support Culturally Responsive Teaching and Learning for all adult staff not just in support of relations with students but in relating to each other.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Actions

Health And Wellness:

Persons responsible for the related Task

B-Tech Health Center, Welfare and Attendance Specialist

Task

- Increase awareness of health center services among students, staff, and families.
- Students are given curriculum that informs them about risky behaviors, safe sex, alcohol, tobacco, nutrition, and mental health. The Health Center has also implemented and STI drive to inform student of their current STI status to prevent communal health issues. The

Health Center did an STI drive in the spring. Students are also given extensive information about HIV, AIDS, and other diseases in their classes

- Increase the identification of students eligible for free / reduced lunch and facilitate enrollment by creating supported opportunities to complete online application (for example: during registration).
- Improve universal free breakfast for students so that it is a hot meal again
- Increase access to mental health and social service support for students with IEPs
- Explore how to increase access to mental health and social service support for all students, school-wide

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Actions

Family and Community:

Persons responsible for the related Task

Principal, teacher leader, and

Welfare and Attendance Specialist

Task

- Monthly SSC/PTSA meetings to include all families with food, fellowship, collaboration, and information
- Get feedback from parents on the effectiveness of resources currently devoted to involving families. Get feedback also on student stress/mental health.
- Research existing community involvement models in other schools. Village Connect is helping with this task
- Recruit more parents to join committees both on site and at the district level SCC, PTSA, P&O, LCAP

All available BSEP carryover funds will be used to support parent involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

	Other
169	Title I A - Parent Involvement

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students with IEPs and 504 Plans

Strategy/Activity

Action
 Bridges work placement program

Persons responsible for the related Task
 Education specialist and Bridges counselor

Task
 Support students with IEPs and 504 Plans in workplace learning and getting a job: resume building, interviews, professional clothes, transportation, CA IDs, Social Security Cards, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Other

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Counseling resources were cut the 2018-2019 school year, and City of Berkeley Mental Health decided not to place a therapist on campus. We made a goal to refer all of BTA students for mental health services, and as a result a therapist comes one morning a week for 1/2 a day to have 1:1 counseling, and join the BIST team meeting when possible. BTA received a CSI program improvement grant for not graduating enough seniors for the 2016-2017 and 2017-2018 school years. In 2019-2020 BTA hired three additional part time counselors/therapists with the program

improvement money so that there were therapists on campus every day. They all did 1:1 counseling and group therapy. One contractor did family therapy as well.

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

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.

For the 2020-2021 school year two part time therapists will continue working with BTA. One specifically with for students who have counseling as a service in their IEP and the other as a behavior counselor who also will be a career/college counselor for the CTE pathways. This is reflected in Goal 1 and Goal 3.

It is notable that students at BTA struggled even more the spring of 2020 because of COVID-19: Many took on more hours working in groceries, many took on two jobs because their parents lost jobs, three became homeless, and one foster student had to move house three times. Students who were most successful checked in daily and weekly with staff via phone, text and computer. Mental health supports were even more crucial at this time for students and families. Therapists/counselors continued to support students and families during this unprecedented time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$123,277.53

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
BSEP	\$48,750.00
District Allocation	\$0.53
Other	\$62,454.00
Title I A - Basic Funding	\$11,904.00
Title I A - Parent Involvement	\$169.00

Subtotal of state or local funds included for this school: \$123,277.53

Total of federal, state, and/or local funds for this school: \$123,277.53

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
- 1 Classroom Teachers
- 3 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Heidi Weber	Principal
Ramal Lamar	Classroom Teacher
Evon Williamns	Parent or Community Member
Takahi McIntyre	Secondary Student
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Secondary Student
	Secondary Student

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

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 5/14/2021

Attested:



Principal, Heidi Weber	5/14/2021
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SSC Chairperson, Ramal Lamar-EI	5/14/2021
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Natasha Beery, Director of BSEP and Community Relations



Dr. Brent Stephens, Superintendent of Schools

Berkeley Technology Academy BUDGET SUMMARY 2020-2021

Berkeley Technology Academy (136) 4/20/21 Budget Item	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		Other District Resources		Sum of FTE
			BGT	FTE	BGT	FTE	BGT	FTE	
Attendance and Welfare Specialist	3/1	2902	29,460	0.34	11,264	0.13		0.53	1.00
Parent Involvement	3/6	4300			169				
CTE Student Intern Hourly	1/1		17,817						
Tutors /Mentors		4300							
Unallocated Reserve	3/1		1,473		640				
Total Expenditures			48,750		12,073				
Revenue Allocation			48,750		12,073				
			<u>0</u>		<u>0</u>				

Carryover Priorities:

Additional money or carry over money
should be used for parent involvement 3/6 4300