School Year: 2022-23

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	April 27th, 2022	June 1, 2022

Purpose and Description

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

Schoolwide Program

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

Berkeley Technology Academy (BTA) is one of Berkeley's alternative schools. Our program is designed for upperclassmen who are in need of credit recovery, interested in Career and Technical Education, Project Based Learning, and STEAM (science, technology, engineering, arts, and mathematics education) curriculum. BTA has a multicultural staff trained in the implementation of Culturally Relevant Pedagogy, and Social Emotional Learning curriculum.Students enrolled at BTA are also allowed to participate in teams sports offered at BHS, while recovering credit.We are a small and flexible multi - lingual program/community that prides itself on working closely and passionately with individuals who match our student profile criteria.

In 2006, the BUSD School Board approved A-G courses at BTA, allowing qualified students to enroll directly in four-year universities. Students may take classes at BIS and BHS to meet A-G requirements if BTA does not offer a class (ADD Examples of these classes).And some BTA students have the option of returning to a small learning community at BHS, after completing accelerated credit recovery, and meet the 220 credit diploma requirement at the comprehensive high school.

In spring 2018, the BUSD school board added a 130 credits high school diploma as an option at BTA, in addition to the original 220 credit diploma. Both diploma options meet the requirements for the state of California for standard diplomas. BTA has two new Career Tech Education (CTE) pathways in Public Health and Computer Science to support students with Career and College Readiness, and post secondary plans. Class size is no more than 18:1, and the enrollment maximum is currently 90 students.

Comprehensive Needs Assessment Components

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

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

Professional Development Survey and CALL Leadership for Learning Survey

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

Bright Spots Observations done by the African American Success Framework and RTFisher May 19th, 2022, evaluation observations done by the principal, Math PLC observations and data converstaions

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)

SBA testing materials,
School site formative assessments

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

BIST team uses data on a continous basis

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Weekly Meetings during staff meeting time for professional development

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

All teachers credentialed in their subject area for A-G classes, and PD is either BUSD, at BTA, or by teacher choice like through ACOE or Bay Area Math Project

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

NA

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

NA

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

teachers observe and collborate with teachers at BIS and BHS.

Teaching and Learning

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

NA

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

NA

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

NA

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

BUSD board adopted currilculum

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

NA

Opportunity and Equal Educational Access

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

NA

Evidence-based educational practices to raise student achievement

NA

Parental Engagement

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

Title 1 money

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)

Through SCC process for Title 1

Funding

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

Through SCC process for Title 1

Fiscal support (EPC)

Through SCC process for Title 1

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

During staff meetings and School Site Council meetings

Resource Inequities

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

APPENDIX A
BTA Site Goals and Objectives
2022-2023
Goal 1: Counseling. There is a on-going need for these counseling and restorative practices at BTA:
Full Time Restorative Practices Counselor available on site to assist with the inevitable conflicts that could potentially lead to violence.
Restorative Practices Coaching for teachers to be able to do circles--community building and harm circles in their classes.
Ongoing (yearly) Professional Development for all staff in issues related to community healing and trauma informed practice.

Two full time mental and behavioral health counseling for students who are culturally competent, and can work with all students.
Have a school psychologist assigned to BTA campus (who does IEP assessments) and can do group, and individual intensive crisis counseling.

Goal 2: Continue Behavior Intervention Support Team (BIST)
Safety Committee strongly recommends continuing the work of the Behavior Intervention Support Team to identify, monitor, develop and implement articulated individualized plans of action for students (through regular SST meetings) that may need additional support outside of the smaller learning community model that Berkeley Technology Academy offers. Need for improved communication between BIST and the other teaching staff. BIST should regularly inform the teaching staff about student needs and teaching staff should regularly give input to BIST.

Goal 3: Restore Second Safety Officer
The 2021-2022 school year was the first year after CoVID with two safety officers. At this point BTA, BIS, and King CDC are all under one permanent safety officer and one temporary. It continues to not be possible for one safety officer to monitor everything at all three sites. We continue to request a permanent second safety officer. Now the second safety officer is paid through a timesheet.

Goal 4: Need for Nurse on campus daily
BTA nurse on campus only 9-1pm on Tuesday and Thursday. No plan for what happens when students have needs other days of the week. They are not easily welcome onto BHS campus. We would like to have a nurse work with our CTE public health pathway.

Goal 5: Need to have hot meals on campus twice a day , with a Nutrition Services staff.
And nutrition services does not have a staff member to serve breakfast or lunch for the first time the 2021-2022 school year. Cold breakfast bins continue to be dropped off in the mornings, and this year there are cold to luke warm hot lunches dropped off in cardboard boxes for lunch. Many times students will not eat these lunches because they should be put in a warmer. Again there is no staff allocated for BTA this year to do that. We are assuming that there are health and safety issues with having food served, left outside in a cardboard box, that should be served at a certain temperature. We would like to have students be able to work with Nutrition Services , as a part of CTE, to prepare food.

Goal 5: Facilities Upgrades
Some facility improvements to this campus to ensure safety of all students and staff are addressed in the Facilities-Construction Project in June 2022:
A perimeter fence for the whole site--that includes fire gates that can be easily opened at the MLK parking lot and the Derby fire lane by the garden. Non-students have access to campus at the present without a perimeter fence, especially the garden and fire lane.
Push out doors at MLK, Derby, and by the BIS entrance (like the doors at the BHS A gate)
Additional cameras should be added to campus to cover the garden, the BIS courtyard and all of the doors for BTA, and the Derby side of campus as well.
Additional considerations:
This site floods when it rains heavily.
The portables at BTA are deteriorating and need to be repaired annually--floors, walls, and ceilings that are moist, and have mold, or are falling apart. At some point these rooms will have to be replaced or be a part of a redesign.
The park/baseball field has no bathrooms. During the baseball season the team, the visiting team, families, officials, and visitors all come on campus to use the BTA/BIS bathrooms. It impacts the

students and staff on campus. Neither the city, BUSD, or BHS athletics have a plan to add bathrooms there.

Nutrition Services has no working kitchen, and had a City of Berkeley Health inspector decide not to use the current space. And nutrition services does not have a staff member to serve breakfast or lunch for the first time the 2021-2022 school year. Cold breakfast bins continue to be dropped off in the mornings, and this year there are cold to luke warm hot lunches dropped off in cardboard boxes for lunch. Many times students will not eat these lunches because they should be put in a warmer. Again there is no staff allocated for BTA this year to do that. We are assuming that there are health and safety issues with having food served, left outside in a cardboard box, that should be served at a certain temperature.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 10	1	3	13
Grade 11	14	9	27
Grade 12	32	41	27
Total Enrollment	47	53	80

Conclusions based on this data:

1. Need to not only gather enrollment data in October , but also in Dec and May.

2. Enrollment up slightly this year.

3. NA

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	4	5	5	8.5%	9.4%	15.6%
Fluent English Proficient (FEP)	6	8	8	12.8%	15.1%	25.0%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Continues to be very few ELs, and when looking at their records, BUSD is able to reclassify based on previous CELDT or ELPAC results. Students who should have been reclassified in elementary school.

2. Support for RFEP students is still a need at BTA

3. NA

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*	32	*	*	0	*	*	0			0.0
All Grades	*	*	32	*	*	0	*	*	0			0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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

Conclusions based on this data:

1. Students don't participate in the SBA testing regularly so there is a need to find other ways to show college and career rediness. Hence, the development of CTE pathways and workbased learning opportunities at BTA. Need to tie this work to the dashboard at some point with BUSD support.

2. 23 students participated in SBA testing in May 2022

3. NA

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*	32	*	*	0	*	*	0			0.0
All Grades	*	*	32	*	*	0	*	*	0			0.0

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

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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

Conclusions based on this data:

1. N/A

2. NA

3. NA

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
12	*	*		*	*		*	*		*	4	0
All Grades										*	5	0

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades		*			*			*		*	*		*	*	

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades		*			*			*		*	*		*	*	

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades		*			*			*		*	*		*	*	

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades		*			*		*	*		*	*	

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades		*			*		*	*		*	*	

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades		*			*		*	*		*	*	

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades		*			*		*	*		*	*	

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

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
32	**78.1**	**15.6**	**12.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	5	15.6
Foster Youth	4	12.5
Homeless	2	6.3
Socioeconomically Disadvantaged	25	78.1
Students with Disabilities	10	31.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	34.4
American Indian or Alaska Native		
Asian	1	3.1
Filipino		
Hispanic	15	46.9
Two or More Races		
Native Hawaiian or Pacific Islander		
White	3	9.4

Conclusions based on this data:

1. Continue to have students at risk and title 1 students at BTA, who are LCAP, HOPE, as well.

2. NA

3. NA

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
Mathematics No Performance Color	**Graduation Rate** Green	**Suspension Rate** Orange
College/Career Orange		

Conclusions based on this data:

1. Finding otherways to show college and career readiness is important , like the development of the CTE pathways in Computer Science and Public Health.

2. Students are able to graduate with both the 130 Credit Diploma option and the 220 Credit Diploma Option.

3. Students who come from BHS have already experienced suspensions, and have fewer of them here at BTA.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Performance
Mathematics

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
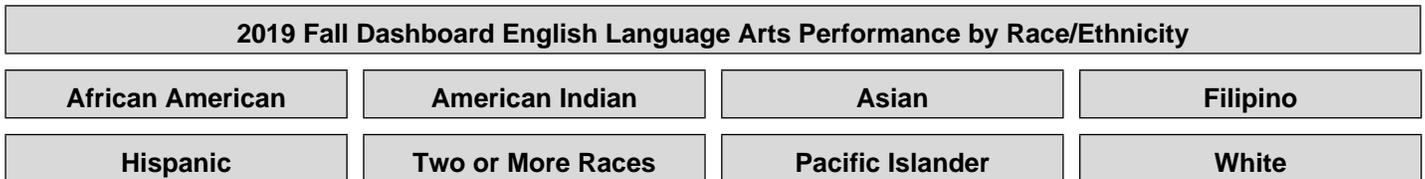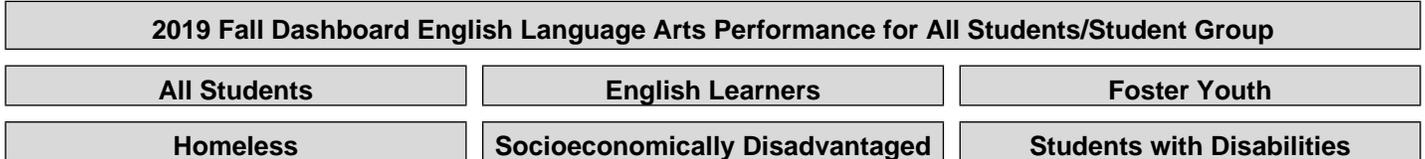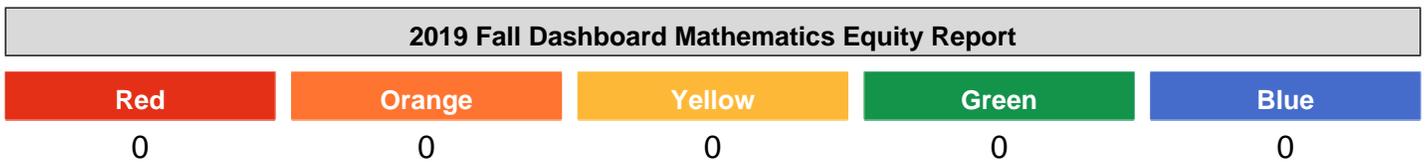
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

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

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

Hispanic	Pacific Islander
No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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. N/A

2. N/A

**3.** N/A

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

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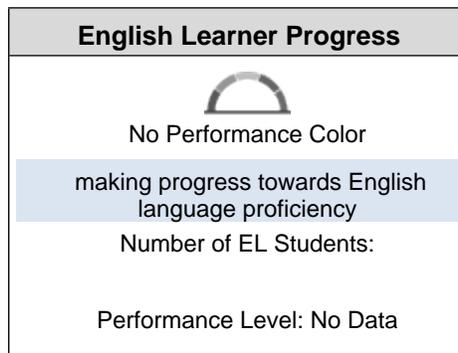
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	31	100
African American	11	35.5
American Indian or Alaska Native		
Asian	1	3.2
Filipino		
Hispanic	15	48.4
Native Hawaiian or Pacific Islander		
White	3	9.7
Two or More Races		
English Learners	2	6.5
Socioeconomically Disadvantaged	22	71
Students with Disabilities	8	25.8
Foster Youth	3	9.7
Homeless	1	3.2

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	6	19.4
African American	4	36.4
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	6.7
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	4	18.2
Students with Disabilities		
Foster Youth		
Homeless		

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

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	3.2
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

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

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.
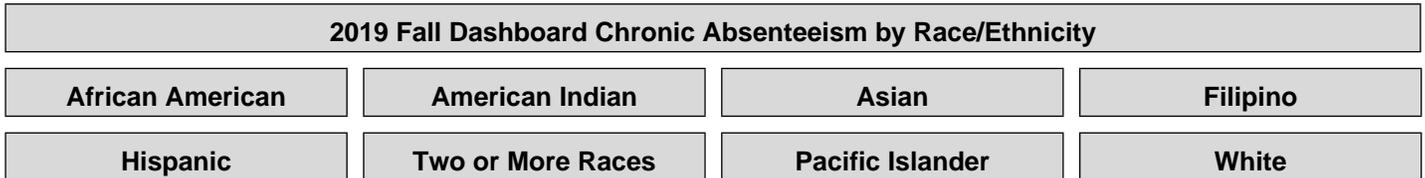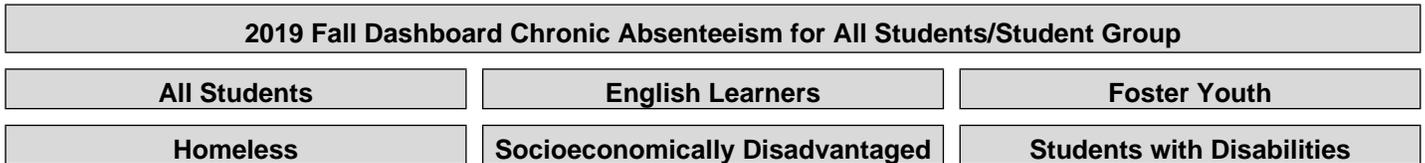
2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	31	28	0	90.3
English Learners	2		0	
Foster Youth	3		0	
Homeless	1		0	
Socioeconomically Disadvantaged	22	19	0	86.4
Students with Disabilities	8		0	
African American	11	10	0	90.9
American Indian or Alaska Native				
Asian	1		0	
Filipino				
Hispanic	15	13	0	86.7
Native Hawaiian or Pacific Islander				
White	3		0	
Two or More Races				

Conclusions based on this data:

1. Most students at BTA graduate or finish in the senior diploma program in the summer since the BUSD school board adopted the 130 Credit Diploma.

2. NA

3. NA

School and Student Performance Data

Conditions & Climate
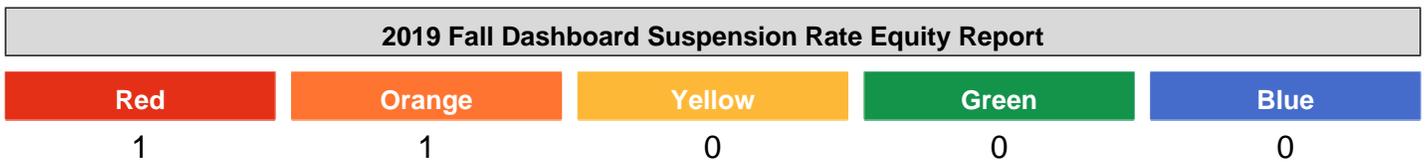## Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	0	0

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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 14.3 Declined -7 49		No Performance Color Less than 11 Students - Data 5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 16.7 Increased +10.4 18	No Performance Color Less than 11 Students - Data 6	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 3

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. NA

2. NA

3. NA

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 and end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

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

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn

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

Goal 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	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	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students successfully complete an internship or work placement with a partner organization	Total number enrolled at BTA: 64 8 students successfully complete an internship or work placement with a partner organization	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
-
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

Decide on a Data Science curriculum and traing for the Computer Science CTE pathway
Hired a CTE Public Health teacher 2020-2021 and BUSD CTE is funding this teacher's credential program to clear their credential through ACOE.

Retain CTE Career Advisor for career and college counseling support K12 Strong Workforce Program grant $50,000--provided through the BUSD CTE Coordinator

$ 15,628 BSEP money for hourly interns (plus any Carry Over money from 2021-2022)

Working in coordination with academic counselor and resource case manager 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)
15,628	BSEP
50,000	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 teacher, Data Science teacher, CTE Career Advisor

CTE Public Health teachers
Developed an internship program for the 2022--2023 school year with 2-6 student interns paid throught Gardening and Nutrition and an additional 5-10 students paid through BSEP funds.
Garden and prepare food and have lessons about nutrition
Plan, Prepare and Parrticipate 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 and with a focus on African American Students --Increase the number of eligible African American students who documented post secondary plans

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

Increase the number of eligible African American students who documented post secondary plans with their academic counselor with the support of the College Bound partnership
Create action plan detailing the key steps to engage and support students building summer experience and College Bound best practices
Set target by September 2022
Measure progress on a quarterly basis in October, January, March and June 2023

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 academic 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
Growing Leaders
Niroga
Berkeley Food Network
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: 2021-22

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

ANALYSIS

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

A CTE Science teacher was hired mid year 2019-2020. In 2021-2022 This teacher is clearing her credential now. In the fall they were working with UC Extension, and we decided that program was not for working teahchers. This spring the teacher begin classes through the ACOE to clear her credential. Only the intermediate level of the CTE pathway was designed and taught. A capstone class has yet to be designed. The current AP Computer Science Principals teacher will not continue working at BTA next year, and so we are instead moving our focus to the Data Science class, which is approved for A-G math class, and BUSD board approved. We are not sure if we are starting Data Science next fall or the year after. BTA students successfullly participated in Public Health Pathway Internships, working with the Berkeley Food Network for the BTA Pantry, every 2nd and 4th Tuesday of the month. Five other students did paid interships , and were hired as student workers though BUSD outside of the Public Health Pathway also. We learned about the hiring process that BUSD has. We are working on our own CTE documents like a student expectations contract, and parent agreement contract still. Many BTA students experienced workplace learning through other programs/and support structures at BTA including the classroom teachers, and the BTA CTE Career advisor, the academic counselor, and education specialist for students with IEPs.

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 retain the CS teacher , and that was not possible. That has set us back in the Computer Science CTE pathway. When we move to Data Science, as a focus, at least it will be a veteran teacher who is taking that role.

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 2021-2022. Now we do. Also we have a focus on African American students, as a park of the African American Success Framework/AASF Early Adopter School Network schools. So we have a Strategy /Activity that connects to that work.

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 and end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

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

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn

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

Goal 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 15% 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, particularly African American Students

Strategy/Activity

Actions
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.

Increase the number of eligible African American students will demonstrate grade level readiness based on the most widely used assessment
Create action plan detailing the key steps to engage and support students building summer experience
Set target by September 2022
Measure progress on a quarterly basis in October, January, March and June 2023

Persons responsible for the related Task
PD coordinators

Instrutional Leadership Team
Principal and PD Lead teacher

Task
Agree on and impletment common instructional Practices as suggested by WASC

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 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)

                                                   Other

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
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)

All students

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)

All students

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)

All students

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)

All Students

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: 2021-22

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

ANALYSIS

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

Students had multiple opportunities for writing across the curriculm, participated in school-wide writing assessments, and socractic seminars. In addtion, 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 sucssessful. 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 langauge and project based learning expereinces. New BTA teachers were able to participate in the Constructing Meaning Academic Langage district traning.

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

NA

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 langauge learning. It is noteable 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 successul 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 familes during this unprecidented 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 LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness and end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

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

Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn

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

Goal 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 inprovement grant for not graduating enough seniors for the 2016-2017 and 2017-2018 school years. In 2019-2020 BTA hired three addtional part time counselors/therapists with the program improvement money so that there were thearpists 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 couselor 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

Actions
Welfare and Attendance Specialist position
Persons responsible for the related Task
Welfare and Attendance Specialist and principal

Task
- 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 idenifies
- 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
- Fulfulill other duties on job description

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

Attendance and Welfare Specialist 3/1 2902 11,624 .14 27,399 0.33   0000 0.53 1.00
personnel variance--Unallocated Reserve 3/1   581   1,493

Required Reserve for Personnel Variance: $580 BSEP; $1,493 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)
11,624	BSEP
27399	Title I A - Basic Funding
0.53	District Allocation
581	BSEP
1493	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

Identify a targeted group of African American students who will meet with academic counselor and appropriate community based organizations on a monthly basis
Create action plan detailing the key steps to engage and support students

Set target by September 2022
Measure progress on a quarterly basis in October, January, March and June 2023

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 couselor 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 hiriing 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, followship, 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
- Student leadership organizing
- Other tasks of teacher leader

Teacher Leader   1102 23,917 0.20 BSEP
Parent Involvement 3/6 4300   526 Title 1

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)
23,917	BSEP
526	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: 2021-22

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

ANALYSIS

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

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 inprovement grant for not graduating enough seniors for the 2016-2017 and 2017-2018 school years. In 2019-2020 BTA hired three addtional part time counselors/therapists with the program improvement money so that there were thearpists 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.

NA

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 couselor who also will be a career/college counselor for the CTE pathways. This is reflected in Goal 1 and Goal 3.

It is noteable 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 successul 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 familes during this unprecidented time.

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	$139,568.53

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 ($)

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	$51,750.00
District Allocation	$0.53
Other	$58,400.00
Title I A - Basic Funding	$28,892.00
Title I A - Parent Involvement	$526.00

Subtotal of state or local funds included for this school: $139,568.53

Total of federal, state, and/or local funds for this school: $139,568.53

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 April 27, 2022.

Attested:

Principal, Heidi Weber on April 27, 2022

SSC Chairperson, Ramal Lamar on April 27, 2022

Kathy Fleming
Director of Local Resources

Kathy Fleming 5-24-22
Signature   Date

5/25/22

Ruben Aurelio
Associate Superintendent, Educational Services

Signature   Date

BUDGET SUMMARY 2022-2023

Berkeley Technology Academy (136) 5/17/22	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		District LCAP Resource 0500		Centrally - Funded BSEP		Other District Resources		Sum of FTE
Budget Item			BGT	FTE	BGT	FTE	BGT	FT	RES.	FTE	BGT	FTE	FTE
Attendance and Welfare Specialist	3/1	2902	11,624	.14	27,399	0.33					0000	0.53	1.00
Parent Involvement	3/6	4300			526								
CTE Student Intern Hourly	1/1	2165	15,628										
Teacher Leader	3/6	1102	23,917	0.20									
Unallocated Reserve	3/1		581		1,493								
Total Expenditures			51,750	0.32	29,418	0.33						0.53	
Revenue Allocation			51,750		29,418								
			(0)		0								

Carryover Priorities:

Additional money or carry over money
should be used for CTE student intern   3/1   2165