

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Berkeley Technology Academy	01-61143-0134924	May 10, 2023	June 7, 2023

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement

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

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.

BTA Mission

Provide a small, safe, supportive and functional learning environment with equitable resources that empowers students to be vulnerable, and grow academically, professionally, personally, and socially.

BTA Vision

To empower BTA students holistically to articulate their goals and achieve academic, social, personal and vocational success both during and after high school.

SLO #1 - Involved (Post Secondary)

BTA graduates will have the personal, social and academic skills to self-advocate, find success in both the college and the work world, and be involved community members. In order to demonstrate work towards completing this goal, all BTA graduates

will have completed at least one college application, a well written resume and cover letter, and applied for at least one job.

will have improved a minimum of one grade level per semester in reading, writing, math, and verbal communication.

will complete a series of self-advocacy milestones such as writing an introductory email to teachers, setting up an office hours appointment via google calendar, calculate their GPA, and identify three school campus resources, services and service providers.

SLO #2 - Successful Academic skills and practices

BTA graduates will increase their problem solving, critical thinking, self discipline, self care and resiliency, receptive skills, expressive skills, literacy and numeracy by one level every semester that they attend BTA. In order to demonstrate work towards completing these goals, all BTA graduates will demonstrate their problem solving and critical thinking abilities through completing at least one research project and one justification, compare and contrast or argumentative essay.

will demonstrate self discipline through phone etiquette (putting away phones and headphones during group activities) and punctuality.

will demonstrate solid academic practices by not having more than 3 absences (missing 2 full classes counts as an absence) per semester.

Staff and student surveys, points sheets and behavior data will demonstrate that BTA students are resilient, aware of the impact of their actions, feel safe to admit their mistakes, and use self care tools to self regulate, communicate conflict and avoid behaviors that are detrimental to the education and well being of themselves and others. Students will also be surveyed upon entry into BTA to determine their resiliency and effective use of self care tools prior to arrival at BTA. The attendance and behavior data, point sheets and surveys which will show how students have reduced their phone use in the classroom, absenteeism, fights, suspensions and behavior referrals while at BTA. The surveys will also demonstrate the use of breathing, writing and other tools to deal with strong emotions and the use of common language to communicate the need for a break, a restorative circle and to access the health center (point location for mental and physical health resources).

will demonstrate their receptive skills through visual, oral and reading comprehension assessments every semester.

will demonstrate their expressive skills through writing assessments and verbal and visual presentations every semester.

will demonstrate their literacy and numeracy through assessments upon entry into BTA and then reflect and report on their progress after taking subsequent assessments each semester.

will also complete an intake and exit survey assessing their pre and post resiliency and self advocacy abilities.

will work with one staff member to identify at least one special talent/gift/passion (creative, communicative, supportive, leadership, etc) that they have and one skill they want to improve to complete a senior project that focuses on how they will utilize the special talent/gift/passion after high school and improve one skill and how this will benefit them in their life.

To assess student progress in accomplishing said goals, BTA graduates will be interviewed/surveyed every six months for two years in order to follow up with their community involvement, self advocacy accomplishments, job status and education level after leaving BTA.

SLO #3 - Physical and Mental Health

BTA graduates will become more aware of their physical and mental health and use tools and resources provided by BTA to improve their physical and mental health. In order to demonstrate work towards completing these goals, all BTA graduates

will demonstrate physical and mental health awareness through daily mood surveys in the classroom combined with a daily check in with a designated staff member.

will demonstrate their awareness of physical and mental health and effective use of tools and resources provided by BTA through monthly writings and circle discussions in English and PE.

Furthermore, BTA will provide health surveys to students and their families to determine student utilization of physical (diet, exercise, sleep) and mental health (breathing, journaling, talking) tools and resources.

will complete and present to staff a senior project on health including a health problem and the tools to remedy it.

will develop communication skills to advocate 1 concern (with the help of staff) that they have while they are at BTA.

Data will demonstrate the use and impact of both student court and restorative practices led by students on students who make decisions that harm the BTA environment.

Staff and student surveys, points sheets and behavior data will demonstrate that BTA students are resilient, aware of the impact of their actions, feel safe to admit their mistakes, and use self care tools to self regulate, communicate conflict and avoid behaviors that are detrimental to the education and well being of themselves and others. Students will also be surveyed upon entry into BTA to determine their resiliency and effective use of self care tools prior to arrival at BTA. The attendance and behavior data, point sheets and surveys which will show how students have reduced their phone use in the classroom, absenteeism, fights, suspensions and behavior referrals while at BTA.

The surveys will also demonstrate the use of breathing, writing and other tools to deal with strong emotions and the use of common language to communicate the need for a break, a restorative circle and to access the health center (point location for mental and physical health resources).

BTA staff and student surveys, points sheets and behavior data will demonstrate students participate in learning without using marijuana and without using their phone and headphones.

will demonstrate improved physical and mental health through their access to equitable mental and physical health resources at. Including access to therapy once per week, a nurse available during the school day, and a health center that will be a point location for students to access therapy, drug counseling, healthy food, clothing and connections to community resources for family issues (including housing, relationship challenges, etc). Attendance data, grades, and behavior data along with family, staff and student surveys taken every semester will demonstrate student awareness, use and benefit of health resources at BTA including measuring student sleep and diet improvement.

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, African American Success Surveys and focus groups with staff, students, and families,

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, Dr. Mary Bacon CSEIS Equity Walk: observations and focus groups, teacher Positive Peer observations

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)

COST team uses data on a continuous basis

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Weekly Meetings during staff meeting time for professional development. PD
Calendar: <https://docs.google.com/spreadsheets/d/1TLDy2jgYLUATbV3AZQs3rS6E03Axo4E4lpjDTLkkd1Q/edit?usp=sharing>

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

All teachers highly credentialed in their subject area for A-G classes. PD is during the weekly staff meeting time or through the ACOE

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)

PD Coordinator has started meeting regularly with and collaborating with teachers to coach them on instructional practices

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

teachers observe and collaborate with each other, and other teachers outside of BTA.

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 curriculum

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

Educational Partner 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 and through the WASC Self Study Process

Resource Inequities

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

Resource Inequities at BTA also noted in the Safety Plan Goals:

Counseling. There is a on-going need for 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--this started this school year , 2022-2023.

Continue Behavior Intervention Support Team (BIST) or COST
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.

Restore Second Safety Officer

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. This has been the case for the last 5 years. This position will be restored for the 2023-2024 school year.

Need for Nurse on campus daily

Not BTA Nurse this 2022-2023 school year. She quit the Friday before school started. City of Berkeley/BHS Health Center tried to hire during the school year. It didn't happen. 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 student interns. BHS Health Center has done Pop Up Clinics this school year instead of having a nurse.

Need to have hot meals on campus twice a day , with cook/chef

And nutrition services does not have a staff member to serve breakfast or lunch for the first time the 2021-2022 or 2022-2023 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 Public Health Pathway, to prepare food. Nutrition Services has no working kitchen, and had a City of Berkeley Health inspector does not find the current space up to code.

Facilities Upgrades

Facility improvements to improve working conditions and to ensure safety of all students and staff are a great need.

This is planned Safety Upgrades over the summer of 2023.

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 that have been requested to Facilities:

This site floods when it rains heavily.

The 20-25 year old 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. BUSD does not have a plan to add bathrooms there.

The following concerns continue to plague the portables and main office of the BTA / BIS campus:

- Mold issues (currently being worked on by facilities but 3 and 75 students teachers are out of classrooms)
- Mushrooms growing out of walls in room 125
- Previously frozen units (HVAC) on portables - some not working (Room 131)
- Dry Rot on portables
- Rodents in Main Office
- Ants in Portable, Rooms, And Main office - ongoing problem that have closed down classrooms- previously or caused students to leave school.
- Wasp nests
- Roof Water Drainage from portables dripping on staff and students
- PA system not working in all classrooms (emergency system tickets written, facilities have had to come and fix several times but not working in all classes).
- Clocks not working.

Portables are supposed to be temporary. These are 20-25 years old.

There have not been a system of regular inspections or maintenance. They are literally falling apart and are have working condition issues. I question whether it is safe to teach and learn in them.

The heaters froze this January.

The portables are on the ground , and not on a foundation. Water collects under them and goes up into the floors.

They gutter system was never installed correctly. Water collects on the flat roofs and goes into the ceiling and roofs.

Mold will be found in other rooms when the air quality test is done this summer 2023

Pest control is an ongoing issue...ants, mice, rats.

Two rooms have no columbine locks (126, 202)

Three rooms have bars that don't open (132,130,128)

Derby street has a creek running down it. It's extremely wet ground. The city of Berkeley mental health facility on Derby and MLK had to be closed, gutted, and rebuilt. They had all these issues.

Plus fleas from rodents/animals.

Thank you

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		
	20-21	21-22	22-23
Grade 10	1	1	
Grade 11	10	14	21
Grade 12	21	37	28
Total Enrollment	32	52	49

Conclusions based on this data:

1. Need to not only gather enrollment data in October , but also in Dec and May.
2. Only had 11th and 12th grade this 2022-2023 school 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	5	1	2	15.60%	1.9%	4.1%
Fluent English Proficient (FEP)	8	8	6	25.00%	15.4%	12.2%
Reclassified Fluent English Proficient (RFEP)	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	32	27		0	7		0	7		0.0	25.9	
All Grades	32	27		0	7		0	7		0.0	25.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11										
All Grades										

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11										
All Grades										

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11										
All Grades										

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11										
All Grades										

Conclusions based on this data:

- Students don't participate in the SBA testing regularly so there is a need to find other ways to show college and career readiness. 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.
- 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	32	27		0	6		0	6		0.0	22.2	
All Grades	32	27		0	6		0	6		0.0	22.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A		*			*			*			*	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										0		

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
52	80.8	1.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Berkeley Technology Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	1.9
Foster Youth		
Homeless	11	21.2
Socioeconomically Disadvantaged	42	80.8
Students with Disabilities	19	36.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	46.2
American Indian		
Asian	2	3.8
Filipino		
Hispanic	14	26.9
Two or More Races	7	13.5
Pacific Islander		
White	4	7.7

Conclusions based on this data:

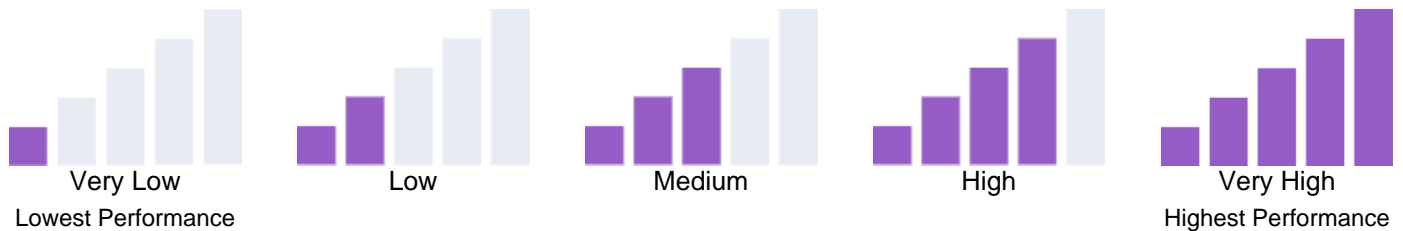
1. Continue to have students at risk and title 1 students at BTA, who are HOPE, as well.
2. NA
3. NA

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	Graduation Rate Very High	Suspension Rate Very High
Mathematics No Performance Level		
College/Career Not Reported in 2022		

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.

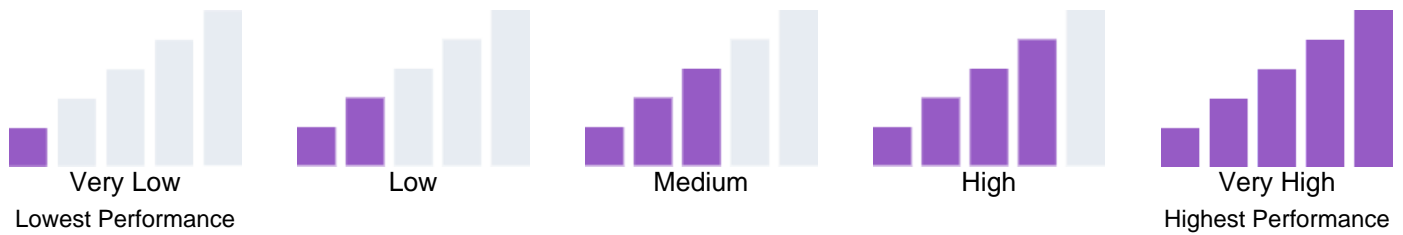
3. Students who come from BHS have already experienced suspensions, and have fewer of them here at BTA.

School and Student Performance Data

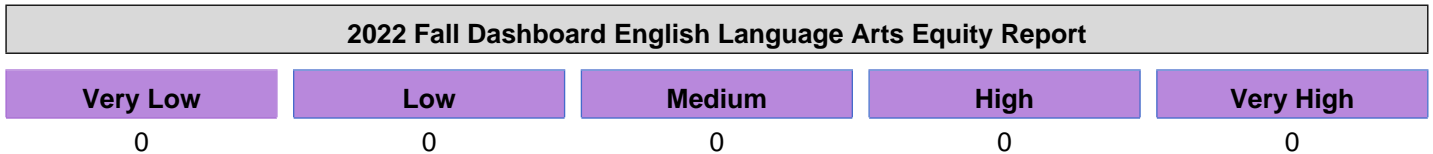
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

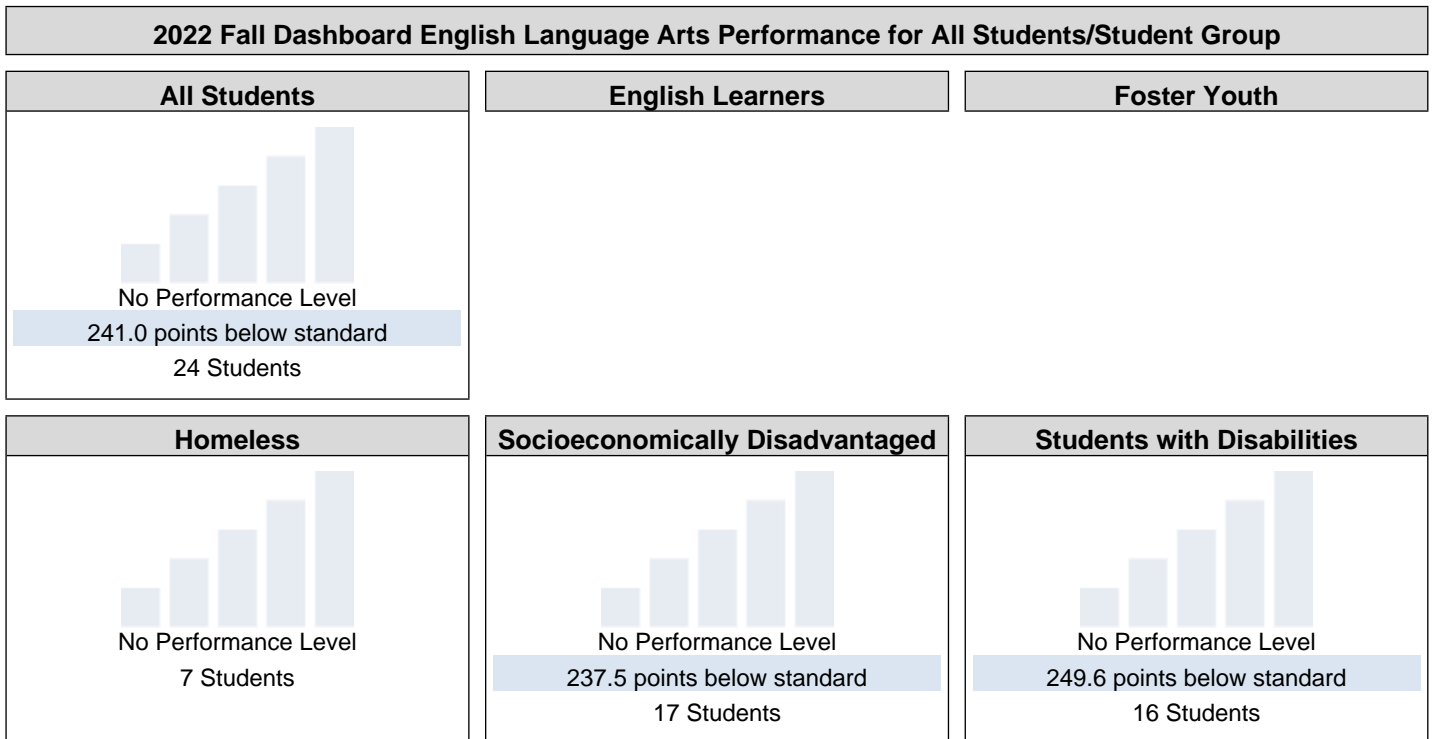
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		245.0 points below standard
		21 Students

Conclusions based on this data:

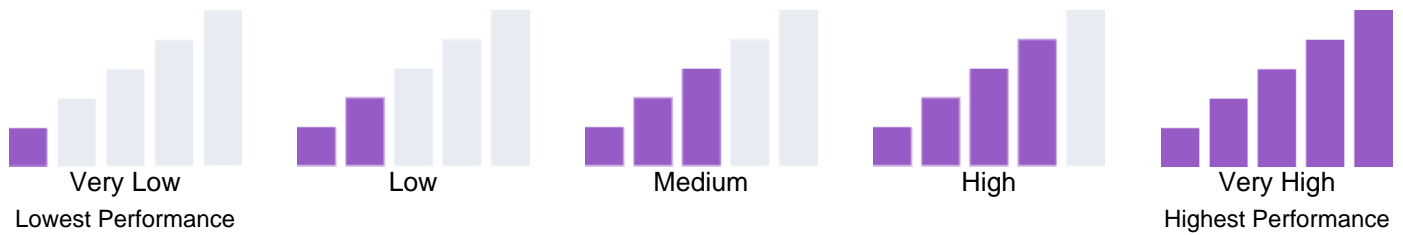
1. N/A
2. N/A
3. N/A

School and Student Performance Data

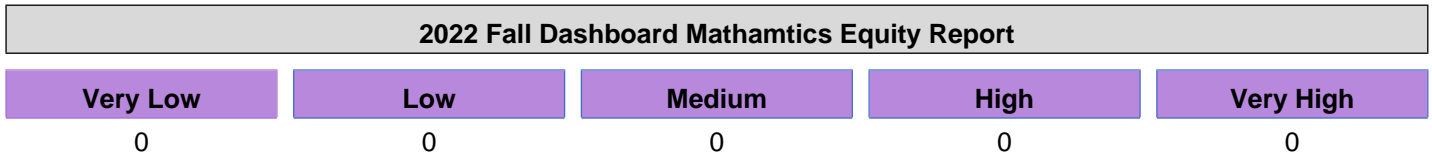
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

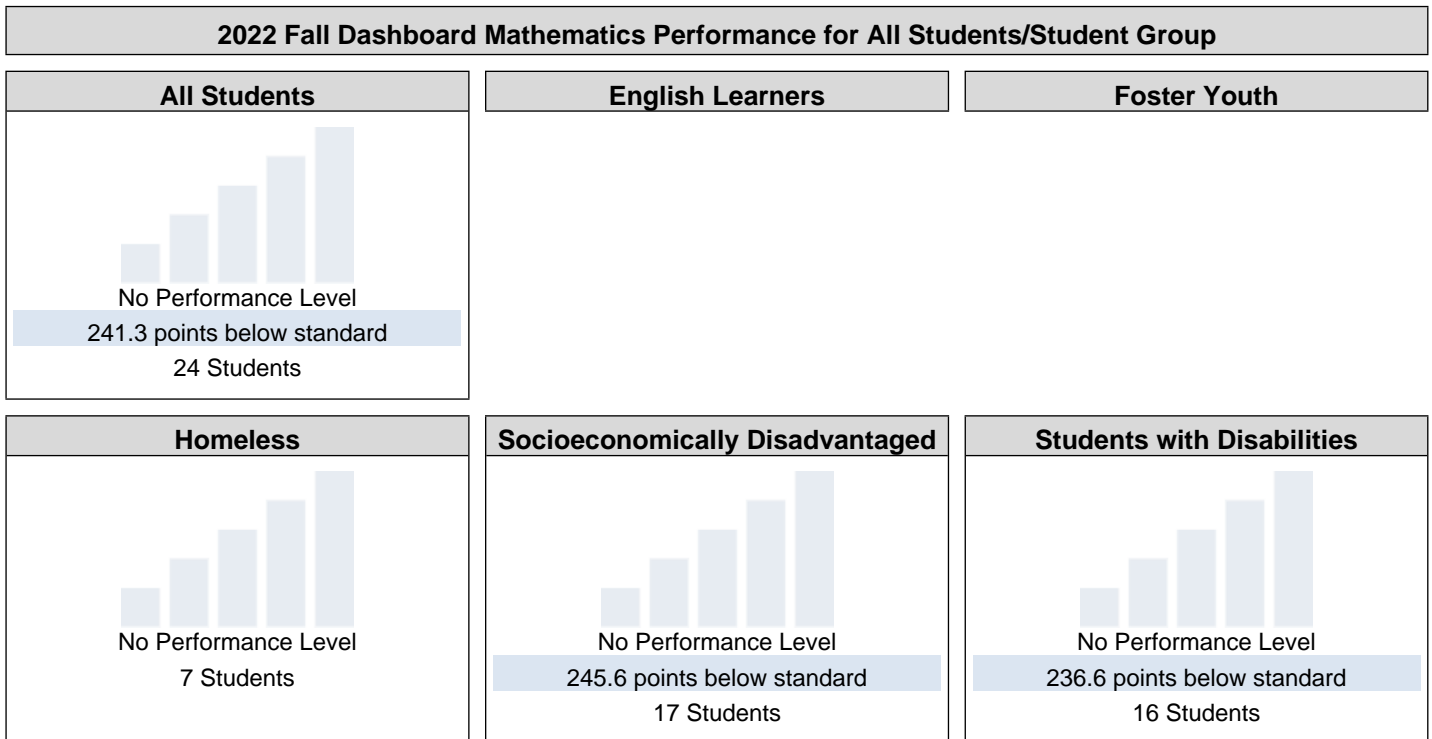
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		<p>245.7 points below standard 21 Students</p>

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

2022 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
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Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

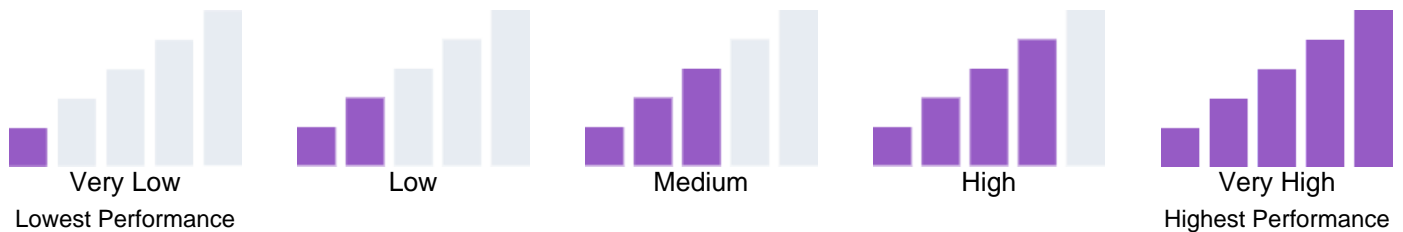
Conclusions based on this data:

1. Students enrolled in CTE Public Health Pathway
2. Students accepted directly into a four year college
3. N/A

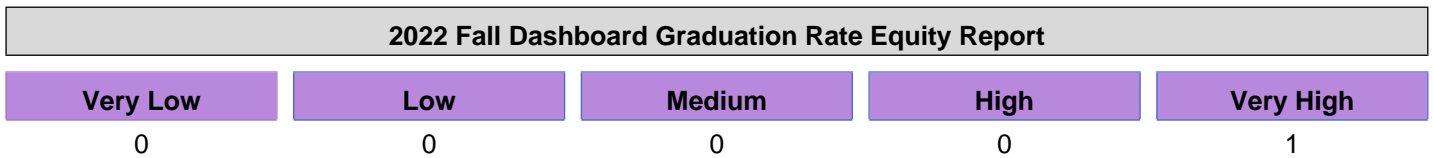
School and Student Performance Data

Academic Engagement Graduation Rate

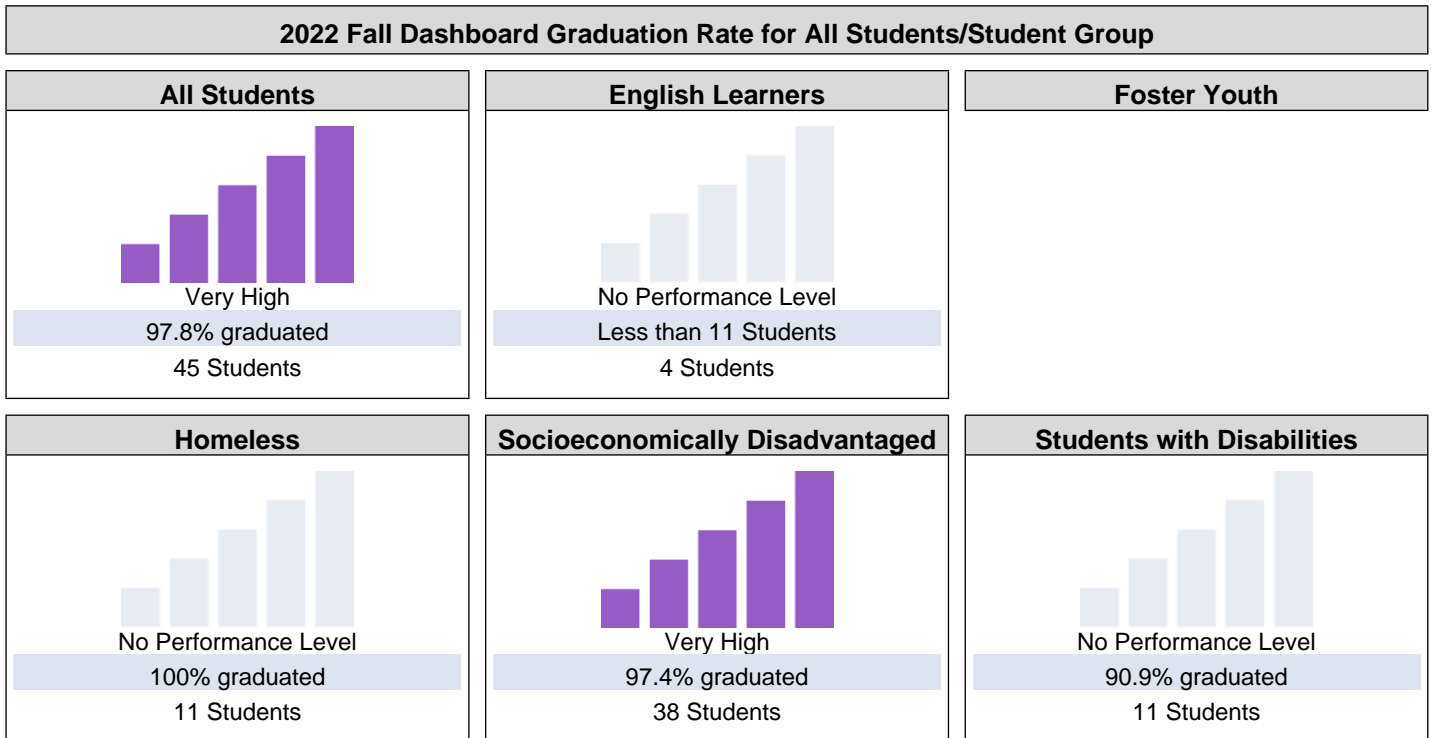
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



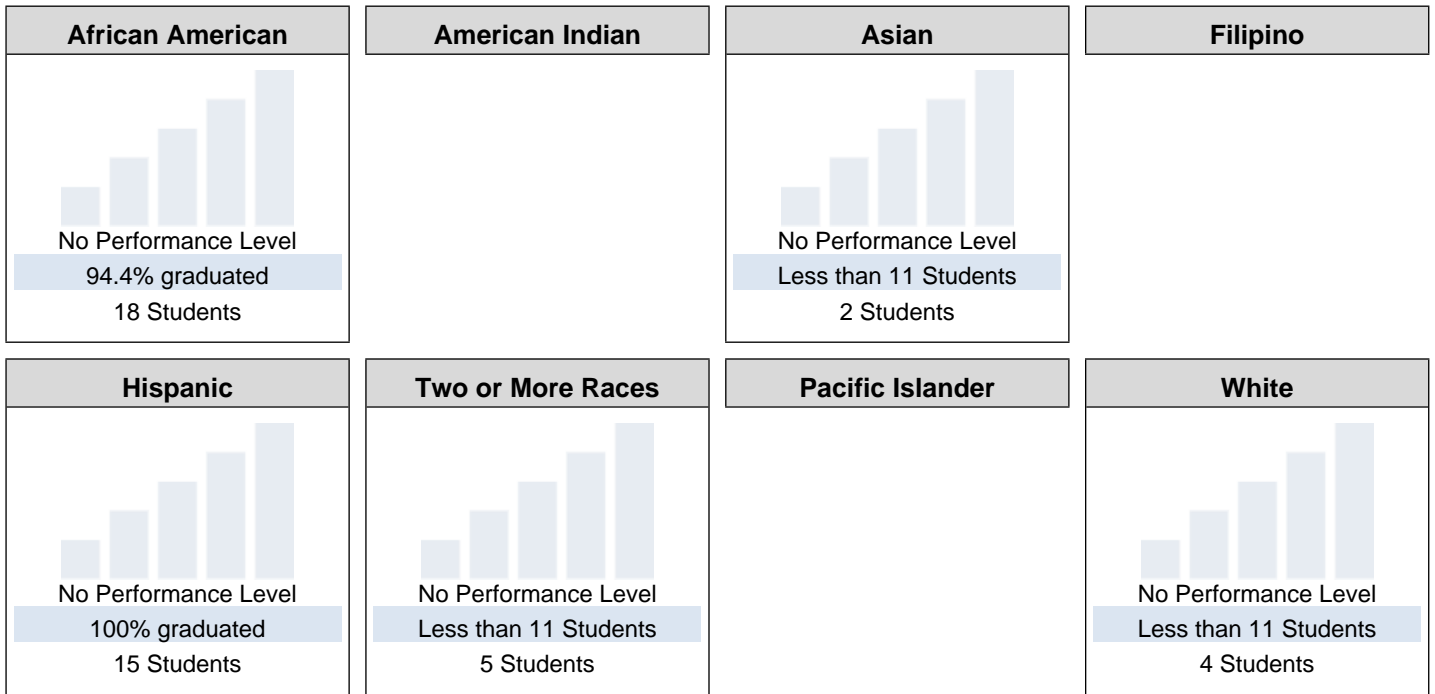
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

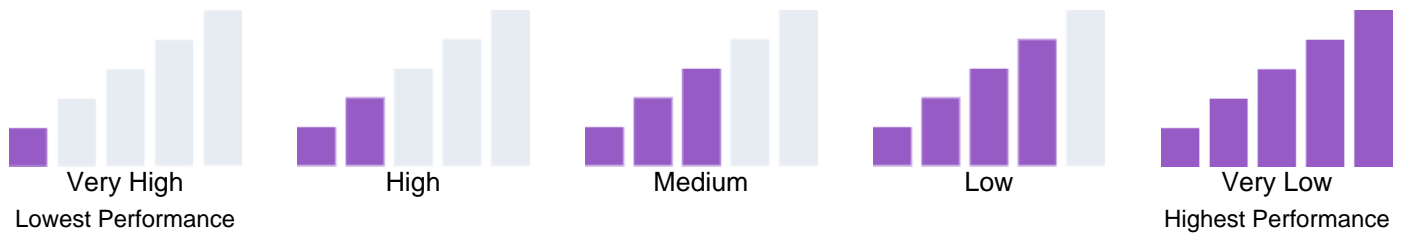
1. Most students at BTA graduate or finish in the senior diploma program in the summer since the BUSD school board adopted the 130 Credit Diploma.
2. More students are graduating with the 220 diploma this school year.
3. NA

School and Student Performance Data

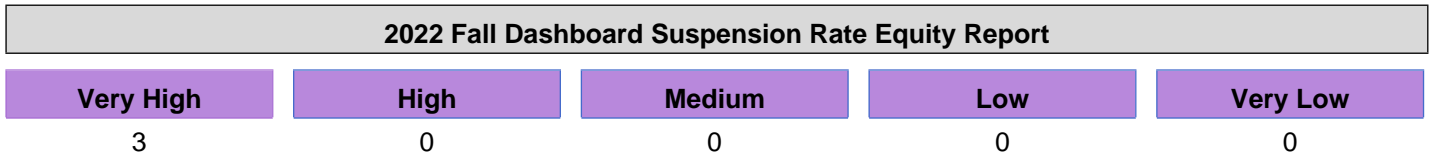
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

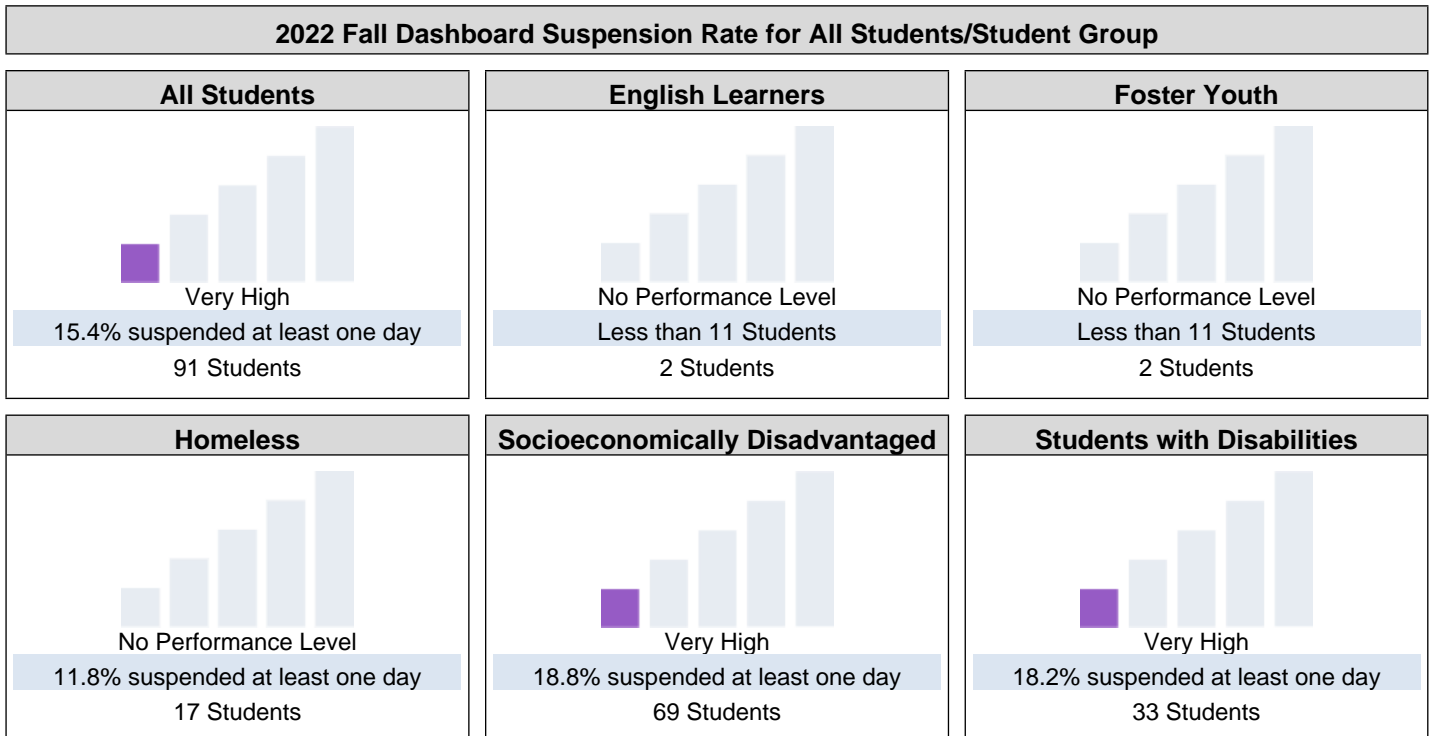
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



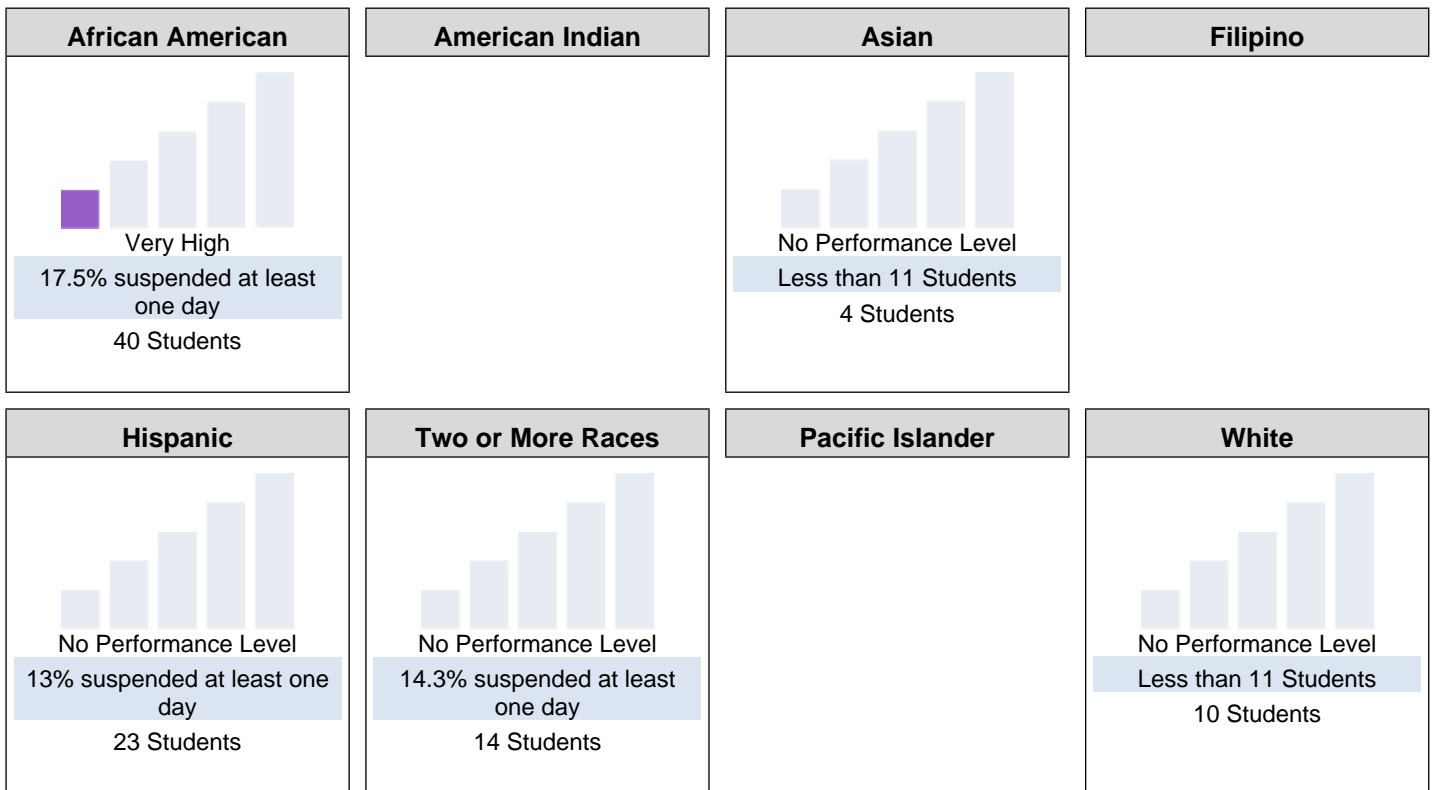
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The majority of students are AA.
2. The majority of students are Socioeconomically Disadvantaged
3. More than have of the students have an IEP. And are AA and are Socioeconomically Disadvantaged. So this suspension rate is mostly about -5 students with mutple suspensions. who fit all of those catagories.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

Identified Need

BTA Students need a clear plan for post secondary plans and literacy improvement

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 #ag 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 #ag classes Total number enrolled at BTA
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
All students make progress in ELA and Math , and grow at least one grade level by the end of the school year	New metric on NWEA-Map Growth	All students make progress in ELA and Math , and grow at least one grade level by the end of the school year

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 BTA Students/AA student in particular

Strategy/Activity

Strategy: All BTA students will have clear pathways to post-secondary options. 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 Merrit, and Laney College).

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.

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 2023

Measure progress on a quarterly basis in October, January, March and June 2024

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 2023

Measure progress on a quarterly basis in October, January, March and June 2024

Continue ongoing support with BTA Counseling Team on building a college and career going culture

- Integrate the ongoing college and career readiness work at BHS into BTA structures
- Build a stronger collaboration with other college going organizations such as College Bound to support student postsecondary planning

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

BUSD CTE Coordinator and BTA Principal, Academic Counselor and Teachers, hiring committee Computer Science and Math Teachers participate in Pilot City six week CTE Project Based Learning, combining their classes.

Coaching for the principal and CTE Development Group about what CTE is and how to develop and implement the program.

Develop implementation plan for the Computer Science Pathway and the Public Health Pathway

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

Hire CTE Teachers :

Hire a CTE Computer Science 2019-2020; and that person left at the end of 2021-2022 school year. There is currently a need for another CS pathway teacher

Hired a CTE Public Health Teacher. Did that two years ago. They are still clearing their CTE credential with ACOE.

Retain CTE career and college advisor support

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

Goal is that every student has an internship each year. Or more than one.

CTE district money 50K/year.

Development of a CTE Public Health Pathway
Nutrition and Gardening specialist
CTE Public Health teacher

Developed an internship program for the 2019-2020 school year with 2-6 student interns paid through Gardening and Nutrition /Growing Leaders. This year it has been 8-12 students.
Garden and prepare food and have lessons about nutrition
Plan, Prepare and Participate in BTA Food Pantry the 2nd and 4th Tuesday of the month to feed families in the school and community. In partnership with the Berkeley Food Network.
CTE Student Intern money
\$ 7,869 BSEP money for hourly interns
\$ 30,000 BSEP carry over money for hourly interns

0. 2 FTE district funded-Nutrition and Gardening Program

Develop Community Partnerships
Teacher Leader, CTE Teachers, Principal
For community partnership, project based learning, and student internships:
Berkeley Chamber of Commerce
UC Berkeley: Othering and Belonging Institute and De-Cal Classes
City of Berkeley
Health Black Families
McGee Baptist-Youth Court, Violence Prevention Voices Against Violence
Youth Spirit Arts
Pilot City 2018
Growing Leaders Internships
Niroga
Berkeley Food Network 2019
Transitions Repair Training and Decal Class

Data for program effectiveness
BREA, AASF, Vision School 2023-2024 CCEIS, leadership team
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 steps.

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

Principal and PD Lead teacher
Continue to offer 3day workshops for Constructing Meaning and related trainings for all teachers and all new hires if there is funding.
Three of the five teachers went to the CM five day training 2018-2019.

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

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

The principal was a CM trainer and helped bring the CM framework to BUSD. The PD coordinator has been trained in CM, and trained others.

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

District paused this work, and since the new Multilingual Plan was written and adopted this 2022-2023 school year, it is started again for next school year.

Professional Development Teacher Leader position

PD Teacher Leader and principal

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.

AASF Support to Start Culturally Relevant professional learning sessions with B Tech staff to provide direct support in research based instructional practices for creating inclusive learning environments for

African American students

Continue growing a Professional Learning Community

PD Teacher Leader and Principal

And BREA

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

Improve writing in all classes

PD Leads teachers

This year

Teachers worked on peer observation and backwards planning

Next 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.

Continue to ensure that students in all grades write and receive feedback in all classes

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

Surveys to Improve Instruction and Engagement

Teachers and principal

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

NWEA/MAP Growth Assessments in ELA and math will be used 20223-2024 school year 2-3 times a year.

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)
7,869	BSEP
30,000	BSEP Carryover

Annual Review

SPSA Year Reviewed: 2022-23

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.

B Tech Academy Needs Assessment from AASF 2022-2023

- What are ways to support a college and career readiness culture at BTA?
- What are ways to integrate BTA into existing resources at BHS?
- What are some of the best ways to build on the Cultural Competence

Professional Learning sessions to build staff capacity and instructional practice?

- What are potential strategies to improve the African American student experience at B Tech Academy to increase positive perceptions of relationships?
- What are strategies to reduce the behaviors that lead to the suspension of African American students at B Tech Academy middle school?
- What are the interventions that can potentially increase the number of B Tech Academy African American students improving their overall grade level readiness in Math and English Language Arts?

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?

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 or. 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

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 did not use all the BSEP money for other expenditures this school year, including a part time dance teacher, nor did we have as many CTE Student workers/interns as we had hoped.

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.

Still need high school assessments. Next year we will have NWEA/Map Growth assessments in ELA and Math

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

Identified Need

Students at BTA chose to come to this school for credit recovery. Students have had barriers to learning at BHS, including attendance, homework, lack of support for developing academic confidence, and disconnection to school. Their transcripts show this is true. Also we did our first local writing assessment before the pandemic and confirmed that students need continued practice and support with formal academic writing.

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
NWEA -Map Growth assessments in ELA and math	N/A new next year	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 BTA Students/African American students in particular

Strategy/Activity

Individual Learning Plan (ILP) for all students to plan post-secondary opportunities and pathways Counselor (in consultation with Education Specialist for students with IEPs) and principal 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

1.0 FTE academic Counselor funded ½ by general funds and ½ by LCAP

An additional 0.1 FTE as a part of the CCEIS plan

Transition Goals for students with IEPs and 504 Plans

Education Specialist and Counselor

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

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

Principal and teachers

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

Intervention and Counseling

Principal, counselor, and BIST team

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 aka COST) 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

SST meetings

SART meetings and SARB Referrals

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

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

B-Tech Health Clinic:

Students are given curriculum that informs them about risky behaviors, safe sex, consent, alcohol, tobacco. The Health Center has also implemented an STI drive to inform students of their current STI status to prevent communal health issues. The Health Center did an STI drive in the spring.

Students are also given extensive information about HIV, AIDS, and other diseases in their classes.

Need for more health education services for BTA students across the curriculum and as a part of the development of the CTE Public Health Pathway and more resources devoted to this huge need in the BTA population.

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

Work with the HOPE counselor for BUSD for foster and homeless students
Berkeley City funding,

NWEA/MAP Growth Assessments in ELA and math will be used 20223-2024 school year 2-3 times a year.

Hourly tutor money
\$1,045 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)
1,045	Title I A - Basic Funding
281	Title I A - Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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.

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
- -AASF student, staff, and family surveys and focus groups

What were the findings from the analysis of this data?

Students at BTA chose to come to this school for credit recovery. Students have had barriers to learning at BHS, including attendance, homework, lack of support for developing academic confidence, and disconnection to school. Their transcripts show this is true. Also we did our first local writing assessment before the pandemic and confirmed that students need continued practice and support with formal academic writing.

Finally, when doing formal and informal observations in fall of 2019 our 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 seminars.

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
- -NWEA/MAP Growth Assessments in ELA and math will be used 20223-2024 school year 2-3 times a year.
- -CCEIS data

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

No major differences for what was planned and what happened.

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.

An additional 0.1 FTE as a part of the CCEIS plan next school year for the academic counselor to implement student goals and follow up on them, especially for students who do not have an IEP.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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

Identified Need

Identify students with traumas and provide them with resources including counseling, access to mental health, academic and behavioral supports, and other areas of need.

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	Students who were identified by BIST team, had an SST, and other interventions, make improvements in outcomes, both academic and social emotional.

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 African American Students

Strategy/Activity

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

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 2023

Measure progress on a quarterly basis in October, January, March and June 2024

Bridges work placement program
Education specialist and Bridges counselor
Support students with IEPs and 504 Plans in workplace learning and getting a job.

Welfare and Attendance Specialist position
Effective monitoring of student attendance
Welfare and Attendance Specialist and principal
Support counselor with seniors who need to make a plan for next year and finishing this year. Do home visits for the seniors and other students that BIST identifies
Support SST meetings
Support principal and counselor with SART meetings and SARB Referrals
Support BIST (COST) meetings with the counselor or principal
Support planning and implementation of PTSA meetings
Do home visits
Fulfill other duties on job description
BSEP money \$42,673 .47 FTE
General Funds 0.53 FTE

Created a new position of Attendance Tech for BTA and BIS
Support the Admin Assistant to get training in Illuminateed for attendance reporting and data input
Use attendance data regularly in BIST meetings, counselor, and parent meetings.

Intervention and Counseling

Principal, Teacher Leader, counselor, and BIST team
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
Behavioral 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
SST meetings
SART meetings and SARB Referrals
Teachers practice circles--happening regularly in two classes this year with the support of the RJ coach.
Teachers practice circles in PD meeting time in the spring with RJ Coach
B-Tech Health Clinic:
Students are given curriculum that informs them about risky behaviors, safe sex, consent, alcohol, tobacco. The Health Center has also implemented an STI drive to inform students of their current STI status to prevent communal health issues. The Health Center did an STI drive in the spring. Students are also given extensive information about HIV, AIDS, and other diseases in their classes. Need for more health education services for BTA students across the curriculum and as a part of the development of the CTE Public Health Pathway and more resources devoted to this huge need in the BTA population.

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

Work with the HOPE counselor for BUSD for foster and homeless students
Berkeley City funding,

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

Principal and teachers

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

Retain Diversity in Teaching:

Principal

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.

Health And Wellness:

B-Tech Health Center, Welfare and Attendance Specialist

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 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

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

Family and Community:

Principal, teacher leader, and Welfare and Attendance Specialist

Quarterly SSC/PTSA meetings to include all families with food, fellowship, collaboration, and information

Get feedback from parents on the effectiveness of resources currently devoted to involving families.

Get feedback also on student stress/mental health.

Recruit more parents to join committees both on site and at the district level SSC, PTSA, P&O, LCAP

Teacher Leader Position

0.2 FTE starting 2022-2023 school year , and continuing next school year.

0.02 FTE \$2,843
0.18 FTE \$25,586

AASF will support :

- -Continue ongoing support to Student Government and PTSA restoration
- Partner with BHS to ensure BTA students are taking advantage of resources available on that campus

Consider adding family engagement language

- Identify B Tech Academy families to invite to participate on the BUSD African American Success Advisory

Committee

- Sponsor quarterly B Tech Academy family engagement evenings specifically targeted to African American

families to encourage participation in school wide and district committees

- Launch a “Black-to-School” event to enlist parent support at the beginning of the school year
- Host a African American Village event to celebrate families and reinforce parent engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
42,673	BSEP
2,843	BSEP
25,586	Title I A - Basic Funding

Annual Review

SPSA Year Reviewed: 2022-23

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.

What data did you use to form this goal?

Academic, behavioral, and attendance data for students during the transition from BHS to BTA and during intake interview with principal and family or during IEP placement meeting

Numbers of students who are in trauma (multiple, complex) or who have PTSD

Number of students with IEPs and 504 Plans

Students on probation
Students with ERMS in their IEP
Students seeing a therapist before they came to BTA
Students who smoke or use other drugs
What were the findings from the analysis of this data?

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

Struggling students Identified by the BIST Btech Intervention and Support Team).

Seniors who do and don't attend

Other students with poor attendance

Note: in the 2018-2019 and 2019-2020 SY BTA has increased the number of students who have IEPs and 504 Plans. The majority of BTA students have an IEP or a 504 Plan. This is a shift in population.

How will the school evaluate the progress of this goal?

Academic, attendance, and behavioral data

Student participation in counseling services

Total # of students with an IEP Total # of students with 504 Plan Parent participation in meetings

like SST, PTSA, teacher and parent meetings, IEPs

Student surveys, and focus groups done by African American Success Framework (AASF) and Dr. Mary Bacon, as a part of CCEIS plan

CHKS previous year.

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

Note from AASF: Social emotional support is another opportunity – it might be helpful to do "pulse" surveys as a support to the CHKS process

Identify ways the AASF directly supports the B Tech Academy SPSA Development process

- Create integrated and targeted goals and action plans for African American students and families

with measurable outcomes

- Consider meeting with School Site Council on the AASF if it helps build coherence
- Set next SPSA huddle for late May 2023, and have ongoing support from AASF with SPSA on goals that they support

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

Due to an audit, we moved the SWA position back into BSEP money ,and the teacher leader info Title 1, since teachers can be easily identified as highly qualified, a requirement for positions funded by Title 1 money.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The student needs found from the AASF work and Dr. Mary Bacon's Equity work, lead to a revision of the BTA mission, vision, and SLOs in the WASC Self Study Report , and in the beginning of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

Identified Need

Site staff and SCC will review and monitor the Site Plan for Student Achievement. The SPSA is the school's road map for the school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA funds expended	All funds expended	All funds expended

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

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

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)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

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)

0

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

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: 2022-23

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

Goals, Strategies, & Proposed Expenditures

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

Goal 5

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

Identified Need

Students and families who are experiencing homelessness are more likely to have a high absentee rate, need health and wellness assistance, and academic support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

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)

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento 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)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

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

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)

0

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 Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

Ongoing review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

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)

0

Annual Review

SPSA Year Reviewed: 2022-23

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.

New Goal for 2023-2024

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

New Goal for 2023-2024

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.

New Goal for 2023-2024

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	\$110,297.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
BSEP	\$53,385.00
BSEP Carryover	\$30,000.00
Title I A - Basic Funding	\$26,631.00
Title I A - Parent Involvement	\$281.00

Subtotal of state or local funds included for this school: \$110,297.00

Total of federal, state, and/or local funds for this school: \$110,297.00

School Site Council Membership

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

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

Name of Members	Role
Heidi Weber	Principal
Sophina Jones	Classroom Teacher Other School Staff
Rochelle Vaughn	Parent or Community Member
Jhanai Dell	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 May 10, 2023.

Attested:



Principal, Heidi Weber on May 10, 2023

SSC Chairperson, Sophina Jones on May 10, 2023

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

5/25/23
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

5/25/23
Date

BUDGET SUMMARY 2023-2024

Berkeley Technology Academy (136) 5/17/23	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
			BGT	FTE	BGT	FTE	BGT	FT	RES.	FTE	BGT	FTE	
Attendance and Welfare Specialist	3/1	2902	42,673	.47							0000	0.53	1.00
Teacher Leader	3/1	1102	2,843	.02	25,586	0.18							
CTE Student Intern Hourly	1/1	2165	7,869										
Parent Involvement	2/1	4300			281								
Tutor Hourly	2/1	2146			1,045								
Unallocated Reserve			1,365		768								
Total Expenditures			54,750	0.32	27,680	0.18						0.53	
Revenue Allocation			<u>54,750</u>		<u>27,680</u>								
			0		0								

BSEP Carryover Priorities:

CTE student intern hourly	1/1	2165	<u>30,000</u>
Total Carryover Priorities			30,000