School Year: **2026-27**

WARRIORS

BERKELEY TECHNOLOGY ACADEMY

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Berkeley Technology Academy	01-61143-0134924	May 19, 2025	June 17, 2026

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

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

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

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

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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

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Plan Description

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

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

Berkeley Technology Academy (BTA) is one of Berkeley's alternative schools. Our program is designed for upperclassmen who are in need of credit recovery and interested in Career and Technical Education, Project Learning, and STEAM (science, technology, engineering, arts, and mathematics education) curriculum. BTA has a multicultural staff trained in implementing culturally relevant pedagogy and social-emotional learning curricula. Students enrolled at BTA can also 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. If BTA does not offer a class, students may take classes at BIS and BHS to meet A-G requirements. Some BTA students have the option of returning to a small learning community at BHS after completing accelerated credit recovery and meeting the 220-credit diploma requirement at the comprehensive high school.

In spring 2018, the BUSD school board added a 130-credit 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 at most 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 empower 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We review and monitor the SPSA during staff/PD meetings, School Site Council meetings, Leadership meetings, WASC self-study process, and WASC visits with district partners, community partners and family meetings like SART, SST meetings, and Vision Scholar ILP meeting, as well as IEP meetings. And also the CIM for Sig Dis Education Partners Meetings. Anytime a student, staff, family, or community member meets together to do work on behalf of students they are our educational partners.

Resource Inequities

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

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

APPENDIX A
BTA/BIS Site Goals and Objectives

Goal A: Counseling. There is an ongoing need for these counseling and restorative practices:
Full-time restorative Practices educator on site to assist with the inevitable conflicts that could potentially lead to violence and need restorative and harm repair practices work.

Restorative Practices coaching for teachers, students, and families to be able to do circles—community-building and harm circles—in their classes.

Ongoing (yearly) Professional Development for all staff in community healing and trauma-informed practice issues.

Two full-time mental and behavioral health counselors for culturally competent students who can work with all students.

Have a school psychologist assigned to campus (who does IEP assessments) and can do group and individual intensive crisis counseling. We now have multiple part-time staff who serves students with IEPs at BIS and BTA. They are not on campus full-time.

The RJ practices: RJ practices are needed to support students and staff in having restorative circles as an alternative suspension means and to build community.

BUSD's Crisis Guide (Updated 11/16/23). Create a version for the BTA/BIS site only with two other school psychologists. Spring 2024
Goal B: Continue Behavior Intervention Support Team (BIST)/ start a Care Of Services Team (COST) at BIS

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) who may need additional support outside of the smaller learning community model that Berkeley Technology Academy offers. There is a need for improved communication between BIST and the other teaching staff. BIST should regularly inform the teaching staff about student needs, and the teaching staff should give input to BIST.
BIS would like to have a COST team. Unlike other schools, we are not staffed with full-time RTI teachers for a COST team.

Goal C: Maintain a Second Safety Officer
The 2023-2024 school year is the first year for a second salaried safety officer. Seven years ago, we had two salaried safety officers. It continues to not be possible for one safety officer to monitor everything at all three sites: BIS, BTA, and King CDC. BUSD agreed to bring on a second salaried safety officer as of spring 2023. For the last seven years, the second safety officer has been paid through a timesheet and was a different person each year.

Goal D: Need for Nurse on campus daily and a health center with services
BTA/BIS hasn't had a nurse for two years. Previously, the BTA nurse was on campus only 9-1 pm on Tuesday and Thursday. No plan for what happens when students have needs other days of the week. Students are not easily welcome onto the BHS campus. We want a nurse to work with our CTE public health pathway. There have been no

health center services this 2023-2024 school year. Last year, there were three pop-up clinics. The previous year, there was a health educator who led peer training/and workshops. Students from BIS did health workshops in most BIS classes.
Goal E: Continue to have a Nutrition Services staff at campus to serve breakfast and lunch. We have a new staff member. We want to collaborate with the Nutrition Services staff and student interns to create meals. The goal is to have recipes that our students will enjoy more for our student population. (Position brought back this school year. Before the pandemic, it existed.)

Goal F: Facilities Upgrades
Some facility improvements to this campus to ensure the safety of all students and staff are addressed in the Facilities-Construction Project started in the summer of 2023-2024.
Push-out doors at MLK, Derby, and by the BIS entrance (like the doors at the BHS A gate)
Additional cameras were added to campus to cover the garden, the BIS courtyard, all of the BTA doors, and the Derby side of campus.
The BTA bungalows are over 20 years old and need to be replaced at some point. The heaters in the rooms also need to be replaced and checked for mold often.
The multipurpose room needs to be updated. New tables and chairs, a built-in projector and speaker, and a new sink are needed. The heater and windows in MPR are not easy to control or use.
And a new kitchen for Nutrition Services

Goal G: ATOD/ Substance Use Educator
Add an Alcohol, Tobacco, and Other Drug Counselor back to BTA. Had one for two years, 5 years ago. But the provider, New Bridges, City of Berkeley Contract was not renewed. Some students regularly come to school, especially after lunch, having smoked. Some students do other drugs. There are no services at BTA/BIS at present. We have a Tobacco and Tobacco-Use Prevention Education (TUPE) group with our academic counselor. They meet every other week. The goal is to offer credits for classes. See every day and check in, not just when something happens and they need it.
Additional considerations:
This site floods when it rains heavily.
The portables at BTA are deteriorating and need to be repaired annually--floors, walls, and ceilings that are moist, have mold or are falling apart. At some point, these rooms will have to be replaced or be a part of a redesign.
The park/baseball field has no bathrooms. During the baseball season the team, the visiting team, families, officials, and visitors all come on campus to use the BTA/BIS bathrooms. It impacts the students and staff on campus. Neither the city, BUSD, nor BHS athletics have a plan to add bathrooms there. Sports Basement is the other bathroom that visitors and the visiting team uses it.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

College and career preparation is an area of need, being in the orange performance category. For the 2025 dashboard, 2.6 percent of students showed as prepared, which marked an increase. This is an area of continued focus.

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

NA

Other Needs

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

NA

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	2.13%	%	%	1		
African American	57.45%	53.70%	53.85%	27	29	28
Asian	2.13%	%	%	1		
Filipino	%	1.85%	1.92%		1	1
Hispanic/Latino	21.28%	25.93%	23.08%	10	14	12
White	4.26%	9.26%	11.54%	2	5	6
Multiple/No Response	12.77%	9.26%	9.62%	6	5	5
			Total Enrollment	47	54	52

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 11	13	21	13
Grade 12	34	33	39
Total Enrollment	47	54	52

Conclusions based on this data:

1. Student enrollment fluctuates depending on time of year. This is due to our alternative programs designation where we predominantly serves students that leave the local comprehensive school site.
2. We experienced an increase in 11th grade and a decrease in 12th.
3. NA

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	2	5	3	4.1%	4.3%	5.8%
Fluent English Proficient (FEP)	1	3	5	12.2%	2.1%	9.6%

Conclusions based on this data:

1. Continue 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 or middle.
2. Support for RFEP students is still a need at BTA. BTA teachers are asked to join Constructing Meaning training again , since BUSD is offering it again. Also, BTA will have a Reading focus for PD next year to support ELs and other struggling readers.
3. NA

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21	28	29	18	18	22	18	17	22	85.7	64.3	75.9
All Grades	21	28	29	18	18	22	18	17	22	85.7	64.3	75.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2442.	2442.	2456.	0.00	0.00	13.64	16.67	5.88	4.55	11.11	11.76	9.09	72.22	82.35	72.73
All Grades	N/A	N/A	N/A	0.00	0.00	13.64	16.67	5.88	4.55	11.11	11.76	9.09	72.22	82.35	72.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Students don't participate in the SBA testing regularly so there is a need to find other ways to show college and career readiness. Hence, the development of CTE pathways and work-based learning opportunities at BTA. Need to tie this work to the dashboard at some point with BUSD support.
2. For the 2024-25 school year, we experienced increased participation rates for all groups: (Black/AA - 32%; His/LatX - 25% ; White - 20%)
3. English CAASPP performance continues to be an area of focus school-wide.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	21	29	29	17	15	22	17	15	22	81.0	51.7	75.9
All Grades	21	29	29	17	15	22	17	15	22	81.0	51.7	75.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2393.	2416.	2380.	0.00	0.00	0.00	0.00	0.00	0.00	11.76	0.00	4.55	88.24	100.0	95.45
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	11.76	0.00	4.55	88.24	100.0	95.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Math CAASPP performance continues to be an area of focus school-wide.

2. For the 2024-25 school year, we experienced increased participation rates for all groups: (Black/AA - 30%; His/LatX - 25% ; White - 20%)

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11		*	*		*	*		*	*	0	*	*
12		*	*		*	*		*	*	0	*	*
All Grades										0	*	4

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Conclusions based on this data:

1. There is no data based on low student counts.
2. N/A
3. N/A

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
54	**63%**	**9.3%**	**1.9%**
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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	5	9.3%
Foster Youth	1	1.9%
Homeless	9	16.7%
Socioeconomically Disadvantaged	31	63%
Students with Disabilities	24	44.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	29	53.7%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	1.9%
Hispanic	14	25.9%
Two or More Races	5	9.3%
Pacific Islander	0	0.0%
White	5	9.3%

Conclusions based on this data:

1. We continue to serve students deemed at risk and title 1 students at BTA, who are HOPE, as well.

2. NA

3. NA

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Yellow	**Suspension Rate** Green
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career Orange		

Conclusions based on this data:

1. Our school program continues to explore additional avenues of showing student preparation as measured by the college and career readiness indicator. One such avenue is through participation in CTE pathways including: Public Health, Construction, and Culinary Arts.
2. Students are able to graduate with both the 130 Credit Diploma option and the 220 Credit Diploma Option.
3. We continue to leverage cultural competency and strong student-adult relationship. 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

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
187.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 46.4 points	2 Students	2 Students
20 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	233.6 points below standard
1 Student	4 Students	Maintained 2 points
		12 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
273 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 21.5 points	2 Students	2 Students
21 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	290.2 points below standard
1 Student	4 Students	Declined 4.3 points
		13 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 290.8 points below standard Increased 14.9 points 11 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
16.9 science points	0 Students	0 Students
Increased 8.7 points		
21 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	16.5 science points
	5 Students	Increased 7 points
		15 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color 16.5 science points Increased 13 points 15 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 2 Students	Number Students: 2 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
Prepared 2.6%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 2.6%	3 Students	2 Students
39 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	Prepared 0%
	8 Students	Maintained
		29 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Prepared 0%	Prepared 0%	0 Students
Maintained	Maintained	
17 Students	18 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Prepared 8.3%
1 Student		12 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
1 Student		7 Students

Conclusions based on this data:

1. Students enrolled in our CTE Public Health Pathway continues to be a strong indicator.
2. Students accepted directly into a four year and community colleges, or enroll in local trades program continues to be an area of focus.
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	No Performance Color
92.7% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 1.5%	3 Students	2 Students
41 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
0 Students	Fewer than 11 students - No Data for Privacy	96.8% graduated
	9 Students	Increased 3.8%
		31 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
89.5% graduated	94.7% graduated	0 Students
Increased 2%	Maintained -0.9%	
19 Students	19 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	91.7% graduated
1 Student		12 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
2 Students		7 Students

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 graduatiing with the 220 diploma this school year.
3. NA

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	No Performance Color
2.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.9%	7 Students	6 Students
75 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	6.7% suspended at least one day	4.1% suspended at least one day
2 Students	Declined 5.1%	Declined 9%
	15 Students	49 Students

Students with Disabilities	African American	American Indian
No Performance Color	Green	No Performance Color
7.1% suspended at least one day	5.4% suspended at least one day	0 Students
Declined 4%	Declined 13.2%	
28 Students	37 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
1 Student	1 Student	Declined 5.3%
		20 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	Fewer than 11 students - No Data for Privacy
6 Students		10 Students

Conclusions based on this data:

1. Suspension data continues to be a low indicator.
2. Strong student and staff relationships could be a source of lower suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

BTA Students need a clear plan with guidance for post secondary and literacy improvement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
50 % enrolled in the new CTE pathways--computer science and public health (Growing Leaders) 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 pathway (Growing Leaders) 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 baseline metric on STAR assessment in ELA and math	All students make progress in ELA and Math , and grow at least one grade level by the end of the school year

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy: All BTA students will have clear pathways to post-secondary options. BTA staff will support the improvement of student goal setting for post-	Professional Development: All BTA	1246 Other 1116 Certificated Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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 Merritt and Laney College). The Career Counselor will provide assemblies in partnership with the Green Careers Guidance Initiative from ACOE. This will be a year-round initiative. They will develop the following throughout the year: Resource Fair, Class Presentations, Resume/Interview Prep, Field Trips to EBMUD, Laney/COA, AC Transit/BART. Goals will include: Placement in Community College, Pre-Apprenticeship, or Summer Jobs. With the support of the College Bound partnership, increase the number of eligible African American students who documented post-secondary plans with their academic counselor. Create an action plan detailing the key steps to engage and support students in building summer experience and College Bound best practices. Measure progress every quarter in October 2025, January 2026, March 2026, and June 2026. Continue ongoing support with the 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 to improve direct access to culturally competent community resources and students' post-secondary career and college paths. BUSD CTE Coordinator and BTA Principal, Academic Counselor, and Teachers for input in the CTE course needs. Coaching for the principal and CTE Development Group about CTE and how to develop and implement the program. Develop implementation plan for the Computer Science Pathway and the Public Health Pathway (Growing Leaders) Continue to increase dual/ concurrent enrollment in Peralta Community College classes. For example, Counseling 57 and Counseling 24 are offered at	Students/AA student in particular	8587 Other 1102 Certificated Monthly 647 Other 4300 Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Berkeley City College. Hire CTE Teachers : Hired a CTE Computer Science 2019-2020; that person left at the end of the 2021-2022 school year. There is currently a need for another CS pathway teacher Hired a CTE Public Health Teacher. They cleared 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. The goal is for every student to have an internship each year. Or more than one. Currently BTA has the Cooking Class Internship in partnership with BUSD. 10 students have joined the internship. Supported by BUSD Cooking and Gardening Program Funds. Tuesday, 2pm - 4pm Wednesday, 12:35 - 2:35 pm Thursday, 2pm - 3:30pm The BUSD CTE coordinator will provide someone with this role at BHS to come over and coordinate with our staff at BTA for this work. Development of a CTE Public Health Pathway Nutrition and Gardening specialist CTE Public Health teacher Developed a 2019-2020 school year internship program with 2-6 student interns paid through Gardening and Nutrition /Growing Leaders. This year, there were 8-12 students. Garden and prepare food and have lessons about nutrition. Prepare and participate in BTA Food Pantry on the 2nd and 4th Wednesday of the month to feed families in the school and community. In partnership with the Berkeley Food Network. Other hourly interns' funding is from BUSD Gardening and Nutrition and Growing Leaders. 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 Healthy Black Families McGee Baptist-Youth Court, Violence Prevention Voices Against Violence		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Youth Spirit Arts Pilot City 2018 Growing Leaders Internships Niroga Yoga Berkeley Food Network 2019 Transitions Repair Training and Decal Class Data for program effectiveness BREA, AASF, Vision School 2025-2026 CCEIS, Leadership Team Gather and reflect on data for where students go after high school, what post-secondary options they choose, and to what degree BTA prepared them for the next steps.		
1.2	Strategy: BTA teachers will support the improvement of student communication skills by implementing Academic Language strategies across all subjects, with an emphasis on student engagement and writing, and by improving direct access to culturally competent community resources. Increasing the number of eligible African American students will demonstrate grade-level readiness based on the most widely used assessment. Create an action plan detailing the key steps to engage and support students in building summer experience. Set target by September 2026. Measure progress every quarter in October 2025, January 2026, March 2026, and June 2026 Training all teachers in Constructing Meaning, a research-based instructional strategy developed for English learners, will increase students' access to academic language. Principal and PD Lead Teacher: • If funding is available, we will continue to offer four- to seven-day workshops on Constructing Meaning and related training for all teachers and new hires. • Three of the five teachers went to the CM five-day training during 2018-2019. • The English teacher underwent 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 has trained others. • The PD Lead teacher and principal joined other representatives from BUSD at the CM Symposium this February as part of the district's effort to improve literacy for all students and long-term English Learners.	All BTA Students/AA student in particular	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Professional Development Teacher Leader position: PD Teacher Leader funded by Title I • Professional Development Teacher Leader* was created this 2018-2019 SY to co-lead (with the principal) the weekly Professional Learning Community for teachers at BTA. We plan meetings every Monday for the following Wednesday. We also plan all-day PD days in August, October, and November. Two teachers co-shared this role with a BIS PD teacher leader this school year. Paid additional funds by general funds. That will continue next school year as well. • 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, Principal and BREA • Teachers meet weekly on Wednesdays for collaboration time and 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 reading, writing, speaking, and listening in all classes • PD's facilitated by the Lead teacher • This year Teachers worked on a cycle of inquiry with a clear action plan, strategy, data gathering, and reflection on the growth made for students. Next year: • We will implement a writing assessment twice yearly so that all teachers score together. Please make sure 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. • Ensure that students in all grades write and receive feedback in all classes.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• History teachers include research paper processes and product in their curriculum. • Math students will write scientific reports and notation • Across the curriculum, students will develop mathematical and logical reasoning and be able to articulate their thinking in writing. • Across the curriculum, students can identify and analyze data and incorporate it into their writing. Provide writing rubric to families. • Bring back senior/junior projects for the 2025-26 SY Surveys to Improve Instruction and Engagement Teachers and principal Teachers voluntarily administer confidential end-of-course student surveys to get immediate feedback regarding practice. (Goal: once a quarter) STAR Assessments in ELA and math will be used 2-3 times a year. A local writing assessment will be used twice a year.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have more students involved in the CTE Public Health Pathway this year. Our students will remain on BTA campus site to do the Growing Leaders Internship. With the completion of the BTA Kitchen last school year and its opening on August 2024, we have a full internship program on campus. We still need to develop the full CTE pathway for Public Health and will be working with the BUSD CTE Coordinator to move to the next steps, including having our science classes accepted under the path and creating the capstone class. It was a success this year to have a resource fair in the fall and a career fair in the spring. Then, BTA staff created the "Intimate Career Talk Series" and guest speakers as career experts to talk with students in a smaller classroom setting. That will continue next year. Also, the partnership with Youth Works and the City of Berkeley is stronger this year because of the BTA staff's work to ensure that students got the information, applications, and follow-through to get jobs for the school year and summer. The partnership with the Green Careers Guidance Initiative from ACOE has also contributed to building interest in multiple fields.

This year, the focus of the PD team was to let teachers learn about a cycle of inquiry. At the end of the year, survey PD leaders wrote: We are excited to launch our annual survey, which will help us gather data about your overall experience with Professional Development. Our goal with professional development this year was to support all teachers in implementing and measuring the effectiveness of a new teaching strategy. Our PD meetings centered on collaboration and using a guided action plan template to support implementing and measuring an instructional strategy. The strategies that we focused on were trauma-informed strategies and IEP accommodations. Your voice and expertise are crucial to developing PD planning. The Instructional Leadership will use this survey to reflect on our work this year and guide our planning for next year. We will present our findings at the beginning of the school year. Our survey results let teachers reflect on their learning, growth, and goals for the next school year. Our PD leaders will continue collaborating with the

BIS PD teacher leader once a week to plan monthly whole-school PD. In addition, teachers have signed up for Constructing Meaning again. We are joining the high school level Literacy PLC with BHS teachers since the focus for whole school PD will be reading.

In addition, BTA and BIS teachers will join the district math conversation and attend the Tuesday working group meetings. Meeting of Math Minds (M3) intends to advance and align math education across grade spans through a collaborative process involving TK-12 educators, administrators, families, and educational partners. By leveraging our collective expertise, the Meeting of Math Minds (M3) will lay the foundation for the future of BUSD mathematics by developing a district-wide math vision and instructional framework to inform decision-making around priorities, resource allocation, and considerations of future curricula. Through these actions, the Meeting of Math Minds (M3) we will increase our collective capacity to foster positive mathematical identities and improve the academic achievement outcomes for all BUSD students.

It was important to have the AASF's support for planning and preparing for strengthening the BTA image. Ongoing plan to ensure BTA is clearly and consistently represented across all district websites.
AASF is supporting BTA with the External Image: How BTA is portrayed in the broader community, including media coverage (e.g., Berkeley Post) and public perception.
BUSD Internal Image: The district's representation of BTA, including how it is communicated within BUSD, to staff, and through official district channels such as the website and newsletters.
Student Perspective: How BTA is discussed and portrayed in student-led media, such as the student newspaper.
Site Image & Materials: The accuracy and effectiveness of BTA's official platforms, including the website, brochures, and outreach materials, as well as how BTA is presented to staff and the broader community through district communications.

For the first time this school year, a BCC class in the education pathway was taught on campus. It was embedded in a BTA English class and had a team teacher: a BCC college professor and the BTA English teacher, who supported literacy and access to the college-level curriculum.
16 seniors took one more BCC class while they were enrolled in BTA
They also went on two four-year college field trips to UC Davis and San Jose State and multiple trips to BCC.
14 did the 220 Diploma, and 30 did the 130 diploma. 4 are A-G eligible

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

The budget did not change during the school year.

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

No changes were made to 1.1; we are just moving to add more college and career services for all students. For 1.2, we used the NWEA Growth Map and found it took an inordinately long time for BTA students. In the middle of the school year, we got permission to use the STAR for math and ELA and were much more successful at using those 30-minute assessments. We have yet to use My Path and will want BREA's continuing support to do that next year. In addition, we would like all teachers and support staff to be trained in Educlimber.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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. This causing low self-esteem, lack of motivation and self-worth. Their transcripts show evidence of this. BTA receives students who have exhibited chronic absenteeism previously at former school. This is one of the most impactful barriers. The resources necessary to address chronic absenteeism are minimum. At BTA Counselors and Career/Education Specialist meet with the students often to discuss their academic status and credits earned, summer school opportunities, interests in a work field or available internships. BTA is partnered with organizations that support the delivery of quality educational services supported by mental health interventions for BTA youths.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students participated in the local writing assessment next year. Using STAR ELA and Math ELPAC improvement for EL	All students participated in the local writing assessment next year. Using STAR ELA and Math ELPAC improvement for EL	All students participated in the local writing assessment next year. Using STAR ELA and Math ELPAC improvement for EL
NWEA -Map Growth assessments in ELA and math and STAR	N/A new next year	TBD

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Create 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	All BTA Students/African American students in particular	18421 Title I A - Basic Funding 2102 Classified Monthly 177 Title I A - Parent Involvement 4300 Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	multiple times a year to create and update their Individual Learning Plan (ILP). Students are either working toward the 220-credit diploma or the 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, which WASC highlighted previously as a strong point of the program (2023). Title 1 funding in the amount of $18,421 will be used for classified staffing FTE in order to ensure there is a staff member that is working collaboratively to ensure the ILP system is being implemented with fidelity, and there is timely data to monitor implementation. The 0.56 SWA, will provide intervention support. A collaborative process will ensure support to our students, ensuring their ILPs are effectively planned, implemented, and monitored. 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 for academic Counselor		1246 BSEP 1116 Certificated Hourly 2000 BSEP Carryover 1116 Certificated Hourly 1105 Title I A - Basic Funding 4380 Other/Reserve
2.2	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 Green Careers Guidance Initiative 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 will make sure that the 504 Plans are kept up to date yearly. Principal and teachers Increase written feedback forms or participation of general education teachers in IEP, SST, and 504 meetings.	All Students/Especially African American Students	
2.3	Intervention and Counseling Principal, counselor, and COST (BIST) team BIST Identifies students with traumas and provides them with resources, including counseling, access to mental health, academic and behavioral	All Students/Especially African American Students	57,310 BSEP 2102 Classified Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	supports, and other areas of need. Maintain Intervention support team biweekly BIST(BTech Intervention Support Team aka COST) meetings for students with most needs. Referral to these resources: • SWA leads interventions on our campus • One-on-one therapy for students with Berkeley Mental Health • Behavioral counseling from two Counselors; one for students with IEPs, the other for one one-on-one and group counseling* using Restorative Justice Practices. • City of Berkeley Mental Health Counseling • Teacher Leader as a member of BIST • Yearly updated 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.		
2.4	B-Tech Health Clinic: Students are given a curriculum that informs them about risky behaviors, safe sex, consent, alcohol, and 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. More health education services for BTA students across the curriculum and as part of the development of the CTE Public Health Pathway are needed, as are more resources devoted to this huge need in the BTA population. • TUPE program to support students 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, -SWA and Counselor received training for the BTA WELLNESS CENTER. It opened in August 2024. The Health Clinic, Wellness Center and Public Health teacher should collaborate.	All Students/Especially African American Students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The BTA SAFETY PLAN goals were also updated this year, and they really talk about the need for students and what we have and don't have this school year.

Goal A: Counseling. There is an ongoing need for these counseling and restorative practices:
1. Restorative Practices educator on site to assist with the inevitable conflicts that could potentially lead to violence and need restorative and harm repair practices.
2. Restorative Practices coaching for teachers, students, and families to do community-building and harm circles in their classes.
3. Ongoing (yearly) Professional Development for all staff in community healing and trauma-informed practice issues.
4. Two full-time mental and behavioral health counselors for culturally competent students who can work with all students. Now, we have a part-time job, two days a week, paid through the City of Berkeley/Berkeley High Health Center.
5. Have a school psychologist assigned to campus (who does IEP assessments) and can do group and individual intensive crisis counseling. We now have a part-time person who serves students with IEPs at BIS and BTA. They are not on campus full-time. This spring, the BHS Mental Health therapist returned to BHS and was only available by appointment. The school psychologist was also taken away to BHS and John Muir for assessments. Most weeks, we had no mental health services on campus. BTA is in need of a Health Center Practitioner.

BUSD's Crisis Guide (Updated 11/16/23). Create a version for BTA/BIS site only with, school psychologists.

Goal B: Continue Behavior Intervention Support Team (BIST)
Safety Committee strongly recommends continuing the work of the Behavior Intervention Support Team to identify, monitor, develop, and implement articulated individualized plans of action for students (through regular SST meetings) who 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 give input to BIST.

Goal C: Maintain a Second Safety Officer
The 2023-2024 school year is the first year for a second salaried safety officer. Seven years ago, we had two salaried safety officers. One safety officer can only monitor some of the three sites: BIS, BTA, and King CDC. We continue to request a permanent second safety officer. BUSD agreed to bring on a second salaried safety officer as of spring 2023. For the last seven years, the second safety officer has been paid through a timesheet and was a different person each year.

Goal D: Need for Nurse on campus daily and a Health Center with services
BTA/BIS hasn't had a nurse for three years. Previously, the BTA nurse was on campus only 9-1 pm on Tuesday and Thursday. No plan for what happens when students have needs other days of the week. Students are not easily welcome onto the BHS campus. We want a nurse to work with our CTE public health pathway. There have been no health center services this 2024-2025 school year. Last year, there were three pop-up clinics. The previous year, there was a health educator who led peer training/and workshops.

Goal E: Continue to have a Nutrition Services staff at campus to serve breakfast and lunch. We have a new staff member. We want to collaborate with the Nutrition Services staff and student interns to create meals. The goal is to have recipes that our students will enjoy more for our student population. (Position brought back this school year. Before the pandemic, it existed.)

Goal F: Facilities Upgrades
Some facility improvements to this campus to ensure the safety of all students and staff are addressed in the Facilities-Construction Project started in the summer of 2023.

Push-out doors at MLK, Derby, and by the BIS entrance (like the doors at the BHS A gate)
Additional cameras were added to campus to cover the garden, the BIS courtyard, all of the BTA doors, and the Derby side of campus.
Key cards for all the gates on the perimeter of campus and the middle gate between BTA and BIS.

The BTA bungalows are over 20 years old and need to be replaced at some point. The heaters in the rooms also need to be replaced and checked for mold often.
The multipurpose room needs to be updated. New tables and chairs, a built-in projector and speaker, and a new sink are needed. The heater and windows in MPR are not easy to control or use.
And a new kitchen for Nutrition Services

Goal G: ATOD Substance Use Educator
Add an Alcohol, Tobacco, and Other Drug Counselor back to BTA. Had one for two years, five years ago. Some students regularly come to school, especially after lunch, having smoked. Some students do other drugs. There are no services at BTA/BIS at present moment. We used to have a Tobacco and Tobacco-Use Prevention Education (TUPE) group with our academic counselor. They met every other week. The goal was to offer credits for classes. See every day and check-in, not just when something happens, and they need it.

Additional considerations:

- This site floods when it rains heavily.
- The portables at BTA are deteriorating and need to be repaired annually--floors, walls, and ceilings that are moist, molding, or 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. This impacts the students and staff on campus. Neither the city, BUSD, nor - - BHS athletics have a plan to change the layout of the Moellering Field and add bathrooms there. The Sports Basement is the other bathroom visitors and the visiting team use.

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

There are no changes. Except it is unclear if there will be funding for mental health, RJ, or mentoring next school year.

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

Plan, design, and got trained in a BTA WELLNESS CENTER. The academic counselor, student attendance, and welfare specialist collaborated with the Mental Health Services Coordinator. They met with the Facilities Planning Analyst from the Facilities Division to create the design. They visited three sites and attended three trainings to learn about Wellness Centers. The team also met with a large group of Wellness Center providers. This has been an impactful change for BTA in the next school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Identify students with traumas and provide them with resources including counseling, access to mental health, academic and behavioral supports, and other areas of need. BTA Counselor meets with students to provide support and an outside agency also provides support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	18 Students with greatest need identify percentage that are connected to helpful services--that also our the BTA Vision Scholars BIST aka COST End-of-year student interview to determine the effectiveness of programs. ILP data in Educlimber 22 students with IEPs At-risk students had SSTs or 504 Plans and SART meetings. Students were not sent to SARB. Home visits were done for students who were not attending.	Students who were identified by BIST team, had an SST, and other interventions, make improvements in outcomes, both academic and social emotional.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy: Increase access and utilization of social and emotional support for all students to ensure healing in the community. Identify students with traumas and provide them with resources, including counseling, access to mental health,	All Students/Especially African American Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	academic and behavioral supports, and other areas of need. A. Identify a targeted group of African American students who meet monthly with academic counselors and appropriate community-based organizations. B. Create an action plan detailing the key steps to engage and support students. C. Set target by September 2026 using Spring 2025 CHKS data. Request data from district (BREA) D. Measure progress every quarter in October 2025, January, March, and June 2026 Support students with IEPs and 504 Plans in workplace learning and getting a job. Student Welfare and Attendance Specialist and principal: 1. Effective monitoring of student attendance and welfare with Attendance Specialist 2. Support counselor with seniors who need to make a plan for next year and finish this year. 3. Do home visits for the seniors and other students that COST/BIST identifies. 4. Support SST meetings 5. Support principal and counselor with SART meetings and SARB Referrals 6. Support BIST (COST) meetings with the counselor or principal 7. Support planning and implementation of PTSA meetings 8. Fulfill other duties on the job description ********** Use of Everyday Pro for attendance tracking for BTA students available from Student Services monthly Attendance Tech for BTA: Use attendance data regularly in COST/BIST counselor and parent meetings and Vision Scholar ILP meetings. Create a new attendance team that meets weekly: Student Welfare and Attendance Specialist, Attendance Tech, Academic Counselor, case manager, OFEE specialist, and principal.		
3.2	Intervention and Counseling Principal, Teacher Leader, counselor, and BIST team 1. BIST Identifies students with traumas and provides them with resources including counseling,	All Students/Especially African American Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	access to mental health, academic and behavioral supports, and other areas of need. 2. Maintain Intervention support team biweekly BIST(BTech 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* through Outside Services. 3. City of Berkeley Mental Health Counseling 4. Teacher Leader as a member of BIST 5. SST and SART meetings 6. SARB Referrals 7. Teachers practice circles--happening regularly in two classes this year with the support of the RJ coach. 8. RJ Working group to lead RJ at the school and provide coaching to staff and principal		
3.3	Health And Wellness: B-Tech Health Center, Welfare and Attendance Specialist 1. 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. 2. Increase the identification of students eligible for free/reduced lunch and facilitate enrollment by creating supported opportunities to complete online applications (for example, during registration). 3. Improve universal free breakfast for students so that it is a hot meal again. 4. Increase access to mental health and social service support for students with IEPs and school-wide Family and Community: 1. Principal, teacher leader, and Welfare and Attendance Specialist collaborate 2. Quarterly SSC/PTSA meetings to include all families with food, fellowship, collaboration, and information 3. Get feedback from parents on the effectiveness	Targeted Students/Especially African American Students	1398 Title I A - Basic Funding 1116 Certificated Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	of resources currently devoted to involving families. 4. Get feedback on student stress/mental health. 5. Recruit more parents to join committees both on site and at the district level SSC, PTSA, P&O, LCAP, Superintendent Budget Committee, ELAC Teacher Leader Position for Title I Professional Development and Parent Engagement $1398 - targeted parent education and outreach hours (Title 1) Unallocated Reserve 2,975 Title 1 Unallocated Reserve. 2,291 BSEP B-Tech Health Clinic: 1. Students are given a curriculum that informs them about risky behaviors, safe sex, consent, alcohol, and 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. More health education services for BTA students across the curriculum and as part of the development of the CTE Public Health Pathway are needed, as are more resources devoted to this huge need in the BTA population. 2. TUPE program to support students with tobacco and marijuana education and cessation--TUPE coordinator is our Academic Counselor this year 3. Work with the HOPE counselor for BUSD for foster and homeless students Berkeley City funding, 4. Plan, design, and get trained in a new BTA WELLNESS CENTER. It opened in August 2024—survey students and staff to get input on the wellness center design. 5. Continue to work with FEET FIRST and develop the Peer Mentoring program with the support of the Coordinator of Mental Health Services Student Services 6. AASF will support : * Continue ongoing support to the Student Government and PTSA restoration • Partner with BHS to ensure BTA students are taking advantage of resources available on that campus * Help gather data and share with staff at monthly staff meetings		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.4	Create a strategic family engagement plan for all families and students and have a specific focus on African American students with the support of the AASF. • Identify B Tech Academy families to invite to participate in 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 an African American Village event to celebrate families and reinforce parent engagement Parent Involvement/Engagement Liaison will: -Hold an annual Title I Parent meeting -Provide Professional Developments for Parents and Staff -Provide Educational Training for Parents and Staff -Hold a Parent Night -Create a Parent Library -Create Flyer, Agenda and Sign-in Sheet for each meeting College and career transportation costs	All Students/Especially African American Students	8000 BSEP Carryover 5800 Contracted Services (inc software subscriptions

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no services provided by BHS Health center for nursing this year. This spring the mental health workers were not on campus. Students were only seen by appointment only and that was very limited.

The SWA's intervention work was highly successful and improved over the year. In Q1, 17/51 students, or 33%, participated in the Q1 field trip. They were able to meet the requirements of Q2 20/59 or 33 %, Q3 20/69 or 29%, and Q4 26/61 or 42%.

Requirements:
Attendance no more than 5 UNV/UNX days or 20 UNV/UNX periods and or LAT periods per quarter
No CUTS
GRADES OF Cs or Better
No referrals or Suspensions
This school year students went to:
END of Q1 END of Q2 END of Q3 END of Q4
SF Zoo Academy of Sci Round 1 Hurricane harbor or Six Flags

San Francisco San Francisco Concord Concord or Vallejo

Attendance and Grades will be reviewed at the end of EACH quarter
ATTENDANCE: No more than 5 UNV/UNX days, 20 UNV/UNX periods AND/OR 20 LATE periods, per quarter
NO CUT's
GRADES: Grade of C or better at the end of the Quarter for EACH class
BEHAVIOR: No Referrals/suspensions (drug use, fights, verbal assaults, threats, etc)
They also went on two four-year college field trips to UC Davis and San Jose State and multiple trips to BCC.
During Latinx Heritage Month, I went on a trip to the Mission to see murals and go to the cultural center.

16 seniors took one more BCC class while they were enrolled in BTA
14 did the 229 Diploma, and 30 did the 130 diploma. 4 are A-G eligible

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

No budget changes

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.

There were no clear metrics for this work when the services were off campus. The Wellness Survey is done. A Strength survey will be offered next school year. CHKS annually in BUSD. We did CHKS this year and do not have the results for next year's planning. We want to use some specific CHKS surveys for quarterly student surveys. We need support from BREA, Student Services, and Equity, Achievement, and Belonging/OFEE to develop this. Put it in Educlimber and have support reviewing and setting goals with data. The SWA presented in the Berkeley Public Schools Showcase about the intervention program. She wrote an end-of-the-year report to reflect on the areas of strength and learning and proposed to be funded next school year. We would still like support with comparing services at BHS and attendance and grades at BHS with improvements at BTA, especially in attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Site staff and SSC 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

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

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide on-going monitoring of the site's School Plan for Student Achievement through 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 with BREA's support. ********** Pathways to Post-Secondary Options:	All: Feet First Boxing	2500 BSEP 5800 Contracted Services (inc software subscriptions 3439 BSEP 4380 Other/Reserve 3005 BSEP 3000 BSEP Carryover

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	4.1 All BTA students will have clear pathways to post-secondary options. BTA staff will support the improvement of student goal-setting for postsecondary options A. On-going meetings with Leadership Team to review data. Follow up meetings with students and parents to discuss tracking and plans. B. Utilize Educlimber to track and monitor student progress. C. Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions to understand what post-secondary options are of interests and available in the Berkeley community. (LCAP Goal 5) Unallocated Reserve: $3439 Indirect Cost: $3005		5800 Contracted Services (inc software subscriptions 979 BSEP Carryover
4.2	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 ********** Create Individual Learning Plans: 4.2 Create Individual Learning Plan (ILP) for all students to plan postsecondary opportunities and pathways Complete district assessments within the assessment window. STAR ELA and math test, 2-3 three times a year writing assessment for all students. Utilize benchmark and program monitoring data to assess student needs for interventions. Share student assessment data through family communications. To create, update and support the ILP. (LCAP Goal 5)	All	
4.3	System of Local Assessments: Complete district assessments within the assessment window. Utilize benchmark and program monitoring data to assess student needs for interventions.	All	8000 BSEP Carryover 4400 Equipment $500 to $5,000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Share student assessment data through family communications. STAR ELA and math test, 2-3 three times a year writing assessment for all students. ********** Provide Social and Emotional Support: 4.3 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 (LCAP Goal 5) Clarify and refine process for identifying students for these additional supports. The Behavior Intervention Services Team will review student data at the monthly meetings to evaluate services and determine if ILP need to be adjusted.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Used NWEA map growth in ELA. It was not appropriate for our students and took too long. We moved to using the STAR assessment in the spring semester and will use it next year. We would still like support with using the My Path and Educlimber for all students.

As part of the CCEIS plan, Vision Schools are asked to partner with their SSCs and school leadership teams to intentionally focus on belonging and cultural affirmation, prioritizing Black students and families (Measurable Outcome 4). See the description from the CIM fowithout2023 Plan below:

CCEIS 2022 & 2023 Activity 4.1 SPSA Integration
Activity 4.1- Infrastructure
Integrate planned activities and metrics for improving the sense of belonging and cultural affirmation into the SPSAs (Goal 3) for Vision Schools, including attention to implicit bias and institutionalized racism.
Equity Department and Categorical & Special Projects Department staff will provide coaching on integrating relevant activities into SPSA Goal 3.

Two directors reviewed the current version of the BTA 2024-2025 SPSA plan and provided some feedback in the table below:
Criteria
BTA (2023 Plan)
1. Completion: Activity for a sense of belonging
Complete
2. Completion: Activity for cultural affirmation
Missing

3. Completion: Explicit attention to implicit bias
Missing
4. Completion: Explicit attention to institutional racism and/or anti-Blackness
Missing
5. Completion: Metric for a sense of belonging
Missing
6. Completion: Metric for cultural affirmation
Missing
7. Quality: Activities for a sense of belonging and cultural affirmation are sufficiently developed to improve the experiences of Black students.
Weak
8. Quality: Metrics for a sense of belonging and cultural affirmation are sufficiently developed to monitor improved experiences of Black students.
N/A
9. Quality: Activities for the sense of belonging and cultural affirmation are sufficiently resourced to support implementation.
Moderate
10. Best Practice Examples
Prioritized services for African American students;
A variety of counselors and community-based organizations
11. Areas for Improvement
Clarify metrics
Make explicit the role of these staff in building a sense of belonging & cultural affirmation
Make explicit how to address implicit bias & institutional racism

The slide deck below can be used to work with your SSC and leadership teams to consider how to integrate these goals into your upcoming 2024 plan and better understand CCEIS.

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

NA

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

Completion: Metric for a sense of belonging
Missing
Completion: Metric for cultural affirmation
Missing
Quality: Activities for a sense of belonging and cultural affirmation are sufficiently developed to improve the experiences of Black students.
Weak
Quality: Metrics for a sense of belonging and cultural affirmation are sufficiently developed to monitor improved experiences of Black students.
N/A
Quality: Activities for a sense of belonging and cultural affirmation are sufficiently resourced to support implementation.
Moderate
Best Practice Examples
Prioritized services for African American students;
A variety of counselors and community-based organizations

Areas for Improvement
Clarify metrics
Make explicit the role of these staff members in building a sense of belonging & cultural affirmation
Make explicit how to address implicit bias & institutional racism

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Goal 5 of the Berkeley Unified School District's LCAP is specifically designed to support students at Berkeley Technology Academy (BTA), a high-needs alternative school identified for Equity Multiplier funding. The goal focuses on improving college and career readiness outcomes and is highly relevant given the 2024 California School Dashboard results, which showed that only 5.8% of BTA students were identified as "Prepared" on the College/Career Indicator (CCI), with 0% of African American, Homeless, and Students with Disabilities meeting the benchmark. Additionally, suspension rates remain a critical issue, particularly for African American students (18.6%) and socioeconomically disadvantaged students (13.1%), both of whom received red performance levels on this indicator.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate as measured by the CA School Dashboard	97%	Maintain 95% or higher
State College/Career Indicator - Percent Prepared *based on incorrect A-G completion	Overall: 0% prepared African American: 0% Students Experiencing Homelessness: 0% Socioeconomically Disadvantaged: 0% Two or More Races:0%	Overall: 5.8% African American: 0% Students Experiencing Homelessness: 0% Socioeconomically Disadvantaged: 7% Two or More Races: 25%
CA School Dashboard - Suspension Rate	Overall: 13.7% African American: 17.1% Socioeconomically Disadvantaged: 11.3%	Overall: 10.6% African American: 18.6% Socioeconomically Disadvantaged: 13.1%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	College/Career Readiness Supports: All BTA students will have clear pathways to post-secondary options. BTA staff will support the improvement of student goal-setting for postsecondary options. This is a required action following the 2023 CA School Dashboard to improve CCI rates for all students with a particular focus on African American students. Funds will be used to partially fund staff earning CTE credentials, as well as support in staffing for CTE pathways and career readiness curriculum implementation.	All students: CTE credential support to provide CTE course options	10000 Other
5.2	Individual Learning Plans : Create Individual Learning Plan (ILP) for all students to plan postsecondary opportunities and pathways	All students	
5.3	Counseling Support : 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. Funding for this item will be determined later once funding allocations are set by the State.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

First year of implementing goal.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$131,060.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
BSEP	$67,500.00
BSEP Carryover	$21,979.00
Other	$20,480.00
Title I A - Basic Funding	$20,924.00
Title I A - Parent Involvement	$177.00

Subtotal of state or local funds included for this school: $131,060.00

Total of federal, state, and/or local funds for this school: $131,060.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
BSEP	67,500.00
BSEP Carryover	21,979.00
Other	20,480.00
Title I A - Basic Funding	20,924.00
Title I A - Parent Involvement	177.00

Expenditures by Budget Reference

Budget Reference	Amount
1102 Certificated Monthly	8,587.00
1116 Certificated Hourly	5,890.00
2102 Classified Monthly	75,731.00
4300 Materials and Supplies	824.00
4380 Other/Reserve	4,544.00
4400 Equipment $500 to $5,000	8,000.00
5800 Contracted Services (inc software subscriptions	13,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	BSEP	3,005.00
1116 Certificated Hourly	BSEP	1,246.00
2102 Classified Monthly	BSEP	57,310.00
4380 Other/Reserve	BSEP	3,439.00
5800 Contracted Services (inc software subscriptions	BSEP	2,500.00
	BSEP Carryover	979.00

1116 Certificated Hourly	BSEP Carryover	2,000.00
4400 Equipment $500 to $5,000	BSEP Carryover	8,000.00
5800 Contracted Services (inc software subscriptions	BSEP Carryover	11,000.00
	Other	10,000.00
1102 Certificated Monthly	Other	8,587.00
1116 Certificated Hourly	Other	1,246.00
4300 Materials and Supplies	Other	647.00
1116 Certificated Hourly	Title I A - Basic Funding	1,398.00
2102 Classified Monthly	Title I A - Basic Funding	18,421.00
4380 Other/Reserve	Title I A - Basic Funding	1,105.00
4300 Materials and Supplies	Title I A - Parent Involvement	177.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,480.00
Goal 2	80,259.00
Goal 3	9,398.00
Goal 4	20,923.00
Goal 5	10,000.00

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

Classroom Teachers

2 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Vincent Toan	Principal
Catherine Klingman	Classroom Teacher
Jocelyn Foreman	Other School Staff Parent or Community Member
Kaelon Colson	Secondary Student
Nina Camerino	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 14, 2026.

Attested:

Principal, Vincent Toan on 5/14/26

SSC Chairperson, Catherine Klingman on 5/14/26

Kathy Fleming
Director of Local Resources

Kathy Fleming — Signature — 6-9-26 — Date

Jill Hoogendyk
Associate Superintendent, Educational Services

J Hoogendyk — Signature — 6/10/26 — Date

SITE BUDGET SUMMARY 2026-2027

Berkeley Technology Academy (136) May 14, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		District LCAP Resource 0500		Centrally - Funded BSEP		Other District Resources		Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**BGT**	**FTE**	
Attendance and Welfare Specialist	2/1, 2/3	2902	57,310	0.56	18,421	0.18									0.74
Teacher Leader: Title I Parent Ed and PD Hourly	3/3	1102			1,398										0.00
Art/Drama Teacher -Additional Planning Hours	1/1	1102					8,587						0200/0390	1.00	
Professional Development	2/1	1116	1,246												
Contract - PE (Feet First Boxing)	4/1	5800	2,500												
Materials and Supplies (Learning space upgrades)	1/1	4300					647								
Parent Involvement	2/1	4300			177										
Unallocated Reserve	2/1, 4/1	4380	3,439		1,105										
Indirect Cost (0852 only)	4/1	7340	3,005												
Total Expenditures			67,500	0.32	21,101	0.18	9,234	0.00							
Revenue Allocation			**67,500**		**21,101**		**9,234**								
			(0)		(0)		0								

BSEP Site Fund Carryover Priorities Per SPSA:				
Available BSEP site fund carryover: TBD Fall 2026				
Contract - PE (Feet First Boxing)	4/1	5800	3,000	
Professional Development	2/1	1116	2,000	
Materials & Supplies (technology upgrades)	4/3	4350	8,000	
Bus Transportation for college & career	3/4	5800	8,000	
Indirect Cost	4/1	7340	979	
Total BSEP Site Fund Carryover Priorities:			**21,979**	

Title I Unspent Fund Use Priorities :	
Teacher Hourly for Parent Involvement:	All Available