School Year: **2020-21**

BTECH
LOVE
SERVICE
WARRIORS

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance
Mathematics   No Performance Color
College/Career   Orange

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard English Language Arts Performance

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino

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

School and Student Performance

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian
No Performance Color	No Performance Color
4.5	4.5
Increased +4.5	Increased +4.5
22	22

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

Conclusions based on this data:

1.

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
81.8	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +24.1		3	
22			

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance

Red

Orange

Yellow

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the

16,082	Title

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

Students with IEPs and 504 Plans

Strategy/Activity

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected

The

Strategy/Activity

Actions
Continue growing a Professional Learning Community

Persons responsible for the related Task
PD Teacher Leader and Principal
And BREA

Task
Teachers meet weekly on Wednesdays for Professional Development

The goal is to have a data-driven professional

Strategy/Activity

Actions

Surveys to Improve Instruction and Engagement

Persons responsible for the related Task

Teachers and principal

Task

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

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

BTA School Goal 3: Increase access and utilization of social and emotional support for all

Support BIST meetings with maintaining the BIST list
Support planning and implementation of PTSA meetings

BTech Health Clinic.

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

TUPE program to support student with

Students are given curriculum that informs them about risky behaviors, safe sex, alcohol, tobacco, nutrition, and mental health. The Health Center has also implemented and STI drive to inform student of their current STI status to prevent communal health issues. The Health Center did an STI drive in the spring. Students are also given extensive information about HIV, AIDS, and other diseases in their classes

Increase the identification of students eligible for free / reduced lunch and facilitate enrollment by creating supported opportunities to complete online application (for example: during registration).

Improve universal free breakfast for students so that it is a hot meal again

Increase access to mental health and social service support for students with IEPs

Explore how to increase access to mental health and social service support for all students, school-wide

Proposed Expenditures for this Strategy/Activity

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

Counseling resources were cut the 2018-2019 school year, and City of Berkeley Mental Health decided

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

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Baje Thiara, Associate Superintendent of Educational Services

5/20/2

Natasha Beery, Director of BSEP, Communications, and Community Relations

Instructions

The School Plan for Student Achievement (SPSA)

Planned strategies/activities address the findings of

Y Total Federal

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and

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