

# The Single Plan for Student Achievement

## Berkeley Technology Academy

School Name

01-61143-0134924

CDS Code

Date of this revision:

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Victor Diaz  
Position: Principal  
Telephone Number: (510) 644-6159  
Address: 2701 Martin Luther King Jr. Way  
Berkeley, CA 94704  
E-mail Address: victor\_diaz@berkeley.k12.ca.us

## Berkeley Unified School District

School District

Superintendent: William Huyett  
Telephone Number: (510) 644-6206  
Address: 2134 Martin Luther King Jr. Way  
Berkeley, CA 94704  
E-mail Address: william\_huyett@berkeley.k12.ca.us

The District Governing Board approved this revision of the School Plan on .

**I. Consolidated School Plan for Educating The Whole Child**

<b>School Name:</b> Berkeley Technology Academy		<b>School Year:</b>
<b>Summary of School Goals:</b>		
<b>Site Committee Representatives:</b>		
Parents/Community		Staff
(Chair): Tanya Marin		(Principal): Victor Diaz
(Co-Chair, if applicable):		(Teacher):

**Signatures required for the following:**

BSEP Planning & Oversight Committee Representative: \_\_\_\_\_

DAC Representative (District Advisory Committee for EIA): \_\_\_\_\_

DELAC Representative (District English Learner Advisory Committee): \_\_\_\_\_

## II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - Other:  
Students with high movement, students in foster care, students coming in and out of incarceration, and students with substance abuse issues.

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on .
8. This school plan was adopted by the School Governance Council on .

Victor Diaz

Principal

Signature

Date

Tanya Marin

School Governance Council Chair

Signature

Date

Christina Faulkner

Director, Curriculum & Instruction

Signature

Date

Monica Thyberg

Manager, Berkeley Schools Excellence Program

Signature

Date

Neil Smith

Assistant Superintendent, Educational Services

Signature

Date

### **III. School Vision and Mission**

Berkeley Technology Academy (B-Tech's) mission is to contest traditional notions of a high school graduate by providing an uncompromising, rigorous and relevant education for all our students and to build on the principle that strong, respectful and caring relationships are vital to our success. As a continuation high school diploma program our vision is to meet the needs of involuntary and voluntary students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their education. We understand that numerous psychological and sociological (psycho/social) needs arise before issues of literacy and numeracy can be addressed. To that end, our behavioral and educational programs are crafted around the whole-child.

#### **IV. School Profile**

B-TECH students are predominately minority, with large numbers of low-income families. CDE data (CBEDs and SAT-9) provided data on student ethnicity reporting approximately 65% of students are African American, 34% Hispanic/Latino, 0% Asian American and 0% Pacific Islander (1% of students declined to state their ethnicity). These students face hardships at home and at school and require extra support and resources from specialized programs such as summer school and after school programs. According to the data 60% of our students qualify for free or reduced lunch and 75% of B-TECH students lack sufficient credits for graduation (not on grade level) yet they benefit greatly from:

- Small class sizes (17 to 1) that build on students' strengths
- Case management (40 to 1) that focuses on psycho-social supports
- Culturally relevant and rigorous (standards-based) instruction
- Emphasis on student voice, school climate, and positive discipline
- Inquiry based teaching and learning at all levels
- Gender specific classes (i.e., Woman's Men's studies classes)
- Innovative and timely technology integration across the curriculum
- Therapeutic group sessions that address substance abuse, trauma/death/loss, and sexual peer pressure and other health related topics.
- Individualized units of study, test preparation, and credit recovery
- Teaching staff that reflects the student population
- School climate that is rooted in authentic relationships, mutual respect, and self-reliance

## **VI. Description of Barriers and Related School Goals**

The three areas that continue to impede our students' growth, academically and inter-personally, are: drug use, violence and trauma. Drug use by btech students is upwards of 60% on any given day. We continuously survey students' drug use and more than half of our students consistently report having used marijuana and other drugs within the week of the survey.

## VII. School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	23	34		1	0		13	21		2	1	
Growth API	596	490										
Base API	428	596										
Target	19	10										
Growth	168	-106										
Met Target	Yes	No										

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	4	7		2	4		16	16		3	2	
Growth API												
Base API												
Target												
Growth												
Met Target												

**VII. School and Student Performance Data (continued)**

**Table 2 – Title III Accountability (District Data)**

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	962	995				
Percent with Prior Year Data	90.5%	88.5%				
Number in Cohort	871	881		450	450	
Number Met	511	532		182	200	
Percent Met	58.7%	60.4%		40.4%	44.4%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>	

**VII. School and Student Performance Data (continued)**

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	74		100	--		100	67		--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	80		--	0		100	50		--	0	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--		--	--		--	--		--	--	

\* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

\*\* = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

**VII. School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	86	60		0	--		93	67		100	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	84	60		--	100		80	67		--	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--		--	--		--	--		--	--	

\* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

\*\* = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

**VII. School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2008-09											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
<b>10</b>					*****	***						1
<b>12</b>			*****	***	*****	***						3
<b>Total</b>			2	50	2	50						4

## VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

**Goal #1: Decrease suspensions (by 20%) and increase attendance rates to 80% at P1 and P2 by providing counseling, mentorships, drug cessation by implementing a school-wide advisory program that addresses violence, drug abuse, employment issues, and trauma in our students' lives.**

**Goal Statement:**

If we develop a comprehensive student support model consisting of case-managers, and if we partner with community based organizations to help us provide substance abuse and trauma counseling/therapy/groups, and if we engage parents in these mental health and psycho-social services then we will begin to address the root causes to violence and abuse which then enable our students to come to school ready to learn and/or provide them with the tools that are necessary to cope with their circumstances thus resulting in increase attendance, authentic engagement, and fewer incidence of violence on and off campus (resulting in fewer suspensions).

**Student groups and grade levels to participate in this goal:**

All students grades 10-12

**Anticipated annual performance growth for each group:**

Increase attendance rates from 68-70% to over 75% on average with 80% as our target in 2010-2011.

**Means of evaluating progress toward this goal:**

Weekly check-in with highest risk group (Powerschool attendance run), Teacher/student/Support Staff meetings bi-weekly, and monthly meetings with Parents and all necessary parties. Develop a more comprehensive Individualized student success plan. Use the SART and SARB process more and earlier in the year to ensure greater responsibility and accountability.

**Group data to be collected to measure academic gains:**

Suspension, Graduation, and Teacher incident reports. Parent meeting notes and copies of contracts.

**Total Expenditures in this Goal: 33,015.00**

### Description of Specific Actions to Meet This Goal

---

**Action #1:**

Health Educator Assistant

**Start and Completion Date:**

August 24, 2010 to June 15, 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Student Support/Health Ed						25815			

---

---

**Action #2:**

Contract with drug counselor to run groups and one-on-one's.

**Start and Completion Date:**

September 2010 through June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Upfront Drug Counseling						7200			

**Action #3:**

Contract with Niroga to give students alternatives to suspension--meditation, breath work, yoga.

**Start and Completion Date:**

September through June.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
MOU Niroga (to be funded with bsep carry over)						0			

---

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
<b>Total Expenditures in Goal 1:</b>						33,015.00			

## VIII. Planned Improvements in Student Performance (continued)

**Goal #2: Increase the graduation rate from 70% 2008-2009 to 85% 2009-2010 as well as increase the percentage of graduates that are college eligible (meet A-G) from 25% (2008-2009) to 40% 2009-2010.**

**Goal Statement:**

If we offer and enroll every senior in courses that meet A-G and if we provide case-management services to each senior that address their barriers to learning (violence, trauma, substance abuse, employment) and if we can provide additional academic support: tutoring, mentorship, software driven support (Online credit recovery), then we will be able to retain students and get them to come to school ready to learn thus allowing teachers to fully implement curriculum that will prepare them for college and beyond resulting in higher high school graduation rates and college acceptance rates. In order to accomplish this goal, teachers must teach grade-level standards. However, students will need additional support during class as well as before and after school.

**Student groups and grade levels to participate in this goal:**

All 11th and 12th grade students.

**Anticipated annual performance growth for each group:**

We anticipate a 50% increase in 11th and 12th grade students enrolled in A-G, a 10% increase in graduation rates, and a 20% increase in students accepted to four-year colleges.

**Means of evaluating progress toward this goal:**

Enrollment in A-G (Powerschool query), graduation rates, an increase in CAHSEE pass rates (see goal #3) which we will monitor at testing periods, attendance, and behavior contracts.

**Group data to be collected to measure academic gains:**

**Total Expenditures in this Goal: 10,291.00**

### Description of Specific Actions to Meet This Goal

**Action #1:**

UC Berkeley and surrounding college student tutors

**Start and Completion Date:**

September through June

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
tutors	6000								

**Action #2:**

Secure online services that are standards-based and aligned with grade-level benchmarks. This will allow for differentiated instruction and self-paced student work. These services also help teachers fill in the gaps from previous grade-level benchmarks (i.e., order of operations refresher while enrolled in a geometry class).

**Start and Completion Date:**

September through June

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
web services	4000								

---

**Action #3:**

Datawise training and full implementation across ELA and Math classes. Create formative assessment aligned with the STAR tests.

**Start and Completion Date:**

Begin training in August and continue through May.

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
-------------------------	---------	---------	---------	------	------	------	------	-----	-------

**Action #4:**

parent involvement (trainings/workshops)

**Start and Completion Date:**

September - October

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
-------------------------	---------	---------	---------	------	------	------	------	-----	-------

Parent workshops

291

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
--	---------	---------	---------	------	------	------	------	-----	-------

**Total Expenditures in Goal 1:**

10,291.00

## VIII. Planned Improvements in Student Performance (continued)

**Goal #3: Improve the CAHSEE pass rates by 20% in ELA and Math and Increase STAR participation rates to 95% and decrease FBB group by 20% from previous year.**

**Goal Statement:**

If we begin with formative STAR data report on each student enrolled, and if we more closely monitor and differentiate instruction that is aligned with grade-level standards , and if we focus school-wide on college level writing, then we will be able to improve students' endurance on tests as well as students' mastery of the California Content Standards resulting in higher test scores and higher pass rates on the CAHSEE and STAR tests.

**Student groups and grade levels to participate in this goal:**

All students grades 10 through 12.

**Anticipated annual performance growth for each group:**

70% pass rate on both exams (ELA and Math) an improvement from 50% in 2009. STAR participation rates at 95% and 20% fewer students scoring FBB in ELA and Math.

**Means of evaluating progress toward this goal:**

CAHSEE testing periods throughout the year (four times), the use of Datawise to create formative assessments targeting test-takers with more than three failing scores on a bi-monthly period as a means to determine strengths and weakness in the strands, STAR data.

**Group data to be collected to measure academic gains:**

**Total Expenditures in this Goal: 1,792.00**

### Description of Specific Actions to Meet This Goal

---

**Action #1:**

The use of Datawise and Powerschool to evaluate and determine student's needs.

**Start and Completion Date:**

September through June

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
-------------------------	---------	---------	---------	------	------	------	------	-----	-------

**Action #2:**

Tutors from surrounding colleges.

**Start and Completion Date:**

September through June

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
-------------------------	---------	---------	---------	------	------	------	------	-----	-------

**Action #3:**  
 Standards-Based professional development (consultants). Our PD focus will be to create lessons, units and pacing guides for all core classes that cover, explicitly, content that students can expect to see on the STAR and CAHSEE tests. Attend workshops and/or contract with a consultant in order to accomplish this goal.

**Start and Completion Date:**  
 August-September

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
Consultant	1792								
<b>Total Expenditures in Goal 1:</b>	1,792.00								

## VIII. Planned Improvements in Student Performance (continued)

**Goal #4: Meet or exceed participation rates on STAR testing from 40% (2008-2009) to 85% (2009-2010) and students' performance (meet AYP in all sub groups).**

**Goal Statement:**

If teachers utilize assessment tools on a regular basis, and if our case-managers use testing data during their intake sessions and throughout the student monitoring process, and if we conduct school-wide "mock" testing days, and if we embed test-taking incentives, then we will provide students with the familiarity and seriousness of test-taking as well as improve their test-taking skills resulting in greater participation rates on the STAR, a greater understanding of testing classifications (Far Below Basic, Below Basic, Basic and so on), and a deeper understanding of what each student needs in order to progress to proficiency.

**Student groups and grade levels to participate in this goal:**

students grade 10 and 11

**Anticipated annual performance growth for each group:**

Meet AYP expectations in terms of test takers (85%) up from 40% in previous year and move 10% of our students out of FBB.

**Means of evaluating progress toward this goal:**

STAR testing information, formative and summative assessments.

**Group data to be collected to measure academic gains:**

**Total Expenditures in this Goal:**

### Description of Specific Actions to Meet This Goal

**Action #1:**

Partner with local Kaplan testing services to provide (free) test-taking strategies on SAT (which will be transferable to STAR), and to help build vocabulary skills, test-taking strategies, reading comprehension, and overall endurance during the testing sessions.

**Start and Completion Date:**

October through April

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
-------------------------	---------	---------	---------	------	------	------	------	-----	-------

**Action #2:**

Use Professional Learning Communities (PLC) model and protocols to assist teachers with using the State framework to design standards-based lesson plans.

**Start and Completion Date:**

August- June

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
-------------------------	---------	---------	---------	------	------	------	------	-----	-------

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
--	---------	---------	---------	------	------	------	------	-----	-------

**Total Expenditures in Goal 1:**

## VIII. Planned Improvements in Student Performance (continued)

### Goal #5: Develop career technology pathways for students

**Goal Statement:**

If we create career technology pathways for students then fewer students will drop out and more students will gain employable skills.

**Student groups and grade levels to participate in this goal:**

Target all students regardless of grade-level or time enrolled.

**Anticipated annual performance growth for each group:**

Improvements in CAHSEE pass rates by all groups and an increase in graduation rates.

**Means of evaluating progress toward this goal:**

Decrease in dropout rate by 10%. Increase in attendance by 10%. 30% of all students will be enrolled in a career technology course and/or work study program by year's end.

**Group data to be collected to measure academic gains:**

**Total Expenditures in this Goal: 8,872.00**

### Description of Specific Actions to Meet This Goal

**Action #1:**

Build and maintain a sound recording studio using industry standard hardware and software.

**Start and Completion Date:**

April 2009 and complete June 2011

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
equipment and software		3181							

**Action #2:**

Create agreement with screen printing non-profit. Teach students every aspect of screen printing from concept to sales.

**Start and Completion Date:**

August through June

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other

**Action #3:**

Barber training. provide a pathway to barber college and hairstyling school.

**Start and Completion Date:**

August through June

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other

---

**Action #4:**

Green Jobs training. Establish a relationship/training with Eastbay Green Job Corp

**Start and Completion Date:**

August through June

Proposed Expenditure(s)	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
mou			5691						

	Title I	EIA-LEP	EIA-SCE	SLIP	GATE	BSEP	ELAP	PTA	Other
<b>Total Expenditures in Goal 1:</b>		3,181.00	5,691.00						

## Appendix A - Program Summary: Berkeley Technology Academy

<b>Goal 1</b>	
Decrease suspensions (by 20%) and increase attendance rates to 80% at P1 and P2 by providing counseling, mentorships, drug cessation by implementing a school-wide advisory program that addresses violence, drug abuse, employment issues, and trauma in our students' lives.	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	33,015.00
ELAP	
PTA	
Other	
<b>Total</b>	<b>33,015.00</b>

<b>Goal 2</b>	
Increase the graduation rate from 70% 2008-2009 to 85% 2009-2010 as well as increase the percentage of graduates that are college eligible (meet A-G) from 25% (2008-2009) to 40% 2009-2010.	
Title I	10,291.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
<b>Total</b>	<b>10,291.00</b>

<b>Goal 3</b>	
Improve the CAHSEE pass rates by 20% in ELA and Math and Increase STAR participation rates to 95% and decrease FBB group by 20% from previous year.	
Title I	1,792.00
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
<b>Total</b>	<b>1,792.00</b>

<b>Goal 4</b>	
Meet or exceed participation rates on STAR testing from 40% (2008-2009) to 85% (2009-2010) and students' performance (meet AYP in all sub groups).	
Title I	
EIA-LEP	
EIA-SCE	
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
<b>Total</b>	

<b>Goal 5</b>	
Develop career technology pathways for students	
Title I	
EIA-LEP	3,181.00
EIA-SCE	5,691.00
SLIP	
GATE	
BSEP	
ELAP	
PTA	
Other	
<b>Total</b>	<b>8,872.00</b>

Total Expenditures		Total Allocation*		Funds to Allocate	
Title I	12,083.00	Title I	12,083	Title I	
EIA-LEP	3,181.00	EIA-LEP	3,181	EIA-LEP	
EIA-SCE	5,691.00	EIA-SCE	5,691	EIA-SCE	
SLIP		SLIP		SLIP	
GATE		GATE		GATE	
BSEP	33,015.00	BSEP	34,200	BSEP	1,185.00
ELAP		ELAP		ELAP	
PTA		PTA		PTA	
Other		Other		Other	
<b>Total</b>	<b>53,970.00</b>	<b>Total</b>	<b>55,155.00</b>	<b>Total</b>	<b>1,185.00</b>

\* Please complete the yellow "Total Allocation" section of the template so the formulas can function correctly.

Appendix B - Preliminary Site Budget Allocations

Berkeley Unified School District  
Office of Educational Services  
Preliminary Site Budget Allocations  
FY 2010 - 2011

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A) BSEP/Measure A FD 04, RS 0852 228/ Pupil	(B)		(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F) Total Preliminary 2010-11 Allocations (3/12/2010)
					Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds			
					Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090		
1	112	Cragmont	418	95,304	22,164	439	8,250	23,324	9,147	158,628	
2	113	Emerson	314	71,592	23,747	470	8,839	17,493	8,157	130,298	
3	116	Jefferson	283	64,524	15,975	316	5,946	11,662	6,006	104,429	
4	118	LeConte	317	72,276	22,554	518	9,750	28,625	11,613	145,336	
5	126	Malcolm X	411	93,708	30,367	601	11,304	15,904	9,740	161,624	
6	128	John Muir	231	52,668	17,271	342	6,429	11,927	6,187	94,824	
7	119	Oxford	294	67,032	17,414	345	6,482	12,987	5,957	110,217	
8	124	Rosa Parks	422	96,216	24,041	553	10,393	35,252	13,582	180,037	
9	120	Thousand Oaks	443	101,004	26,891	618	11,625	36,047	12,422	188,607	
10	121	Washington	342	77,976	23,747	470	8,839	21,999	9,280	142,311	
11	123	Arts Magnet	364	82,992	21,314	490	9,214	15,638	8,567	138,215	
11		<b>Total K-5 Schools</b>	<b>3,839</b>	<b>875,292</b>	<b>245,485</b>	<b>5,162</b>	<b>97,071</b>	<b>230,858</b>	<b>100,658</b>	<b>1,554,526</b>	
1	132	King	931	212,268	51,799	1,191	22,394	34,457	21,787	343,896	
2	127	Longfellow	422	96,216	29,121	669	12,589	12,457	10,948	162,000	
3	131	Willard	479	109,212	33,211	763	14,357	11,397	12,495	181,435	
3		<b>Total 6-8 Schools</b>	<b>1,832</b>	<b>417,696</b>	<b>114,131</b>	<b>2,623</b>	<b>49,340</b>	<b>58,311</b>	<b>45,230</b>	<b>687,331</b>	
1	137	BHS	3,337	726,636	---	---	---	67,588	49,689	843,913	
2	136	B-Tech*	137	34,200	8,303	191	3,589	3,181	5,691	55,155	
3	135	Ind. Study**	-	34,200	-	-	-	-	-	34,200	
3		<b>Total 9-12 Schools</b>	<b>3,474</b>	<b>795,036</b>	<b>8,303</b>	<b>191</b>	<b>3,589</b>	<b>70,769</b>	<b>55,380</b>	<b>933,268</b>	

#	LOC	SCHOOL SITES	FY 2009-10 CBEDS Enrollment	(A)	(B)	(C)	(D)	(E)	(F)	(G=A+B+C+D+E+F)
				BSEP/Measure A	Title I, Part A (Basic)		Title I, A (Stimulus)	EIA Funds		Total Preliminary 2010-11 Allocations (3/12/2010)
				FD 04, RS 0852 228/ Pupil	Basic Apport. RS 3010	Parent Involve. RS 3010	New Allocation RS 3011	ELL RS 7091	SCE RS 7090	
1	262	Early Childhood***		86,640	7,219	---	---	---	---	93,859
1		Total Pre-k	-	86,640	7,219	---	---	---	---	93,859
18		TOTAL DISTRICT	9,145	2,174,664	375,138	7,976	150,000	359,938	201,268	3,268,984

Notes for BSEP Funding:  
 \* B-Tech receives funding for 150 students.  
 \*\* 150 students included in BHS number.  
 \*\*\* Early Childhood receives funding for 380 students.

## Appendix C - Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements were used to discuss and develop findings that characterize the instructional program at this school for students:

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

Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs. A synopsis of the discussion is provided.

### Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)  
we are presently using:  
Star testing materials,  
CAHSEE testing data  
school site formative assessments (based on CAHSEE strands)  
district adopted math textbooks' testing materials
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)  
We are presently using the data to:  
inform parents as to their child's strengths and areas of improvement  
support staff uses data to create individualized study plans  
aid teachers in modifying their curriculum

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)  
One of our school-wide goals is to raise attendance rates from 65/70% to over 75%. In order to accomplish this goal, Btech staff must address barriers to learning. Our two biggest barriers are: one, substance abuse and two, dealing with trauma and loss (do to death, incarceration, and/or abandonment). Our professional development must shift to this foci.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)  
We have not undergone training (AB 466) on state adopted instructional materials.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)  
we have dedicated each professional development session this past year (and in the upcoming year) to review students' test scores, and devise a plan of addressing the needs. We have used state testing data to:
  1. modify master schedule (find the most opportune time to match kids with the classes they need)
  2. reconsider student assignments (who is in which class and with whom?) is the question we answer. In other words, we take the testing data and ask, "will that group of kids work well together and are they the right group for that teacher."
  3. took the CAHSEE data from the last three tests and created a formative assessment based on the most frequently missed questions, then we administered the test school-wide, and then followed up with a half-day review of each question.
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
To balance our educational program we offered professional development on Participatory Action Research. This is youth-led action research that connects our students and classrooms to the community.

8. Teacher collaboration by grade level (EPC)

#### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)
11. Lesson pacing schedule (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

#### Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
15. Research-based educational practices to raise student achievement at this school (NCLB)
16. Opportunities for increased learning time (Title I SWP and PI requirement)
17. Transition from preschool to kindergarten (Title I SWP)

#### Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
19. Strategies to increase parental involvement (Title I SWP)
20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

#### Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
22. Fiscal support (EPC)