

The Single Plan for Student Achievement

Berkeley Technology Academy

School Name

01-61143-0134924

CDS Code

Date of this revision: 05/21/2014

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: Sheila Quintana
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Berkeley, CA 94704
E-mail Address: sheilaquintana@berkeley.net

Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6206
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

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

I. Consolidated School Plan for Educating The Whole Child

School Name: Berkeley Technology Academy	School Year: 2014-2015
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Summary of School Goals:

Upon completion of high school, Berkeley Technology Academy students will become more ...

Literate
 Literate Students:
 Think critically and problem solve
 Demonstrate growth in multiple academic disciplines
 Communicate and receive ideas effectively through reading, writing, listening, speaking and visual representations
 Value life-long learning
 Apply 21st Century technological competencies

Healthy
 Healthy Students:
 Show respect for themselves, others, and the environment
 Are responsible for their action, the choices that they make and for the resulting outcomes
 Possess effective social skills and manage conflict constructively
 Are active and positive members in their communities who seek ways to serve or give back
 Are proactive in the use of appropriate tools to avoid destructive behaviors or lifestyles

Involved
 Involved Students:
 Explore a variety of career pathways and post-secondary educational opportunities and construct realistic career goals based on interest and ability
 Discover their unique talents and abilities and utilize them to passionately advocate for themselves and their communities
 Understand the connection between school, family, and the community
 Can advocate for themselves in a post-secondary academic community and in the world of work
 Develop and utilize resources that are culturally and linguistically authentic in order to reach their potential

Site Committee Representatives:	
Parents/Community	Staff
(Chair): Roger Smith-Truss	(Principal): Sheila Quintana
(Co-Chair, if applicable): Maryum Jordan, Parent	(Teacher): Achim Dangerfield
Amaka Watson	(Teacher):
Michelle Shannon	(Teacher):
(Alternate) Kajuan Paschal	(Classified): Erica Johnson
	(Classified): Sandra Maldonado

Signatures required for the following:

BSEP Planning & Oversight Committee Representative: _____

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:
 BTA PTSA, Career Technical Education (CTE) Committee, Berkeley Student Services Department, City of Berkeley Mental Health, Berkeley Teen Center, Children's Hospital CORE Program, Omega Boys' Club, Aspire Tobacco and Alcohol Intervention Program, TUPE, Alameda County District Attorney's Office

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 n/a.
8. This school plan was adopted by the School Governance Council on May 14, 2014.

Sheila Quintana Principal		5/21/14
	Signature	Date
Roger Smith-Truss School Governance Council Chair		5/21/14
	Signature	Date
Christina Faulkner Director, Curriculum & Instruction		6/16/14
	Signature	Date
Natasha Beery Director, Berkeley Schools Excellence Program		6/16/14
	Signature	Date
Neil Smith Assistant Superintendent, Educational Services		6/16/14
	Signature	Date

III. School Vision and Mission

Our mission at Berkeley Technology Academy (BTA) is to contest traditional notions of a high school graduate by providing an uncompromising, rigorous, and relevant education for all of our students and to build on the principle that strong, respectful, and caring relationships are vital to our success.

IV. School Profile

BTA students are predominately minority, with large numbers of low-income families. CDE provided data on student ethnicity reporting approximately 60% of students are African American, 23% Hispanic/Latino, 1% Asian American and 1% Pacific Islander (9% 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 about 60% of our students qualify for free or reduced lunch and nearly 100% of students qualify for receiving Compensatory Education. Some of the aspects of BTA that address these barriers are:

- Small class sizes (17 to 1) that builds on students' strengths
- Teaching staff that reflects the student population
- Case management that focuses on psycho-social supports
- Culturally relevant and rigorous (standards-based) instruction
- Emphasis on student voice, school climate, and positive discipline
- 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
- School climate that is rooted in authentic relationships, mutual respect, and self-reliance

V. Comprehensive Needs Assessment Components

A. Data Analysis (See Section IV)

B. Surveys

C. Classroom Observations

D. Student Work and School Documents

E. Analysis of Current Instructional Program (See Appendix E)

VI. Description of Barriers and Related School Goals

Berkeley Technology Academy (BTA) is an alternative high school that offers students in the Berkeley Unified School District (BUSD) a high school diploma program for both students in need of an involuntary placement due to a violation of Education Code 48900 and for those students with "A-G" credit deficiency looking for a voluntary school placement. BTA serves over 150 students per year. Enrollment is usually around 130. More than half of the students enrolled are in the 12th grade. Approximately 30-40 percent of those 12th graders start their instruction at BTA as 12th graders. Nearly fifty-six percent of the students are a part of the federal free/reduced lunch program.

Due to the impact of violence and truancy in their lives, most students arrive at Berkeley Tech often detached from the idea that school is their responsibility and that there is a place that wants them to be in the classrooms. Last years CAHSEE results show at least a 70% passing rate for students over last year. We deliberately choose to address this problem of violence which has become a barrier to instruction for our students through staff development and courses for students. Our goal is for them to learn how to handle the stressors caused by violence and other situations in their daily lives.

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	30	26		1	1		17	18		1	1	
Growth API	476	700					469	717				
Base API	585	478					591	478				
Target	11	16										
Growth	-109	222										
Met Target	No	Yes										

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	7	3		8	4		18	16		4	5	
Growth API							423	715				
Base API							496	419				
Met Target												

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Berkeley Technology Academy)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	7	9	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	7	9	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	56	57.5	
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less Than 5	5 or More	Less Than 5	5 or More
Number in Cohort	1	7	2	8		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	*	*	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the Site Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--	--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	846	852	
Percent with Prior Year Data	99.8	98.5	
Number in Cohort	844	839	
Number Met	550	527	
Percent Met	65.2	62.8	
NCLB Target	56	57.5	
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less than 5	5 or More	Less than 5	5 or More	Less than 5	5 or More
Number in Cohort	762	302	737	323		
Number Met	219	156	217	201		
Percent Met	28.7	51.7	29.4	62.2		
NCLB Target	20.1	45.1	21.4	47.0		
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	25	60		--	0		25	67		--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	--	100		--	0		--	100		0		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
ES/MS	78.4	89.2		78.4	89.2		78.4	89.2		78.4	89.2	
HS	77.8	88.9		77.8	88.9		77.8	88.9		77.8	88.9	
Met AYP Criteria	--	--		--	--		--	--		--	--	

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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	50	84		--	100		50	75		--		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	--	100		--	100		--	67		50		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
ES/MS	79.0	89.5		79.0	89.5		79.0	89.5		79.0	89.5	
HS	77.4	88.7		77.4	88.7		77.4	88.7		77.4	88.7	
Met AYP Criteria	--	--		--	--		--	--		--	--	

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11					*****	***					*****
12	1	13	6	75	1	13					8
Total	1	11	6	67	2	22					9

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
11	1	20	2	40	2	40					5
12	1	20	3	60	1	20					5
Total	2	20	5	50	3	30					10

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: Improve academic achievement

Goal Statement:

BTA will increase the academic achievement of all students through effective instruction, a challenging and engaging curriculum, and aligned assessment as we target ESLR #1 Literate students . . .

Think critically and problem solve

Demonstrate growth in multiple academic disciplines

Communicate and receive ideas effectively through reading, writing, listening, speaking and visual representations

Value life-long learning

Apply 21st Century technological competencies

Student groups and grade levels to participate in this goal:

All students grades 10-12

Anticipated annual performance growth for each group:

Increase proficiency rates by 5% as our target in 2014-2015.

Means of evaluating progress toward this goal:

Results received through STAR assessments results; benchmark assessments; common core assessments used in our Professional Learning Communities (PLC)s during our academic conferences.

Group data to be collected to measure academic gains:

STAR assessments results; benchmark assessments; common core assessments.

Total Expenditures in this Goal: \$2,779

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Tutor Support to ensure mastery to proficiency by student currently below proficiency in ELA and Math with particular strategies to support English Language Learner.	August 25, 2014 to June 1, 2015	2116: Classified – Hourly	Tutor Services	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
2. Teacher-initiated Professional Development; Development of the teacher staff skill sets to improve student achievement in all core areas of instruction.	August 25, 2014 to June 1, 2015	1116: Certificated – Hourly	Teacher-initiated professional development	TIP 779
3. Continue the implementation of the Math/ELA Lab to individualize instruction for students in Algebra I/CAHSEE; Geometry; Algebra II through the team-teaching model.	August 25, 2014 to June 1, 2015	4300: Instructional Materials & Equipment	Team-Teaching in Math and ELA Lab	
4. Staff Professional Learning Communities (PLC): Data-driven professional learning communities that target the use of data to drive instruction to improve student academic achievement.	August 25, 2014 to June 1, 2015	5800: Contracted Services		Title I 2,000

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$2,000	\$	\$	\$	\$779	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Using Interventions to Remove Barriers to Success

Goal Statement:

Healthy

Healthy Students:

Show respect for themselves, others, and the environment

Are responsible for their action, the choices that they make and for the resulting outcomes

Possess effective social skills and manage conflict constructively

Are active and positive members in their communities who seek ways to serve or give back

Are proactive in the use of appropriate tools to avoid destructive behaviors or lifestyles

Student groups and grade levels to participate in this goal:

All students at BTA in grades 10 - 12

Anticipated annual performance growth for each group:

2.1 Reduce the number of students with ten or more total absences by 10% of the 2014-15 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress. (Baseline year)

2.3 Reduce the total number of suspensions by 5% annually, and reduce the percentage of African-Americans suspended by 5% annually.

Means of evaluating progress toward this goal:

Disciplinary data (PowerSchool incidents); teacher referrals on concerns with student discipline; improved attendance for most at-risk students from data in PowerSchool

Group data to be collected to measure academic gains:

Disciplinary data for students who have been referred to site administration and/or counseling; number of contacts made to parents/guardians of referred students; number of Student Success Team (SST) meetings; number of students referred for mental health support

Total Expenditures in this Goal: \$41,447

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Effective monitoring of student attendance, referrals, suspensions, SSTs, and recommendations for expulsion	August 25, 2014 through June 1, 2015	2102: Classified – Monthly	Student Welfare & Student Attendance Specialist - 1.0 FTE (.47 BSEP)	BSEP 31,370
		4380: Other / Reserve	Reserve for Personnel Variance, subsequent allocation by School Governance Council	BSEP 3,130 Title I 447

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
2. Mental health referrals for students with PTSD and other behavioral issues: MOU with CORE of Children's Hospital; MOU with Aspire for Tobacco, Alcohol and/or drug abuse; TUPE program to support student with tobacco and marijuana education and cessation. (Pro Bono)	August 25, 2014 through June 1, 2015	5800: Contracted Services	Mental Health Support Providers	Title I 2,000
3. B-Tech Health Clinic: 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 will follow up with the STI drive in the Spring. Students are also given extensive information about HIV, AIDS, and other diseases. (same funding as BHS Health Center)	August 25, 2014 through June 1, 2015	5800: Contracted Services	BTA Health Clinic	Title I 1,500
4. Alive and Free and School wide Behavior Intervention Program: These programs addresses such concepts as the cycles of violence, the language of oppression, violence prevention, drug education, self-discipline, and personal growth. to student attendance, referral and suspension rates at BTA	August 25, 2014 through June 1, 2015	5800: Contracted Services	Alive and Free Prescription for Life and/or other violence prevention and behavior intervention programs	
5. After School Program Students provided with exciting and engaging after school classes for enrichment and/or academic credit recovery.	August 25, 2014 through June 1, 2015	1116: Certificated – Hourly	After School Program	Title I 3,000

	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$34,500	\$6,947	\$	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Family and Community Partnerships

Goal Statement:

Involved

Involved Students:

Explore a variety of career pathways and post-secondary educational opportunities and construct realistic career goals based on interest and ability

Discover their unique talents and abilities and utilize them to passionately advocate for themselves and their communities

Understand the connection between school, family, and the community

Can advocate for themselves in a post-secondary academic community and in the world of work

Develop and utilize resources that are culturally and linguistically authentic in order to reach their potential

Student groups and grade levels to participate in this goal:

All BTA students grades 10 through 12.

Anticipated annual performance growth for each group:

3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.

3.2 Recruit and retain certificated employees of color.

3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:

Review of PTSA, SGC and parent meeting agendas, sign-in sheets, and minutes; data from parent surveys; data from School Messenger

Group data to be collected to measure academic gains:

Data from Power School noting number of parent/guardians used Power School to review student grades and/or attendance; School Messenger responses to contacts from parent/guardians

Total Expenditures in this Goal: \$2,968

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
1. Quarterly Parent Meetings: Parents/guardians will receive up-to-date information on the status to student credit recovery for graduation using Power School.	August 25, 2014 through June 1, 2015	1116: Certificated – Hourly	Quarterly Parent Meetings	Title I 1,745 Other 223
2. Parent Engagement Institute: Consultants providing instruction to parents covering raising productive children; ways to improve student	August 26, 2013 through June 13, 2014	5800: Contracted Services	BTA Parent Institute	Title I 1,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source/Cost
academic achievement at home and in school; impact of the STAR on student achievement; improving your student's attendance in school; ways to work well with BTA and the BUSD to support your student				

	BSEP----	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$2,745	\$	\$	\$	\$	\$223

VIII. Planned Improvements in Student Performance (continued)

Goal #4:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost		
		BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:		\$	\$	\$	\$	\$	\$	\$

VIII. Planned Improvements in Student Performance (continued)

Goal #5:

Goal Statement:

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Group data to be collected to measure academic gains:

Total Expenditures in this Goal: \$

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item			Proposed Expenditure(s)	Funding Source/Cost	
	BSEP---	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other
Total Expenditures in this Goal:	\$	\$	\$	\$	\$	\$	\$

Appendix A - Program Summary: Berkeley Technology Academy

Goal 1	
Improve academic achievement	
BSEP	
Title I	2,000
PTA	
EIA-LEP	
EIA-SCE	
TIP	779
Other	
Total	2,779

Goal 2	
Using Interventions to Remove Barriers to Success	
BSEP	34,500
Title I	6,947
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	41,447

Goal 3	
Family and Community Partnerships	
BSEP	
Title I	2,745
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	223
Total	2,968

Goal 4	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	

Goal 5	
BSEP	
Title I	
PTA	
EIA-LEP	
EIA-SCE	
TIP	
Other	
Total	

Total Expenditures	
BSEP	34,500
Title I	11,692
PTA	
EIA-LEP	
EIA-SCE	
TIP	779
Other	223
Total	47,194

Total Allocation*	
BSEP	34,500
Title I	9,745
PTA	
EIA-LEP	
EIA-SCE	
TIP	779
Other	223
Total	45,247

Funds to Allocate	
BSEP	0
Title I	-1,947
PTA	0
EIA-LEP	0
EIA-SCE	0
TIP	0
Other	0
Total	-1,947

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

Appendix B - Budget Summary: Berkeley Technology Academy

Object Code/Item	BSEP	Title I	PTA	EIA-LEP	EIA-SCE	TIP	Other	Total
Monthly Tchrs								
Hourly Teachers		4,745				799		5,544
Monthly Classified	31,370							31,370
Hourly Classified		1,000						1,000
Coach Stipends								
Hourly Tutors								
Noon Directors								
Materials/Supplies								
Conference & Travel								
BUSD Buses								
Contracted Services		4,000						4,000
Other/Reserve	3,130	223						3,353
Total	34,500	9,968				799		45,267

Appendix C
 BSEP SCHOOL SITE DISCRETIONARY FUNDS 2014-15
 Berkeley Technology Academy (136)

CERTIFICATED MONTHLY SALARIES & FRINGE			
1102	Teacher		
1102	Teacher		
1102	Teacher		
TOTAL CERTIFICATED MONTHLY:		\$0	
CERTIFICATED HOURLY SALARIES & FRINGE			
1116	Hourly Teaching		
1116	Curriculum Development		
1116	Teacher Stipend		
TOTAL CERTIFICATED HOURLY:		\$0	
CLASSIFIED MONTHLY SALARIES & FRINGE			
2102	Instructional Assistant		
2182	Instructional Specialist		
2902	Student Welfare & Attendance Specialist (.47 FTE)	\$31,370	
TOTAL CLASSIFIED MONTHLY		\$31,370	
CLASSIFIED HOURLY SALARIES & FRINGE			
2146	Hourly Tutors		
2216	Computer Technician Hourly		
TOTAL CLASSIFIED HOURLY		\$0	
SUB-TOTAL PERSONNEL:			\$31,370
NON-SALARIED CATEGORIES			
4300	Instructional Materials		
5800	Counseling Contract		
5800	Contracted Services - Puberty Education		
5800	Contracted Services - Staff Retreat		
SUB-TOTAL NON-SALARIED:			\$0
TOTAL EXPENDITURES:			\$31,370
RESERVE FOR PERSONNEL VARIANCE:			\$3,130
TOTAL FY 2014 BSEP ALLOCATION:			\$34,500
(DIFFERENCE):			\$0

Priorities for anticipated Fall 2014 Carryover:

- Hourly Intervention
- Math & English Labs

BSEP FY 2014 Carryover projected to be approximately

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budgets Projection**

		Benefits Rate	RS 3010 Title I (Basic)	RS 7091 EIA/ELL	RS 7090 EIA/SCE	GRAND TOTAL
	School : BTA	Obj #				
A	<i>CERT. TCHERS MONTHLY</i>	1102		-	-	-
			\$ -			\$ -
						-
	Subtotal		\$ -	\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS Monthly	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total			\$ -	\$ -	\$ -
B	<i>CERT. COUNSELORS</i>	1202				
						-
	Subtotal			\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS Monthly	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3401	\$ 13,017	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total			\$ -	\$ -	\$ -
C1	<i>DAILY SUB TCHERS</i>	1116		-	-	-
C2	<i>DAILY SUB TCHERS</i>	1116				-
	Subtotal			\$ -	\$ -	\$ -
	Fringe Benefits :					
	STRS	3101	0.09500	-	-	-
	Medicare	3301	0.01450	-	-	-
	SUI	3501	0.00058	-	-	-
	WCOMP	3601	0.02050	-	-	-
	Retiree Benefits	3701	0.03000	-	-	-
	Total			\$ -	\$ -	\$ -
D	<i>STIPEND</i>	1117				-
E	<i>CURR. DEVELOPMENT</i>	1116		-		-
F1	<i>TEACHER HOURLY</i>	1116		-		-
F2	<i>TEACHING HOURLY (\$2,798, PD for PI school)</i>	1116		2,475		2,475
	Subtotal			\$ 2,475	\$ -	\$ 2,475
	Fringe Benefits :					
	STRS	3101	0.09500	235	-	235
	Medicare	3301	0.01450	36	-	36
	SUI	3501	0.00058	1	-	1
	WCOMP	3601	0.02050	51	-	51
	Retiree Benefits	3701	0.03000	-	-	-
	Total			\$ 2,798	\$ -	\$ 2,798
G	<i>CLASSIFIED SAL MONTHLY</i>					
	Instructional Assistant	2102				\$ -
H	Instructional Specialist	2182				-
I	Clerical Assistant	2402				-
J	After School Coordinator	2402				-
K	School Svc Assistants	2902				-
L	Home School Liaison	2902				-
	Subtotal			\$ -	\$ -	\$ -
	Fringe Benefits :					
	PERS	3202	0.11771	-	-	-
	PERS REDUCTION	3802	0.00000	-	-	-
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	Health/Dental (@ FTE's 1.00)	3402	\$ 13,017	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
	Total			\$ -	\$ -	\$ -

**Berkeley Unified School District
State and Federal Categorical Programs
FY 2014 - 2015 Budgets Projection**

		Benefits Rate	RS 3010 Title I (Basic)	RS 7091 EIA/ELL	RS 7090 EIA/SCE	GRAND TOTAL
School : BTA		Obj #				
<u>CLASSIFIED SAL HOURLY</u>						
M	Instructional Aide	2116	\$ -		\$ -	-
N	Tutors	2146			-	-
O	Instructional Specialist	2183				-
P	Clerical Tech & Office Staff	2416				-
Q	Home School Liaison	2916				-
R	School Service Assistant	2916				-
S	Program Assistant	2916				-
Subtotal			\$ -	\$ -	\$ -	\$ -
<u>Fringe Benefits :</u>						
	OASDI (FICA)	3312	0.06200	-	-	-
	Medicare	3302	0.01450	-	-	-
	SUI	3502	0.00058	-	-	-
	WCOMP	3602	0.02050	-	-	-
	Retiree Benefits	3702	0.03000	-	-	-
Total			\$ -	\$ -	\$ -	\$ -
<u>BOOKS / SUPPLIES / MTLs</u>						
T1	Instructional Materials	4300		\$ -	\$ -	\$ -
T2	Instructional Materials	4300	\$ -			-
T3	Other Supplies	4350				-
U1	Parent Involvement	4350	\$ 223			223
U2	Parent Involvement/ Engagement		-	-		-
Total			\$ 223	\$ -	\$ -	\$ 223
<u>TRAVEL & OUTSIDE SERVICES</u>						
V1	Travel / Conference (Parent Institute, \$1,000, 5/8/2013)	5200	\$ -	\$ -	\$ -	\$ -
V2	Travel / Conference	5200		\$ -	\$ -	-
W	Memberships / Dues	5300				-
X	Postage / Mailings	5910				-
Y1	Consultant	5800	-	-	-	-
Y2	Contracted Services (\$6,500)	5800	6,500			6,500
Z1	Professional Services	5800			-	-
Z2	Professional Services	5800			-	-
A1	Reserve		447			447
Total			\$ 6,947	\$ -	\$ -	\$ 6,947
<u>CAPITAL OUTLAY</u>						
B1	Equipment (Less than \$5,000)	4400			\$ -	\$ -
C1	Equipment (Over \$5,000)	6400				-
Total			\$ -	\$ -	\$ -	\$ -
a.	Total Projected Expenditure		\$ 9,968	\$ -	\$ -	\$ 9,968
b.	Budget Allocation		9,968			9,968
c.	Add : Carryover					-
d.	Total Budget (d = b + c)		\$ 9,968	\$ -	\$ -	\$ 9,968
e.	Projected Balance (e = d - a)		\$ (0)	\$ -	\$ -	\$ (0)

* Title I allocation included \$223 for Parent Involvement.
10% reserve for PD is required for PI Schools

Appendix D – State and Federal Programs FY 2013-2014 Budget Projection

**Berkeley Unified School District
Educational Services
Projected Centralized Services Expenditures
FY 2014 - 2015**

#	LO	SCHOOL SITES	RS 3010			Total	SCHOOL SITES	LO	#
			Site Support	Parent Involvement Support	PI Schools Support				
1	112	Cragmont	\$2,156	\$489	\$2,400	\$5,045	Cragmont	112	1
2	113	Emerson	1,671	379	1,860	3,910	Emerson	113	2
3	116	Jefferson	1,603	364	1,785	3,752	Jefferson	116	3
4	118	LeConte	2,533	575	2,820	5,928	LeConte	118	4
5	126	Malcolm X	2,587	587	2,880	6,054	Malcolm X	126	5
6	128	John Muir	2,088	474	-	2,562	John Muir	128	6
7	119	Oxford	1,724	391	1,920	4,035	Oxford	119	7
8	124	Rosa Parks	2,411	547	-	2,958	Rosa Parks	124	8
9	120	Thousand Oaks	2,762	627	3,075	6,464	Thousand Oaks	120	9
10	121	Washington	-	-	-	-	Washington	121	1
11	123	Arts Magnet	2,371	538	2,640	5,549	Arts Magnet	123	1
11		Total K-5 Schools	\$21,906	\$4,971	\$19,380	\$46,257	Total K-5 Schools		1
1	132	King	\$5,065	\$1,150		\$6,215	King	132	1
2	127	Longfellow	3,543	804	3,945	8,292	Longfellow	127	2
3	131	Willard	3,503	795	3,900	8,198	Willard	131	3
3		Total 6-8 Schools	\$12,111	\$2,749	\$7,845	\$22,705	Total 6-8 Schools		3
1	137	BHS					BHS	137	1
2	136	B-Tech	983	223	1,095	2,301	B-Tech	136	2
3	135	Independent	-	-	-	-	Independent Study	135	3
3		Total 9-12 Schools	\$983	\$223	\$1,095	\$2,301	Total 9-12 Schools		3
1	262	Early Childhood					Early Childhood	262	1
1		Total Pre-k					Total Pre-k		1
18		TOTAL DISTRICT	\$35,000	\$7,943	\$28,320	\$71,263	TOTAL DISTRICT		1
			\$13.47/ FRM Student		\$15/ FRM				

**Berkeley Unified School District
Office of Educational Services
Teacher Initiated PD Allocation (TIP)
FY 2014 - 2015**

#	LOC	SCHOOL SITES	FY 2013-14 Enrollment (10/2/2013 CALPADS)	Teacher Initiated PD Allocation (TIP) \$5.195/ Pupil
1	112	Cragmont	421	\$2,187
2	113	Emerson	297	\$1,543
3	116	Jefferson	338	\$1,756
4	118	LeConte	344	\$1,787
5	126	Malcolm X	527	\$2,738
6	128	John Muir	282	\$1,465
7	119	Oxford	318	\$1,652
8	124	Rosa Parks	482	\$2,504
9	120	Thousand Oaks	472	\$2,452
10	121	Washington	471	\$2,447
11	123	Arts Magnet	421	\$2,187
11	(A)	Total K-5 Schools	4,373	\$22,719

1	132	King	915	\$4,754
2	127	Longfellow	500	\$2,598
3	131	Willard	511	\$2,655
3	(B)	Total 6-8 Schools	1,926	\$10,006

1	137	BHS	3,025	\$15,716
2	136	B-Tech	150	\$779
3	135	Independent Study	150	\$779
3	(C)	Total 9-12 Schools	3,325	\$17,275

17	D=A+B+C	TOTAL DISTRICT	9,624	\$50,000
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	Description	PD Budget
	Measure A, Staff Development	\$50,000
	Enrollment #	9,624
	Per Pupil Allocation	\$5.195

Notes for TIP Funding:

- * Enrollment figure for B-Tech is agreed-upon Average Enrollment of 150.
- * Independent Study receives funding for 150 students.
- * Berkeley High School's TIP allocation is calculated by subtracting Independent Study's actual enrollment of 120 from BHS CalPads 3,145.

Appendix E - 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)

Star testing materials,
CAHSEE testing data
School site formative assessments (based on CAHSEE strands)
District adopted math and English benchmark assessments

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

Staff PLCs to unpack state Standards and create Pacing Guides
Manage data in district-wide software

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)
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)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
 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 Peer Observations of colleagues instruction

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)

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I will do my best to:

- **Be Responsible** Work hard. Follow directions and ask for help when I don't understand something. Complete assignments and return homework.
- **Be Respectful** Cooperate with others. Respect other children's culture and differences.
- **Be Safe** Follow all directions. Understand and cope with my feelings. Cooperate with others. Ask an adult when I need help in a conflict.

Parents Pledge:

I will partner with my child's school by:

- **Being Responsible** Ensuring my child attends school regularly. Talking with my child about his/her activities. Reading to and encouraging my child to read every day. Attending Back-to-school Night and Parent-Teacher Conferences. Attending other school events whenever possible. **Being Respectful** Communicating regularly with my child's teacher about their progress. Honoring the cultural difference of students and their families. Treating students, other families, and staff with courtesy and respect. **Being Safe** Teaching my child the importance of safety at school.

Staff Pledge:

PRINCIPAL

I will partner with families and my staff by:

- **Being Responsible** Creating a welcoming and positive learning environment at our school. Sharing the school's mission, goals and data. **Being Respectful** Supporting building partnerships between families and staff. Respecting families' involvement in decisions that affect their child. Honoring the cultural difference of students and their families. Providing appropriate professional development and training for staff. **Being Safe** Ensuring a safe and secure learning environment.

STAFF

We will partner with our families to provide a quality education by:

- **Being Responsible** Sharing high expectations for students, other staff members, and ourselves. Providing quality instruction and engaging learning experiences. Teaching California State standards. **Being Respectful** Honoring the cultural difference of students and their families. Communicating regularly with families regarding their child's progress. Treating students, families, and other staff with courtesy and respect. **Being Safe** Providing a physically and emotionally safe learning environment for every student. Helping children resolve conflict. Helping children solve problems and manage their feelings.