Berkeley Technology Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Berkeley Technology Academy
Street	2701 Martin Luther King Jr. Way
City, State, Zip	Berkeley, CA 94703
Phone Number	(510) 644-6159
Principal	Heidi Weber
Email Address	heidiweber@berkeley.net
School Website	
County-District-School (CDS) Code	01-61143-0134924

2022-23 District Contact Information

District Name	Berkeley Unified School District
Phone Number	(510) 644-6150
Superintendent	Enikia Ford Morthel
Email Address	superintendent@berkeley.net
District Website Address	www.berkeleyschools.net

2022-23 School Overview

School Descrption
Berkeley Technology Academy (BTA) is an alternative high school diploma program designed to meet the needs of students sixteen through eighteen years of age who are credit deficient at the comprehensive high school, Berkeley High School. Berkeley Technology Academy recognizes that students who have difficulty learning in a traditional school environment does not mean that they have difficulty learning. B-Tech teachers and staff uphold standards of relationships, rigor, and relevance in their approach to teaching, mentoring, and supporting students who may have performed below their potential. BTA emphasizes the importance of healthy relationships between staff and students, as well as families and community members in building a complete education.

Continuation education is for students no longer enrolled in a comprehensive high school who seek a route to earning a high school diploma. A continuation school is for students who are sixteen years of age or older, have not graduated from high school, are still required to attend school, and who are at risk of not graduating. Many students enrolled in continuation education are behind in high school credits. Others may need a flexible school schedule because they have jobs outside of school. Some students choose to attend a continuation school because of family needs or other circumstances.Students who attend a continuation school take courses that are required for graduation. They also receive guidance and career counseling. Some programs offer independent study, job-placement services, and concurrent enrollment in community college. The District intends to incorporate all of these options into the revised BTA program over time, as well as develop career readiness programs for students who choose to begin working immediately after graduation. BTA students will be able to participate in Berkeley High School clubs and BHS sports teams as long as they maintain the grade and behavior standards that make students eligible for participation.

Two Diploma Options:

BTA 130 High School Diploma 130

Post-Secondary Options
2-year college (associate degree or transfer program into a 4-year college)
Vocational/certification program
Entrance into the work field

BTA 220 High School Diploma

Post-Secondary Options:
4-year college (dependent upon "A-G" course requirement completion, GPA, and SAT/ACT scores)
2-year college (associate degree or transfer program into a 4-year college)
Vocational/certification program
Entrance into the work field
UC/CSU required "a-g" "courses"

Post-Secondary Options:
four year university or college (dependent upon "A-G" course requirement completion, GPA, and SAT/ACT scores)
2-year college (associate degree or transfer program into a 4-year college)
Vocational/certification program
Entrance into the work field
Required Courses:
BTA 130 High School Diploma 130

BTA 220 High School Diploma

UC/CSU required "a-g" "courses"
30 credits of History (World History, US History, American Government /Economics)

40 credits of Social Studies (Social Living/Ethnic Studies, World History, US History, Government/Economics)
A - 20 Credits of History- 2 years World History and US History (one year each) or a semester of US History and a semester of American Government
30 credits of English
40 credits of English
B - 40 credits of English 4 years
20 credits of Mathematics
20 credits of Mathematics
C - 30 credits of Mathematics 3 years
(4 years recommended)
20 credits of Science (Physical Science and Life Science)
20 credits of Laboratory Science (Physical Science and Life Science)
D - 20 credits Laboratory Science (Physical Science and Life Science) 2 years (3 years recommended)
10 credits of World Language, Visual and Performing Arts, and or Career Tech Ed Class
10 credits of World Language, Visual and Performing Arts, and or Career Tech Ed Class
E - 20 credits of Foreign Language in the same language 2 years (3 years recommended)
F 10 credits of Visual or Performing Arts -1 year
20 credits of PE
20 credits of PE
no PE requirement
no elective requirement
70 credits of Elective credits
G 10 credits of Elective credits

Some students may temporarily come to BTA from BHS to try and catch up on credits and then transfer back to Berkeley High School once they get caught up to pursue the 220 credit diploma. BTA students who are on track for the 220 high school diploma, may also choose to pursue the 220 diploma, as all the courses offered at BTA, continue to be A-G approved classes.

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

School-Wide Learning Outcomes
Upon completion of high school, Berkeley Technology Academy students will be academically literate, physically and socially healthy, and highly involved in their communities.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	14
Grade 12	37
Total Enrollment	52

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.5
Male	61.5
American Indian or Alaska Native	0.0
Asian	3.8
Black or African American	46.2
Filipino	0.0
Hispanic or Latino	26.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.5
White	7.7
English Learners	1.9
Foster Youth	0.0
Homeless	21.2
Migrant	0.0
Socioeconomically Disadvantaged	80.8
Students with Disabilities	36.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.30	56.32	417.10	82.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	26.25	79.00	15.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	17.42	6.10	1.21	12115.80	4.41
Unknown	0.00	0.00	2.20	0.45	18854.30	6.86
Total Teaching Positions	4.10	100.00	504.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.10	62.73	453.00	87.93	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.32	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	23.85	44.90	8.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	13.23	4.90	0.96	11953.10	4.28
Unknown	0.00	0.00	10.60	2.06	15831.90	5.67
Total Teaching Positions	4.90	100.00	515.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.10	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.10	1.10

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.70	0.60
Total Out-of-Field Teachers	0.70	0.60

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.60	75.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for

Year and month in which the data were collected	December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board Approved, Standards Aligned Texts for all Language Arts Courses.	Yes	0%
Mathematics	Board Approved, Standards Aligned Texts for all Mathematics Courses.	Yes	0%

		Yes	0%
Science	Board Approved, Standards Aligned Texts for all Science Courses.	Yes	0%
History-Social Science	Board Approved, Standards Aligned Texts for all History-Social Science Courses.	Yes	0%

School Facility Conditions and Planned Improvements

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: October 23, 2022

Year and month of the most recent FIT report	October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	14	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	0	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27	7	25.93	74.07	--
Female	--	--	--	--	--
Male	17	4	23.53	76.47	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	12	3	25.00	75.00	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	19	5	26.32	73.68	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	3	18.75	81.25	--

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27	6	22.22	77.78	--
Female	--	--	--	--	--
Male	17	3	17.65	82.35	--
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	12	2	16.67	83.33	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	19	4	21.05	78.95	--
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	3	18.75	81.25	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	0	--	49.8	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	11	24.44	75.56	0
Female	20	4	20	80	--
Male	25	7	28	72	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	5	29.41	70.59	--
Filipino	0	0	0	0	0
Hispanic or Latino	15	4	26.67	73.33	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	7	20.59	79.41	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

A CTE pathway is still in development at BTA. There has been a desire by the school board and the staff to have a program but it has not yet happened. In fact, a county R4 grant was returned at the end of the last school year because it was not spent.The District's CTE Coordinator is Wyn Skeels. Mr. Skeels continues to support the development of a CTE pathway, by funding a CTE Coach for the new principal, Ms. Heidi Weber. Ms. Weber and the school counselor will attend a Get Focused, Stay Focused (GFSF) (http://getfocusedstayfocused.org/)school site demonstration. This GFSF curriculum is used as one component of a CTE Pathway, the concurrent enrollment class. Here are a few notes about previous CTE exploration: In January 2017 Berkeley Technology Academy launched a Digital Media Arts course. Other possible pathways that students and staff are interested in are Public Health (Culinary Arts), Building Construction and Trade, and Information Technology.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	50
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	42.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	30.77
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	3.45

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent, guardian or family involvement has been proven to be one of the most important factors in a student's success in the classroom. We encourage our families to take an active role in their students' education, and BTA's willing staff are always there to help. BTA has an established chartered Parent Teacher Student Association (PTSA). We provide immediate parent notification if students are in jeopardy of truancy or academic issues in the classroom. We offer quarterly parent meetings where we create Student Success Plans to ensure student success. Parents participate and serve in leadership positions on the School Site Council that gives the principal and staff guidance, and input on the School Plan for Student Achievement, the Safety Plan, and the school budget, the parcel tax money, Berkeley Schools Excellence Project (BSEP) and Title 1 funding.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5): • High school dropout rates; • High school graduation rates; and • Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.8	2.3		12.4	11.2		8.9	7.8
Graduation Rate		96.2	97.7		86.2	87.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	43	42	97.7
Female	20	19	95.0
Male	23	23	100.0
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	17	16	94.1
Filipino	0	0	0.0
Hispanic or Latino	14	14	100.0
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	36	35	97.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	91	83	59	71.1
Female	39	36	27	75.0
Male	52	47	32	68.1
American Indian or Alaska Native	0	0	0	0.0
Asian	4	4	4	100.0
Black or African American	40	37	26	70.3
Filipino	0	0	0	0.0
Hispanic or Latino	23	22	17	77.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	12	7	58.3
White	10	7	4	57.1
English Learners	2	2	0	0.0
Foster Youth	2	2	1	50.0
Homeless	17	16	12	75.0
Socioeconomically Disadvantaged	69	65	48	73.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	31	24	77.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	18.18	1.22	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	15.38	0.03	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.38	0.00
Female	15.38	0.00
Male	15.38	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.50	0.00
Filipino	0.00	0.00
Hispanic or Latino	13.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.38	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	11.76	0.00
Socioeconomically Disadvantaged	18.84	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.18	0.00

2022-23 School Safety Plan

The B-Tech facilities strongly support teaching and learning through its ample classroom and recreation space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year.

Our school follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with the school site council in spring 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	3		
Mathematics	11	3		
Science	15	2	1	
Social Science	20	2		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	6		
Mathematics	5	10		
Science				
Social Science	8	12		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	3		
Mathematics	9	3		
Science	13	2		
Social Science	13	3		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	26

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$28,039.78	$4,635.51	$23,404.26	$83,797.16
District	N/A	N/A	$12,087.09	$87,269
Percent Difference - School Site and District	N/A	N/A	63.8	-4.1
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	112.1	0.8

2021-22 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,125	$52,478
Mid-Range Teacher Salary	$82,294	$80,810
Highest Teacher Salary	$102,115	$101,276
Average Principal Salary (Elementary)	$135,396	$127,080
Average Principal Salary (Middle)	$139,707	$134,264
Average Principal Salary (High)	$154,309	$147,200
Superintendent Salary	$244,975	$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Berkeley Unified School District dedicates 3 days annually for teacher and administrator professional development. Teachers are supported through a continuous process of reflecting on learning in the weekly Professional Learning Community meeting. A PD teacher leader co facilitates and plans the weekly PD with the principal. We also meet once a month with BIS teachers to have a larger PLC group working together on instructional improvement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement			