

Longfellow Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Longfellow Middle School
Street	1701 San Pablo Street
City, State, Zip	Berkeley, CA 94703
Phone Number	(510) 644-6360
Principal	Salita Mitchell
Email Address	salitamitchell@berkeley.net
School Website	longfellowberkeley.org
Grade Span	6-8
County-District-School (CDS) Code	01-61143-6090294

2024-25 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	www.berkeleyschools.net

2024-25 School Description and Mission Statement

Longfellow is a dynamic and diverse comprehensive middle school. We work to create an environment in which all students can grow and learn. This is done by deeply understanding the specific developmental needs of the middle schooler. Our students are supported in building a perspective of agency and community responsibility. We actively engage in our diversity; we offer a variety of supports and enrichments to ensure all of our students find a place at Longfellow. Teachers as facilitators and elders are the predominant mindset of our school. We welcome the convergence of our various cultural experiences and incorporate them into our school-wide culture.

Our general comprehensive program offers students an academic program that speaks to the whole child. All content areas are offered, and to ensure high-quality learning and academic performance, we use data-informed practice to identify the areas where our students could use increased levels of support. These support measures include but are not limited to, subject-paired support classes, intervention classes, tutoring, and access to online support videos and other resources. We scaffold our scholarly environment: many incoming sixth graders are offered structural academic success opportunities to help them better adjust to the rigorous expectations of middle school.

Our Two Way Immersion (Spanish) program is integral to our academic diversity. This program offers Native Spanish and Non-Native speakers who have participated in an elementary immersion program or can pass the test to extend their learning. We offer 1-2 subject matter classes entirely in Spanish, strongly emphasizing bi-literacy and true cultural understanding for both Native and Non-Native speakers. We also offer the AVID and Puente program to prepare students for college. As a comprehensive middle school, we seek to offer our students a wide range of elective options, including five music classes, Gardening and Cooking, Spanish, MakerSpace (CS, Robotics, and Design), Visual Arts, Drama, Publishing, Dance, and several academically oriented electives.

A continuum of services for students with special needs and learning differences is available. The goal is always to meet the student's IEP or 504 goals while consistently incorporating these students seamlessly into the larger school community whenever possible. Through our Comprehensive Integrated Mental Health program, we partner with several local universities; we can offer basic drop-in, individual, and group therapeutic services to students in need. This program speaks directly to the reality of the social-emotional needs specific to middle school. A strong focus is on building students' independence and self-advocacy to be better prepared for high school. We strive to nurture our students' interests, embracing their diverse families, cultures, and communities and developing the skill sets necessary for college and career readiness and those necessary to be a good human being. We set high expectations while providing consistent and thoughtful support. Longfellow's teachers measure their success by how much their students grow and learn. Both students and teachers develop their knowledge through reflection, collaboration, and meaningful work. Longfellow recognizes that this level of work is immediate and necessary to fulfill our mission:

Longfellow's mission is to enable our student body to achieve academic excellence and take their places as positive contributors to our world, regardless of their socio-economic background.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	159
Grade 7	135
Grade 8	148
Total Enrollment	442

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48
Non-Binary	0.5
American Indian or Alaska Native	0.7
Asian	6.3
Black or African American	19.5
Filipino	1.1
Hispanic or Latino	39.4
Two or More Races	10
White	23.1
English Learners	4.8
Foster Youth	0.7
Homeless	1.6
Socioeconomically Disadvantaged	43.9
Students with Disabilities	19.5

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)	21.40	73.05	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)	7.00	23.88	79.00	15.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	3.07	6.10	1.21	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	2.20	0.45	18854.30	6.86
Total Teaching Positions	29.30	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)	29.00	81.87	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)	6.00	17.01	44.90	8.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.90	0.96	11953.10	4.28
Unknown/Incomplete/NA	0.40	1.13	10.60	2.06	15831.90	5.67
Total Teaching Positions	35.40	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.

2022-23 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)	28.80	78.90	441.00	82.94	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.90	0.56	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.70	21.10	73.30	13.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	1.13	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	8.30	1.56	14303.80	5.15
Total Teaching Positions	36.50	100.00	531.70	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	7.00	6.00	7.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	7.00	6.00	7.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.90	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.20	16.4	22.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	0	2.4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Year and month in which the data were collected

August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Inquiry By Design Adopted 2017	Yes	0%
Mathematics	Eureka Math: A Story of Ratios (Great Minds) Adopted 2015; Desmos (GR 7-8)	Yes	0%
Science	FOSS Science Adopted in 2007	Yes	0%
History-Social Science	TCI History - History Alive / 2013-14	Yes	0%
Foreign Language	Realidades - Spanish	Yes	
Health	Healthy Oakland Teens Curriculum (5th Grade) Adopted 2017	Yes	0%
Visual and Performing Arts			0%

Note: Cells with N/A values do not require data.

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. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

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: May 24, 2024

Year and month of the most recent FIT report

May, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		There is a major Modernization scheduled for Longfellow in 2025. They will upgrade many components of the site.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	54	67	70	46	47
Mathematics (grades 3-8 and 11)	40	50	61	64	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	443	416	93.91	6.09	53.86
Female	230	215	93.48	6.52	59.62
Male	211	199	94.31	5.69	47.24
American Indian or Alaska Native	--	--	--	--	--
Asian	29	28	96.55	3.45	53.57
Black or African American	87	78	89.66	10.34	23.68
Filipino	--	--	--	--	--
Hispanic or Latino	173	162	93.64	6.36	45.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	43	95.56	4.44	72.09
White	101	97	96.04	3.96	84.54
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	193	92.79	7.21	34.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	73	86.90	13.10	12.33

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	443	413	93.23	6.77	50.36
Female	230	212	92.17	7.83	52.83
Male	211	199	94.31	5.69	47.24
American Indian or Alaska Native	--	--	--	--	--
Asian	29	28	96.55	3.45	42.86
Black or African American	87	76	87.36	12.64	21.05
Filipino	--	--	--	--	--
Hispanic or Latino	173	163	94.22	5.78	42.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	45	41	91.11	8.89	70.73
White	101	97	96.04	3.96	81.44
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	190	91.35	8.65	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	74	88.10	11.90	14.86

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.37	34.29	50.35	54.91	30.29	30.73

2023-24 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	147	141	95.92	4.08	34.29
Female	83	79	95.18	4.82	40.51
Male	63	61	96.83	3.17	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	33	97.06	2.94	21.21
Filipino	--	--	--	--	--
Hispanic or Latino	71	68	95.77	4.23	29.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	12	92.31	7.69	50.00
White	18	17	94.44	5.56	76.47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	71	94.67	5.33	19.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	27	93.10	6.90	7.69

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.

2023-24 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. The administration of the PFT requires only participation results 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
Grade 7	90	93	93	93	91

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.

2024-25 Opportunities for Parental Involvement

Berkeley Unified School District and Longfellow Middle School commit to family engagement that builds relational trust, links families to learning, connects schools and families to community resources, and develops the capacity of staff and families to partner together and lead student learning. Our school welcomes families to engage with school staff daily by communicating on the phone, via email, through district and school social media, and in person. It will receive regular communications via school newsletters. Families needing translation and interpretation services can seek support from the school office staff. Families are invited to attend various special events throughout the year, including assemblies for academic and citizenship honorees and heritage months, Family Math and Literacy Nights, Back-to-School and Open House Nights, and field trips as chaperones. Learning opportunities for families are available throughout the year at the school and district level on topics such as supporting your child's literacy development, building social/emotional competencies, and supporting mental and physical wellness. We believe families should be partners in student learning. We are provided various opportunities for input in important decisions through surveys and participation on leadership committees such as the School Site Council, English Learner Advisory Committee, Parent Teacher Association, and various additional school-based committees. Opportunities for families to gather in affinity-based spaces are provided throughout the district and school. For more information on family engagement opportunities and resources, please contact Salita Mitchell, Principal.

To get involved in Longfellow's PTA, please contact the school office at (510) 644-6360 or email longfellow.pta.busd@gmail.com.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	452	65	14.4
Female	236	235	42	17.9
Male	218	215	23	10.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	29	6	20.7
Black or African American	90	90	19	21.1
Filipino	--	--	--	--
Hispanic or Latino	176	176	25	14.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	44	6	13.6
White	104	104	8	7.7
English Learners	23	23	4	17.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	215	213	42	19.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	87	21	24.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.26	5.06	3.07	1.91	1.83	1.77	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.03	0.03	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.07	0.00
Female	1.27	0.00
Male	5.05	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.98	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.13	0.00
White	1.92	0.00
English Learners	13.04	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is our primary concern. Various people visit the campus to volunteer in the classroom and participate in school events. During lunch, recess, and before and after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school always fully complies with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held quarterly, and intruder drills are held twice yearly.

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

The safety plan was approved by our SSC on 2/28/24.

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	18	15	7	
Mathematics	21	11	8	1
Science	24	5	8	
Social Science	23	5	10	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	12	27	6	
Mathematics	19	16	5	
Science	21	9	4	1
Social Science	21	7	7	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	12	7	
Mathematics	17	15	4	
Science	24	6	6	
Social Science	19	11	3	

2023-24 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	147.33

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	16,552.47	13,712.76	2,839.72	98,025.28
District	N/A	N/A	15,883.13	100,346.48
Percent Difference - School Site and District	N/A	N/A	-139.3	-2.3
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$52,372	\$58,855
Mid-Range Teacher Salary	\$90,363	\$92,519
Highest Teacher Salary	\$110,610	\$114,665
Average Principal Salary (Elementary)	\$144,973	\$142,791
Average Principal Salary (Middle)	\$149,600	\$151,078
Average Principal Salary (High)	\$175,296	\$167,094
Superintendent Salary	\$280,000	\$281,086
Percent of Budget for Teacher Salaries	31.75	30.99
Percent of Budget for Administrative Salaries	6.35	5.37

Professional Development

During the 2024-25 school year, Berkeley Unified School District (BUSD) prioritized professional development to support instructional excellence and student achievement. All new teachers participated in two days of professional development on curriculum implementation and effective pedagogical practices on August 7 and 8, 2024. Additionally, all TK-8 teachers engaged in two full days of site-based professional development on August 8 and 9, 2024.

On October 7, 2024 and January 27, 2025 all TK-8 staff (certificated and classified) participated in a districtwide professional development day. For K-5 teachers, the focus was on implementing literacy practices learned in last years CORE Reading Academy as part of an ongoing districtwide professional learning initiative on reading instruction. Throughout the year, elementary schools continue to engage in sustained professional development centered on the implementation of our literacy diagnostic plan.

To further support instructional growth, every TK-8 site has dedicated Literacy Coaches, Equity Leads, and Math Teacher Leaders. These professionals provide job-embedded support by co-teaching, facilitating reflective practices, and offering targeted professional development during staff meetings.

New teachers benefit from a comprehensive and rigorous District Teacher Induction Program. Teacher-initiated professional development is also encouraged and funded through both district and site-level allocations to ensure staff have access to relevant and meaningful learning opportunities.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3