

Berkeley Technology Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/ .

2025-26 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	Vincent Toan
Email Address	vincenttoan@berkeley.net
School Website	https://www.berkeleytechnologyacademy.com/
Grade Span	10-12
County-District-School (CDS) Code	01-61143-0134924

2025-26 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

2025-26 School Description and Mission Statement

School Description

Berkeley Technology Academy (BTA) is an alternative high school 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 some students who may have barriers to learning in a traditional school environment can thrive in another small school setting. 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

2025-26 School Description and Mission Statement

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 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

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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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	21
Grade 12	41
Total Enrollment	62

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	31.5
Male	68.5
Black or African American	53.7
Filipino	1.9
Hispanic or Latino	25.9
Two or More Races	9.3
White	9.3
English Learners	9.3
Foster Youth	1.9
Homeless	16.7
Socioeconomically Disadvantaged	57.4
Students with Disabilities	44.4

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.

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)	3.1	62.73	453	87.93	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.32	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	23.85	44.9	8.72	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	13.23	4.9	0.96	11953.1	4.28
Unknown/Incomplete/NA	0	0	10.6	2.06	15831.9	5.67
Total Teaching Positions	4.9	100	515.2	100	279044.8	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.

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)	3.1	60.19	441	82.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.9	0.56	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	12.69	73.3	13.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	7.69	6	1.13	11746.9	4.23
Unknown/Incomplete/NA	1	19.23	8.3	1.56	14303.8	5.15
Total Teaching Positions	5.2	100	531.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	5.2	76.73	435.9	85.21	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3.5	0.7	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	18.41	52.5	10.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	4.86	5.1	1.01	12112.8	4.34
Unknown/Incomplete/NA	0	0	14.3	2.8	13705.8	4.91
Total Teaching Positions	6.7	100	511.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.10	0.6	1.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	0.6	1.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.60	0.4	0.3
Total Out-of-Field Teachers	0.60	0.4	0.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	75	28.5	40
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	0	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board Approved, Standards Aligned Texts for all Language Arts Courses.	0%
Mathematics	Board Approved, Standards Aligned Texts for all Mathematics Courses.	0%
Science	Board Approved, Standards Aligned Texts for all Science Courses.	0%
History-Social Science	Board Approved, Standards Aligned Texts for all History-Social Science Courses.	0%
Foreign Language	Board Approved, Standards Aligned Texts for all World Language Courses	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.

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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

8/24

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			This site is older and has some leaks. We maintain them regularly

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	6	18	70	71	47	48
Mathematics (grades 3-8 and 11)	0	0	64	66	35	37

2024-25 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	29	22	75.86	24.14	18.18
Female	11	9	81.82	18.18	--
Male	18	13	72.22	27.78	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	15	11	73.33	26.67	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	15	75.00	25.00	6.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	29	22	75.86	24.14	0.00
Female	11	10	90.91	9.09	--
Male	18	12	66.67	33.33	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	15	10	66.67	33.33	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	14	70.00	30.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	3.33	--	54.91	59.77	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	18	56.25	43.75	5.56
Female	--	--	--	--	--
Male	22	12	54.55	45.45	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	18	9	50.00	50.00	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	13	61.90	38.10	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	8	61.54	38.46	--

2024-25 Career Technical Education Programs

Multiple CTE pathway are still in development at BTA. There has been a desire by the school board to have robust CTE programming and offerings. Currently, there is programming in the following industry sectors at BTA: Culinary Arts, Public Health, and Agriculture.

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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	17
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	68.52
Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2024-25 California Physical Fitness Test Participation Rates

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

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.

2025-26 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. 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

2025-26 Opportunities for Parental Involvement

the Single Plan for Student Achievement, the Safety Plan, and the school budget, the parcel tax money, Berkeley Schools Excellence Project (BSEP) and Title 1 funding. BUSD is offering a part time OFEE staff that started the 2024-2025 school year too.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.9	5.8	5.1	6.7	4.4	3.3	8.2	8.9	8
Graduation Rate	97.1	94.2	92.3	92.5	94.9	94.8	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	39	36	92.3
Female	14	13	92.9
Male	25	23	92.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	18	17	94.4
Filipino	0	0	0.00
Hispanic or Latino	12	11	91.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	29	28	96.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	17	15	88.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	75	71	68	95.8
Female	27	25	25	100.0
Male	48	46	43	93.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	37	35	34	97.1
Filipino	--	--	--	--
Hispanic or Latino	20	19	18	94.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	15	15	14	93.3
Socioeconomically Disadvantaged	49	47	45	95.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	28	25	89.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.7	10.59	2.67	1.83	1.77	1.59	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.03	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.67	0.00
Female	3.70	0.00
Male	2.08	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	5.41	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	4.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.14	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.

2025-26 School Safety Plan

The safety plan is annually approved by the school site council.

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.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year.

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

The BIS/BTA site has these particular safety goals that the SCC has reviewed and updates yearly:

Goal 1: Preparedness for Armed Intruders, Disasters, and Fire

Strategy: Initiate drills for armed intruders, earthquakes, and fire as follows, record the drills in the Drill Schedule Google doc, including method of family notification.

1. Fire drills: pre-schools and elementary schools – monthly; middle schools, high schools, and adult school – x 4 per school year.
2. Earthquake drills: pre-schools and elementary schools (concise drills) – x 2 per school year; in depth drills x 1 – 2 per school year. Secondary: Middle schools / high schools, and Adult School (concise drill) – x 1 per school year in depth drill x 1-2 per school year.
3. Lock Down drills in case of an armed intruder using Run, Hide, Fight/Defend protocols: x 2 per school year all sites, 1 drill must include after-school program for applicable sites. Staff meeting x 1 per school year: review the Run, Hide, Fight/Defend armed intruder protocols with all staff.

Goal 2: Positive School Climate

A team of staff will participate in Positive Behavior Intervention and Support (PBIS) Professional Development training or activities. Activities will include review of site-specific data such as rates of discipline, use of alternatives to suspension / restorative justice where applicable, information from CA Healthy Kids Survey, ethnicity and equity data, and rates of absence from school. Evaluation of site-specific data will inform PBIS practices and a {rCA_BUSD_CSSP_PlanforClimate} for increasing implementation of school-wide PBIS. Elementary schools utilize “ToolBox” and “Welcoming Schools” as framework to support this goal; Secondary schools use PBIS and Multi-Tiered System of Support (MTSS) as framework to support this goal.

Goal 3: Student Attendance: School administrative team will monitor data to identify students with high rates of absenteeism. Interventions will be implemented using the MTSS framework: prevention, early intervention, and concentrated support for students with a higher than 10% rate of absence. Students who do not improve attendance after site-based Tier I and Tier II interventions have been implemented will be referred to the site Student Attendance Review Team (SART). Students who do not improve attendance after site-based Tier II and Tier III interventions have been implemented will be referred to the BUSD Student Attendance Review Board (SARB).

Goal 4: Site Goals

The BIS/BTA site has these particular safety goals that the SCC has reviewed and updates yearly:

Goal 1: Preparedness for Armed Intruders, Disasters, and Fire

Strategy: Initiate drills for armed intruders, earthquakes, and fire as follows, record the drills in the Drill Schedule Google doc, including method of family notification.

1. Fire drills: pre-schools and elementary schools – monthly; middle schools, high schools, and adult school – x 4 per school year.
2. Earthquake drills: pre-schools and elementary schools (concise drills) – x 2 per school year; in depth drills x 1 – 2 per school year. Secondary: Middle schools / high schools, and Adult School (concise drill) – x 1 per school year in depth drill x 1-2 per school year.

2025-26 School Safety Plan

3. Armed intruder drills using Run, Hide, Fight/Defend protocols: x 2 per school year all sites, 1 drill must include after-school program for applicable sites. Staff meeting x 1 per school year: review the Run, Hide, Fight/Defend armed intruder protocols with all staff.

Goal 2: Positive School Climate

A team of staff will participate in Positive Behavior Intervention and Support (PBIS) Professional Development training or activities. Activities will include review of site-specific data such as rates of discipline, use of alternatives to suspension / restorative justice where applicable, information from CA Healthy Kids Survey, ethnicity and equity data, and rates of absence from school. Evaluation of site-specific data will inform PBIS practices and a {rCA_BUSD_CSSP_PlanforClimate} for increasing implementation of school-wide PBIS. Elementary schools utilize "ToolBox" and "Welcoming Schools" as framework to support this goal; Secondary schools use PBIS and Multi-Tiered System of Support (MTSS) as framework to support this goal.

Goal 3: Student Attendance: School administrative team will monitor data to identify students with high rates of absenteeism. Interventions will be implemented using the MTSS framework: prevention, early intervention, and concentrated support for students with a higher than 10% rate of absence. Students who do not improve attendance after site-based Tier I and Tier II interventions have been implemented will be referred to the site Student Attendance Review Team (SART). Students who do not improve attendance after site-based Tier II and Tier III interventions have been implemented will be referred to the BUSD Student Attendance Review Board (SARB).

Goal 4: Site Goals

APPENDIX A

BTA/BIS Site Goals and Objectives 2024-2025

Goal A: Counseling. There is an ongoing need for these counseling and restorative practices:

Full-Time Restorative Practices educator on site to assist with the inevitable conflicts that could potentially lead to violence, and need restorative and harm repair practices work.

Restorative Practices coaching for teachers, students, and families to be able to do circles--community building and harm circles in their classes.

Ongoing (yearly) Professional Development for all staff in community healing and trauma-informed practice issues.

Two full-time mental and behavioral health counselors for students who are culturally competent, and can work with all students. Now we have a part-time, two days a week paid through the City of Berkeley/Berkeley High Health Center. Have a school psychologist assigned to campus (who does IEP assessments) and can do group, and individual intensive crisis counseling. We have a part-time person now who serves students with IEPs at BIS and BTA. They are not on campus full-time.

The RJ practices: RJ practices are needed to support students and staff in having restorative circles as an alternative means of suspension and to build community. Circles for Social Change are working with staff, and students, and are available to work with families during the 2023-2024 school year. This is paid through grant money.

BUSD's Crisis Guide (Updated 11/16/23).

Goal B: Continue Behavior Intervention Support Team (BIST)/ start a Care Of Services Team (COST) at BIS
Safety Committee strongly recommends continuing the work of the Behavior Intervention Support Team to identify, monitor, develop, and implement articulated individualized plans of action for students (through regular SST meetings) who may need additional support outside of the smaller learning community model that Berkeley Technology Academy offers. Need for improved communication between BIST and the other teaching staff. BIST should regularly inform the teaching staff about student needs and teaching staff should give input to BIST.

BIS would like to have a COST team. We are not staffed like other schools for a COST team with full-time RTI teachers. We have a 0.4FTE this school year funded through LCAP.

Goal C Maintain a Second Safety Officer

The 2023-2024 school year is the first year to have a second salaried safety officer. Seven years ago we had two salaried safety officers. It continues to not be possible for one safety officer to monitor everything at all three sites BIS, BTA, and King CDC. We continue to request a permanent second safety officer. BUSD agreed to bring on a second salaried safety officer as of spring 2023. For the last seven years, the second safety officer has been paid through a timesheet and was a different person each year.

Goal D: Need for Nurse on campus daily and a health center with services

BTA/BIS hasn't had a nurse for two years. Previously: the BTA nurse was on campus only 9-1pm on Tuesday and Thursday.

2025-26 School Safety Plan

No plan for what happens when students have needs other days of the week. Students are not easily welcome onto the BHS campus. We would like to have a nurse work with our CTE public health pathway. There have been no health center services this 2023-2024 school year. Last year there were three pop-up clinics. The previous year there was a health educator who led peer training/and workshops. Students from BIS did health workshops in most BIS classes. 24-25 there have been two pop up clinics from BHS Health Center Nurse Practitioner staff, and a health educator, and Americor staff here Wednesdays. They also started SHIFT, peer educators work again the second semester 2005.

Goal E: Continue to have a Nutrition Services staff at campus to serve breakfast and lunch. We have a new staff member. The goal is to have recipes that our students will enjoy more for our student population. (Position brought back 23-24 school year. Before the pandemic it existed.) We have excellent food and hot breakfast twice a week. We would like to collaborate with the Nutrition Services staff and student interns to create meals at some point as a part of the BTA CTE Public Health Pathway.

Goal F: Facilities Upgrades

Some facility improvements to this campus to ensure the safety of all students and staff are addressed in the Facilities-Construction Project started in the summer of 2023-2024. The project commenced in the 2024-25 school year - with some minor items still remaining.

BTA bungalows are over 20 years old and need to be replaced at some point. And the heaters in the rooms. And need to be checked for mold often.

The multipurpose room needs to be updated. New tables new chairs, and projector and speaker built in. The heater and windows in MPR are not easy to control or use. And a new sink.

And a new kitchen for Nutrition Services

Goal G: ATOD Substance Use Educator

Add an Alcohol Tobacco and Other Drug Counselor back to BTA. Had one for two years, 5 years ago. But the provider, New Bridges, City of Berkeley Contract was not renewed. Some students regularly come to school, especially after lunch having smoked. Some students do other drugs. There are no services at BTA/BIS presently. We have a Tobacco and Tobacco-Use Prevention Education (TUPE) group with our academic counselor. They meet every other week. The goal is to offer credits for classes. See every day and check in and not just when something happens and they need it.

Additional considerations:

This site floods when it rains heavily.

The portables at BTA are deteriorating and need to be repaired annually--floors, walls, and ceilings that are moist, have mold or are falling apart. At some point, these rooms will have to be replaced or be a part of a redesign.

The park/baseball field has no bathrooms. During the baseball season the team, the visiting team, families, officials, and visitors all come on campus to use the BTA/BIS bathrooms. It impacts the students and staff on campus. Neither the city, BUSD, nor BHS athletics have a plan to add bathrooms there. Sports Basement is the other bathroom that visitors and the visiting team uses it.

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	6	5	0	0
Mathematics	8	5	0	0
Science	12	2	0	0
Social Science	16	2	0	0

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	10	4		
Mathematics	5	6		
Science	12	2		
Social Science	14	2		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	3		
Mathematics	5	6		
Science	17	1	1	
Social Science	16	2		

2024-25 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	42.73

2024-25 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)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	52,571.35	6,525.09	46,046.26	102,202.05
District	N/A	N/A	16,888.99	105,065.78
Percent Difference - School Site and District	N/A	N/A	65.7	-2.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	122.0	2.1

Fiscal Year 2024-25 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.

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$55,326	\$62,145
Mid-Range Teacher Salary	\$95,460	\$97,088
Highest Teacher Salary	\$116,849	\$120,436
Average Principal Salary (Elementary)	\$147,402	\$151,343
Average Principal Salary (Middle)	\$155,003	\$159,514
Average Principal Salary (High)	\$190,747	\$177,261
Superintendent Salary	\$280,000	\$294,805
Percent of Budget for Teacher Salaries	31.42%	29.95%
Percent of Budget for Administrative Salaries	6.77%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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

During the 2025–26 school year, Berkeley Unified School District (BUSD) provided professional development at each school site with a strong focus on improving literacy outcomes for all students. Professional learning emphasized effective language and literacy instruction aligned to district priorities and the goal of ensuring students are on track for grade-level literacy by grade three.

At the elementary level, professional development supported the implementation of adopted English Language Arts instructional materials, with a focus on evidence-based literacy practices, instructional coherence, and meeting the needs of diverse learners. Teachers engaged in site-based professional learning and collaborative planning to strengthen foundational literacy skills, reading comprehension, and writing instruction.

At the secondary level, professional development emphasized integrated English Language Development (ELD) practices across content areas to support multilingual learners' language development and access to grade-level academic content. Teachers collaborated to strengthen instructional strategies that support language development, academic discourse, and literacy across disciplines.

Throughout the school year, educators participated in ongoing, job-embedded professional learning through collaboration, coaching, and alignment to School Plan for Student Achievement (SPSA) goals and district priorities. School leadership teams monitored the effectiveness of professional development using educator feedback and student learning data to support continuous improvement in literacy outcomes.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3