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 Independent Study K-8
Street	2701 Martin Luther King Way
City, State, Zip	Berkeley
Phone Number	510-644-6159
Principal	Vincent Toan
Email Address	vincenttoan@berkeley.net
School Website	
Grade Span	K-8
County-District-School (CDS) Code	California

2025-26 District Contact Information

District Name	Berkeley Unified School District
Phone Number	el: 510.644.6320 | Fax: 510.540.5358
Superintendent	Enika Ford Morthel
Email Address	https://www.berkeleyschools.net/contact-us/
District Website	https://www.berkeleyschools.net/

2025-26 School Description and Mission Statement

BIS K-8
Berkeley Independent Study Assisted Home School is for Kindergarten through 8th graders. Students meet with their teacher once a week for 90 minutes. Curriculum in the K-8 program adheres to state standards, and what BUSD offers for all K-5 and 6-8 schools. BIS K-8 includes a wide range of resources that students study both with their teacher and at home. Parent involvement at home is a necessity for this program, for approximately 20-25 hours per week of assistance and supervision.

At the beginning of each session, students are informally assessed as teachers review their work and listen to them discuss their assignments. Teaching strategies are then modeled and parents are coached to implement the strategies at home. Next, they review curriculum together for the multiple subjects, select lessons and discuss thematic units and projects that can be done the following week. It is a weekly collaborative approach between the teacher, parent teacher and student.

The tutoring and gardening programs are also available to K-8 students. A significant amount of each garden class is

2025-26 School Description and Mission Statement

comprised of K-8 students. K-8 students can sign up for tutoring in the same manner as BIS high school students. Group art classes and field trips may also be included.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 2	1
Grade 3	1
Grade 6	2
Grade 7	5
Grade 8	9
Total Enrollment	19

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57.9
Male	36.8
Non-Binary	5.3
Asian	5.3
Black or African American	10.5
Hispanic or Latino	42.1
Two or More Races	21.1
White	21.1
English Learners	5.3
Socioeconomically Disadvantaged	36.8
Students with Disabilities	5.3

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)			453	87.93	234405.2	84
Intern Credential Holders Properly Assigned			1.6	0.32	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)			44.9	8.72	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)			4.9	0.96	11953.1	4.28
Unknown/Incomplete/NA			10.6	2.06	15831.9	5.67
Total Teaching Positions			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)	3.3	70.77	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	0	73.3	13.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	29.02	6	1.13	11746.9	4.23
Unknown/Incomplete/NA	0	0	8.3	1.56	14303.8	5.15
Total Teaching Positions	4.7	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)	2.2	61.33	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)	0	0	52.5	10.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.3	38.4	5.1	1.01	12112.8	4.34
Unknown/Incomplete/NA	0	0	14.3	2.8	13705.8	4.91
Total Teaching Positions	3.6	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	0
Misassignments		0	0
Vacant Positions		0	0
Total Teachers Without Credentials and Misassignments		0	0

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	0
Local Assignment Options		1.3	1.3
Total Out-of-Field Teachers		1.3	1.3

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)		0	0
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

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

Year and month in which the data were collected	

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy

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

School Facility Conditions and Planned Improvements

Saftey Plan Goal F: Facilities Upgrades
Some facility improvements to this campus to ensure safety of all students and staff are addressed in the Facilities-Construction Project in spring of 2024.
A perimeter fence for the whole site--that includes fire gates that can be easily opened at the MLK parking lot and the Derby fire lane by the garden. Non-students have access to campus at the present without a perimeter fence, especially the garden and fire lane (people sleep there).
Push out doors at MLK, Derby, and by the BIS entrance (like the doors at the BHS A gate)
Additional cameras should be added to campus to cover the garden, the BIS courtyard and all of the doors for BTA, and the Derby side of campus as well.

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, and have mold, or are falling apart. At some point these rooms will have to be replaced or be a part of a redesign. They are more than 20 year old bungalows and at some point will need to be replaced.

The park/baseball field has no bathrooms . This is BUSD property. 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. At some point we hope that there is a plan to address these needs.

Date of last inspection: May 24-28, 2024

Year and month of the most recent FIT report	5/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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)	71	77	70	71	47	48
Mathematics (grades 3-8 and 11)	57	46	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	21	13	61.90	38.10	76.92
Female	13	9	69.23	30.77	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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	21	13	61.90	38.10	46.15
Female	13	9	69.23	30.77	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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)	--	--	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	13	8	61.54	38.46	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2024-25 Career Technical Education Programs

NA

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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 involvement at home is a necessity for this program, for approximately 20-25 hours per week of assistance and supervision. The parent is the home teacher in this assisted home-school program.
Parents can join the BIS School Site Council as well.

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				6.7	4.4	3.3	8.2	8.9	8
Graduation Rate				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	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

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	29	25	1	4.0
Female	18	17	1	5.9
Male	11	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	13	11	1	9.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
0	0	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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 was revised 2-23-2024 approved by the School Site Council (SSC) and then the BUSD school board. In addition to the elements of the Saftey Plan provided by BUSD. BIS 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. The plan was last updated and reviewed with the school site council and BUSD School board in spring 2023.

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 particiular safety goals that the SCC has reviewd 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. 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

2025-26 School Safety Plan

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). Create a version for BTA/BIS site only 24-25
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. 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 popup 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 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. And is still not finished by 1/17/ 2025. Key cards for all the gates on the perimeter of campus and the middle gate between BTA and BIS. This is the only remaining part of the project not completed.

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

2025-26 School Safety Plan

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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1	0	0
1	0	0	0	0
2	1	1	0	0
3	1	3	0	0
4	1	1	0	0
5	0	0	0	0
6	3	5	0	0
Other	0	0	0	0

2024-25 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	1		
2	1	1		
3	1	1		
6	2	5		

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				
Mathematics				
Science				
Social Science				

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	9	2		
Mathematics	17	1		
Science	6	3		
Social Science	9	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	1		
Mathematics	14	1		
Science	7	2		
Social Science	14	1		

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	27

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
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				
District	N/A	N/A		$100,427
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

LCAP funds a .4RTI teacher this year for the first time.

BSEP Provides funding that the School Site Council approved in spring 2023 for tutoring and for the gardening specialist.

All otther funding is for certificated or classified staff though BUSD general fundes.

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	

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

Professional Development

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