Longfellow Middle School

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

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

Here is a revised **School Overview** that blends your priorities with the existing language, while centering community, student belonging, academics, and strong supports. I've written it in a polished, accountability-report tone while keeping it warm and values-driven.

School Overview

2025-26 School Description and Mission Statement

Longfellow is a dynamic, community-based comprehensive middle school committed to the academic success, leadership development, and holistic growth of every student. We believe that students thrive when they feel a strong sense of belonging, identity, and purpose. Our work is grounded in youth development, culturally responsive practices, and the belief that all students deserve access to rigorous learning paired with meaningful support.

At Longfellow, students are at the center of every decision. We focus on developing confident, self-aware learners who demonstrate agency, leadership, and responsibility to their community. All students are supported in building a strong sense of self through advisory, affinity-based groups, student leadership opportunities, and access to trusted adults. The school offers 15 student clubs and three affinity-based groups that foster connection, voice, and inclusion. Every student is assigned a school counselor to ensure consistent academic, social-emotional, and postsecondary support.

Our comprehensive academic program is designed to educate the whole child. All core content areas are offered with an emphasis on high expectations, critical thinking, and real-world application. Instruction is supported by data-informed practices that guide our Multi-Tiered System of Supports (MTSS). Through targeted academic interventions, subject-paired support classes, tutoring, and strategic scaffolding, we ensure that students—including those with IEPs and 504 plans—receive individualized support while remaining integrated into the broader school community whenever possible. Our approach prioritizes early identification, progress monitoring, and collaboration among educators, specialists, and families.

Longfellow is proud to be the home of a Two-Way Immersion (Spanish) program that reflects our commitment to academic excellence and cultural competence. This program supports both Native Spanish speakers and Non-Native speakers in developing biliteracy, bilingualism, and cross-cultural understanding through rigorous coursework taught partially in Spanish.

College and career readiness is a core focus of our school. Our AVID and Puente scholars participate in structured academic support, goal-setting, college visits, and advanced college preparation experiences. Additionally, our Visions Scholars program supports students in developing personal and academic goals while building leadership skills and long-term aspirations.

Students at Longfellow benefit from a well-rounded educational experience that includes a wide range of elective courses such as music, visual and performing arts, MakerSpace (computer science, robotics, and design), gardening and cooking, world languages, and movement-based classes. These offerings encourage creativity, exploration, and engagement beyond the core academic program.

Longfellow also offers a continuum of social-emotional and mental health supports through partnerships with local universities and community agencies. Students have access to individual, group, and drop-in counseling services that are developmentally responsive and aligned with the unique needs of middle school learners. A strong emphasis is placed on self-advocacy, independence, and preparation for high school and beyond.

Our educators view themselves as facilitators, mentors, and partners in learning. Teachers collaborate, reflect, and continuously refine their practice to ensure that all students grow academically and personally. Success at Longfellow is measured not only by achievement, but by student growth, engagement, and well-being.

Mission Statement

Longfellow’s mission is to enable all students to achieve academic excellence, develop leadership and self-agency, and become positive contributors to their communities and the world, regardless of socio-economic background.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	171
Grade 7	159
Grade 8	132
Total Enrollment	462

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.4
Non-Binary	0.4
American Indian or Alaska Native	0.9
Asian	7.4
Black or African American	17.3
Filipino	0.9
Hispanic or Latino	32.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	12.1
White	28.8
English Learners	3
Homeless	2.2
Socioeconomically Disadvantaged	45
Students with Disabilities	16.2

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)	29	81.87	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)	6	17.01	44.9	8.72	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.9	0.96	11953.1	4.28
Unknown/Incomplete/NA	0.4	1.13	10.6	2.06	15831.9	5.67
Total Teaching Positions	35.4	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)	28.8	78.9	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)	7.7	21.1	73.3	13.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	6	1.13	11746.9	4.23
Unknown/Incomplete/NA	0	0	8.3	1.56	14303.8	5.15
Total Teaching Positions	36.5	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)	26.9	82.66	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)	4.7	14.52	52.5	10.27	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.1	1.01	12112.8	4.34
Unknown/Incomplete/NA	0.9	2.82	14.3	2.8	13705.8	4.91
Total Teaching Positions	32.6	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	0.00	0	0
Misassignments	6.00	7.7	4.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.00	7.7	4.7

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	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	16.4	22.6	16.9
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	2.4	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

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

Year and month in which the data were collected	August 2025

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	Inquiry By Design Adopted 2017	0%
Mathematics	Eureka Math: A Story of Ratios (Great Minds) Adopted 2015; Desmos (GR 7-8)	0%
Science	FOSS Science Adopted in 2007	0%
History-Social Science	TCI History - History Alive / 2013-14	0%
Foreign Language	Realidades - Spanish	0%
Health	Healthy Oakland Teens Curriculum (5th Grade) Adopted 2017	0%
Visual and Performing Arts	NA	0%
Science Laboratory Equipment (grades 9-12)		0%

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

School Facility Conditions and Planned Improvements

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

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

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

School Facility Conditions and Planned Improvements

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

Date of Last Inspection: September 10, 2024

Year and month of the most recent FIT report	September, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			There is a major Modernization scheduled for Longfellow in 2024 thru 27. They will upgrade many components of the site.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative 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)	54	61	70	71	47	48
Mathematics (grades 3-8 and 11)	50	61	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	466	452	97.00	3.00	60.84
Female	236	232	98.31	1.69	65.09
Male	228	218	95.61	4.39	55.96
American Indian or Alaska Native	--	--	--	--	--
Asian	36	34	94.44	5.56	73.53
Black or African American	81	76	93.83	6.17	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	151	150	99.34	0.66	52.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	55	98.21	1.79	70.91
White	133	129	96.99	3.01	86.82
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	210	96.33	3.67	40.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	73	94.81	5.19	17.81

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	466	454	97.42	2.58	60.84
Female	236	233	98.73	1.27	60.52
Male	228	219	96.05	3.95	61.29
American Indian or Alaska Native	--	--	--	--	--
Asian	36	35	97.22	2.78	77.14
Black or African American	81	77	95.06	4.94	18.42
Filipino	--	--	--	--	--
Hispanic or Latino	151	150	99.34	0.66	57.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	55	98.21	1.79	67.27
White	133	129	96.99	3.01	83.72
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	218	212	97.25	2.75	40.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	73	94.81	5.19	16.44

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)	34.29	45.38	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	133	131	98.50	1.50	45.38
Female	71	70	98.59	1.41	40.58
Male	61	60	98.36	1.64	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	36	35	97.22	2.78	8.82
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87	2.13	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	50.00
White	27	27	100.00	0.00	85.19
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	72	97.30	2.70	26.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	13.64

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 7	100%	100%	100%	100%	100%

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

Longfellow Middle School believes strong school-to-home partnerships are essential to student success. In alignment with Berkeley Unified School District's family engagement commitments, we work to build relational trust, connect families to learning, link families to community resources, and develop the shared capacity of staff and families to partner in support of student achievement and well-being. Families are welcomed to engage with the school through regular communication via phone, email, newsletters, social media, and in person, with translation and interpretation services available through the school office.

Families play an active role in school decision-making and leadership. Parents and caregivers provide input through surveys and participation on the School Site Council (SSC), Parent Opportunity Committee (POC), Parent Advisory Committee (PAC), and other school-based committees. Longfellow's PTA meets monthly and hosts events and fundraisers that provide vital support for students, staff, and school programs. The school also supports parent affinity groups, including AAPI Families, African Village, and Special Families, which create spaces for connection, advocacy, and belonging. Family engagement efforts are further supported by a part-time Office of Equity and Family Engagement (OFEE) Equity and Family Engagement Specialist.

Longfellow encourages families to actively participate in student learning through student-led conferences, volunteering, and attending school-wide events such as Back-to-School Night, Open House, Literacy Nights, heritage celebrations, and academic and student of the month assemblies. Families are invited to chaperone field trips and engage in learning opportunities focused on literacy, social-emotional development, and wellness. We believe families are essential partners in student success and remain committed to fostering strong, inclusive, and collaborative school-to-home connections.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	486	473	47	9.9
Female	244	238	19	8.0
Male	240	233	28	12.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	35	3	8.6
Black or African American	83	83	14	16.9
Filipino	--	--	--	--
Hispanic or Latino	157	152	15	9.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	58	56	2	3.6
White	143	138	13	9.4
English Learners	18	17	2	11.8
Foster Youth	--	--	--	--
Homeless	14	14	3	21.4
Socioeconomically Disadvantaged	231	226	33	14.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	83	12	14.5

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
5.06	3.07	1.23	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	1.23	0.00
Female	0.00	0.00
Male	2.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.78	0.00
Black or African American	2.41	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	1.72	0.00
White	0.00	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.53	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 of students and staff is our primary concern. Various people visit the campus to volunteer in the classroom and participate in school events. During lunch, recess, and before and after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school always fully complies with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held quarterly, and intruder drills are held twice yearly.

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

The safety plan was approved by our SSC on 2/10/25.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	27	6	0
Mathematics	19	16	5	0
Science	21	9	4	1
Social Science	21	7	7	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	18	12	7	
Mathematics	17	15	4	
Science	24	6	6	
Social Science	19	11	3	

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	18	12	6	
Mathematics	18	13	6	
Science	22	8	5	
Social Science	25	4	7	

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	147.33

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)	3
Library Media Teacher (Librarian)	1
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	16,589.40	12,900.40	3,689.00	103,387.90
District	N/A	N/A	16,888.99	105,065.78
Percent Difference - School Site and District	N/A	N/A	-139.3	-1.6
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-100.5	3.3

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.

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%

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

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

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

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

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