



Berkeley High School

1980 Allston Way • Berkeley, CA 94704 • (510) 644-6120 • Grades 9-12
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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Berkeley Unified School District

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District Governing Board

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President

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Director/Clerk

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Director

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Superintendent

Brent Stephens, Ed.D.
Superintendent

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**Associate Superintendent
Education Services**

Pauline Follansbee
**Assistant Superintendent
Business Services**

Samantha Tobias-Espinosa
**Assistant Superintendent
Human Resources**

School Description

Berkeley High is a comprehensive four-year school serving nearly 3100 students and enjoys a reputation for its strong academic program, career technical education offerings and wide variety of other enriching opportunities provided by our athletics department and more than 75 clubs and activities.

Berkeley High is guided by these goals:

- To increase student academic achievement at high levels, while eliminating the achievement gap;
- To ensure that students transition successfully into the 9th grade, and are successful throughout their high school years;
- To support safety and discipline at Berkeley High, through the fostering of a positive school culture, effective use of student data, and prompt and coordinated intervention when needed;
- To improve communication among all members of the BHS learning communities through various media and languages;
- To increase student support and build positive relationships at BHS through cultural and academic activities;
- To create a school culture of high academic and behavioral standards.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	807
Grade 10	853
Grade 11	779
Grade 12	715
Total Enrollment	3,154

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	13.6
American Indian or Alaska Native	0.2
Asian	8
Filipino	0.8
Hispanic or Latino	22.1
Native Hawaiian or Pacific Islander	0.3
White	42
Two or More Races	13
Socioeconomically Disadvantaged	27.9
English Learners	5.7
Students with Disabilities	10.3
Foster Youth	0.2
Homeless	2.9

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

Teacher Credentials for Berkeley High School	17-18	18-19	19-20
With Full Credential	177	195	191
Without Full Credential	0	7	6
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Berkeley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	778
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Williams legislation primarily calls schools to have sufficient textbooks in core classes for all students, as well as ensures books are aligned to the California Content Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Board Approved, Standards Aligned Texts for all Language Arts courses. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Board approved, standards aligned texts for all math courses. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Board Approved, Standards Aligned Texts for all Science courses . The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Board Approved, Standards Aligned Texts for all Social Science courses. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Board Approved, Standards Aligned Texts for all World Languages Courses. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	<p>Many science courses require that students conduct experiments. This gives our students a chance to practice the scientific method, in effect, learning science by doing science. Those courses are what we call lab courses, and, of course, they require equipment and materials. The purpose of the Williams legislation is to inform citizens if our schools have the proper equipment, and enough of it, for students to succeed. This legislation only requires high schools to provide this information.</p> <p>Please note that there is no state standard for equipping science labs. The next best authority we have to rely upon is the policy of our own school board. So you'll see in our report whether our school board has voted to approve a standard for equipping our science labs. If you have further questions about the condition of our science labs, we recommend you speak with your child's science teacher directly.</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

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

Date of Last Inspection: May 14, 2018

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The heater and pump were replaced in 2019
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	A major modernization is planned to start in the summer of 2020 for the A building (theater)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All exterior lighting was upgraded to LED in 2018
Overall Rating	Good	

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	75	64	65	50	50
Math	54	52	57	60	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	30.5	22.7	7.4

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	762	447	58.66	75.28
Male	350	198	56.57	69.54
Female	412	249	60.44	79.84
Black or African American	119	51	42.86	40.00
Asian	45	32	71.11	65.63
Filipino	--	--	--	--
Hispanic or Latino	185	127	68.65	66.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	313	174	55.59	91.95
Two or More Races	94	60	63.83	81.67
Socioeconomically Disadvantaged	217	132	60.83	54.96
English Learners	74	54	72.97	27.78
Students with Disabilities	87	37	42.53	27.78
Foster Youth	--	--	--	--
Homeless	19	10	52.63	47.37

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

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

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	762	379	49.74	52.12
Male	350	173	49.43	46.51
Female	412	206	50.00	56.80
Black or African American	119	49	41.18	22.45
Asian	45	31	68.89	53.33
Filipino	--	--	--	--
Hispanic or Latino	185	114	61.62	31.58
Native Hawaiian or Pacific Islander	--	--	--	--
White	313	134	42.81	78.36
Two or More Races	94	48	51.06	60.42
Socioeconomically Disadvantaged	217	120	55.30	24.37
English Learners	74	54	72.97	11.32
Students with Disabilities	87	35	40.23	17.14
Foster Youth	--	--	--	--
Homeless	19	9	47.37	52.63

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

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

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents/caregivers contribute time in a variety of ways on the Berkeley High School campus, including volunteering in their student's classrooms and booster clubs, and serving as leaders and members of various school governing boards and parent committees. Some opportunities for involvement and leadership include: the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parents of Children of African Descent (PCAD), and our Latino Parents Group. Numerous programs and activities are enriched by our PTA's fundraising efforts, as well as the generous contributions made by the Rotary Club. We also involve our community, as other organizations and businesses donate resources and time to our school to support our families and programs. Our Office of Family Engagement and Equity provides parent/caregiver support and interaction that contributes to a wonderful partnership between home and school, benefiting the students at Berkeley High School. To become involved, or to learn more about opportunities for parental involvement at Berkeley High School, please contact our Office of Family Engagement and Equity staff at the Parent Resource Center: Irma Parker at 510-644-8524 / irmaparker@berkeley.net, or Leticia Amezcua at 510-644-4814 / leticiaamezcua@berkeley.net (se habla español). You can also go to our website at: <http://bhs.berkeleyschools.net/#>

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.

School Safety Plan

Berkeley High School dates back to the 1920s. The campus covers over 18 acres and strongly supports 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 fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held throughout the school year, and intruder drills are held at least once a year. In the 2010-11 school year Berkeley High School added additional safety officers an additional administrator to insure school safety. In 12-13, BHS also added a dean of attendance to assure students are at school attending every day.

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 school staff in August 2018. Also in August 2018, the entire staff participated in ALICE, and armed intruder training, in partnership with Berkeley Police Department.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.1	1.3	1.9
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.9	1.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	1501.9

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	9.5
Library Media Teacher (Librarian)	2.0
Library Media Services Staff (Paraprofessional)	
Psychologist	3.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	4.4
Other	4.0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	24	37	72	11	24	33	85	7	24	41	89	7
Mathematics	24	40	60	14	24	33	71	15	24	43	73	10
Science	27	13	78	15	28	12	55	25	27	26	67	25
Social Science	26	24	105	9	27	20	106	10	27	21	101	19

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Each school year, the number of days provided for professional development and continuous professional growth are three all-staff, all-day professional development days at Berkeley High School. In addition, every Monday from 8am until 9:30am, BHS staff is involved in learning and growth opportunities. This creates a unique opportunity for a “late start” day for the students at BHS.

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?

There are two primary areas of focus for staff development: academic language development and culturally responsive teaching pedagogy. The focus on academic language development came from reviewing achievement data from Berkeley High School’s Long-Term English Language (LTEL) population. This data revealed that LTEs were likely not able to access the rigorous content in their mainstream classes, and that increased scaffolding and support were needed. Efforts to build access to rigorous academic content began schoolwide. The focus on Culturally Responsive Teaching was selected in response to focus group interviews that took place as a result of a series of racist events on campus.

- What are the methods by which professional development is delivered (e.g., after-school workshops, conference attendance, individual mentoring, etc.)?

Professional development is delivered throughout the year in various settings. In August, October, and November, professional development is provided through all-staff PD days. On these days staff engages in a conference-like setting, moving through a series of workshops that are focused on the professional development goals set out by the professional development coordinators and administration at the school. Additionally, professional development is provided during Monday morning PD meetings. These Monday morning meetings are led by PD lead teachers, who are in a “train the trainer” model. PD lead teachers are supported by the Professional Development Coordinators and provided scaffolding and instruction during Tuesday afternoon PD leads meetings. These meetings include modeling of and practice with protocols and strategies the PD leads will be guiding their teams through implementing as they work on activities aligned with the year’s professional development goals.

- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers are supported in a variety of ways during implementation of our PD goals in a variety of ways. On Monday mornings during department and small learning community professional development meetings, PD leaders (1-2 leads per department and SLC) run protocols, meet individually with teachers and provide supporting materials as teachers engage in this learning. PD leads meet bi-weekly with PD Coordinators to plan those meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,336	\$49,084
Mid-Range Teacher Salary	\$72,595	\$76,091
Highest Teacher Salary	\$90,080	\$95,728
Average Principal Salary (ES)	\$121,898	\$118,990
Average Principal Salary (MS)	\$130,998	\$125,674
Average Principal Salary (HS)	\$132,895	\$137,589
Superintendent Salary	\$248,416	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The Berkeley Unified School District has used federal funding to provide supplemental alternative services and supplemental instructional materials provided to the Title I schools that support and assist Title I students. Alternative support includes tutoring, intervention curriculum and supplemental instructional supplies for targeted Title I students to close the achievement gap.

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

Rate for Berkeley High School	2015-16	2016-17	2017-18
Dropout Rate	8.3	8.6	9
Graduation Rate	89.8	88.7	87.9

Rate for Berkeley Unified School	2015-16	2016-17	2017-18
Dropout Rate	10.7	10.9	11
Graduation Rate	87.2	86.1	86.1

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	813
% of pupils completing a CTE program and earning a high school diploma	97
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8925.58	\$1487.48	\$7438.09	\$74848.80
District	N/A	N/A	\$10681.81	\$74913.39
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-35.8	-0.1
School Site/ State	-0.9	-4.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.6
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	68.61

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	19	N/A
Fine and Performing Arts	3	N/A
Foreign Language	12	N/A
Mathematics	14	N/A
Science	43	N/A
Social Science	18	N/A
All courses	111	42.8

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

BUSD's development of CTE pathways considers the intersection of the California Common Core State Standards and California's CTE Model Curriculum Standards. Embedded within these pathways are experiential learning opportunities that emphasize collaborative work experience, decision-making, creative problem-solving and effective communication skills, as well as time management and a host of other practical skills. Our current and developing pathways reflect 6 of the 15 California Industry Sectors most applicable to our locality. Pathway development is informed by our local community context, as well as regional employer demand in high growth, high wage industries, and connections to post-secondary educational options.

CTE enrollment demographics are closely tracked to ensure that all pathways are closely representative of the overall student population and differentiated curriculum and other accommodations are provided to ensure that all students have access to successful participation in all pathways.

All of our pathways are have been developed with industry credentials, certification, appropriate postsecondary training and employment in mind. BUSD has a very active CTE Advisory Committee comprised of Industry partners from the fields of Biotechnology, the Building & Construction Trades, Digital Media, Information and Communication Technology, Public Health and Public Service. This Committee also includes members who represent post-secondary education partnerships.

Wyn Skeels, BUSD CTE Program Supervisor is the primary district representative.

6 Industry Sectors Represented:

- Health Science & Medical Technology
- Public Service
- Arts, Media & Entertainment
- Information & Communication Technologies
- Building Trades & Construction
- Engineering & Architecture

11 CTE Pathways - several Sectors are represented by more than one pathway option for students:

- Biotechnology, Community & Public Health
- Fire Science/EMT, Law & Social Justice
- Design, Visual & Media Arts, Production & Managerial Arts
- Computer Science
- Building & Construction Trades
- Engineering Design

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).

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.