

Berkeley High School

1980 Allston Way • Berkeley, CA 94704 • 510.644.6121 • Grades 9-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Berkeley Unified School District

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Brent Stephens, Ed.D.

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School Description

Berkeley High is a comprehensive four-year school serving roughly 3,200 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	2
Grade 9	804
Grade 10	840
Grade 11	834
Grade 12	775
Total Enrollment	3,255

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	12.7
American Indian or Alaska Native	0.1
Asian	7.3
Filipino	0.7
Hispanic or Latino	22.2
Native Hawaiian or Pacific Islander	0.2
White	42.1
Two or More Races	14.6
Socioeconomically Disadvantaged	26.3
English Learners	5.7
Students with Disabilities	10.5
Foster Youth	0.3
Homeless	2.3

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

Teacher Credentials for Berkeley High School	18-19	19-20	20-21
With Full Credential	195	191	
Without Full Credential	7	6	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Berkeley Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Berkeley High School

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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 2020-21)

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 2021

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 For all courses except chemistry, we have 100% of students assigned a textbook. Due to issues with purchasing at the district level, we were short textbooks at the beginning of the year but that shortage was addressed within the first two months. 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. We have 100% online textbook access in Spanish courses; this decision was approved by our Board of Education. 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: November 10, 2020

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: December, 2020

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 started for the A building (theater) and will be finished in 2022.
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	75	N/A	65	N/A	50	N/A
Math	52	N/A	60	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	49	N/A	47	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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), 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 (School Year 2020-2021)

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, 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 and an additional administrator to insure school safety. In 2012-13, 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 and approved by the School Site Council in the Spring of 2020.

Berkeley High School follows COVID-19 risk mitigation protocols developed by the District in consultation with local Public Health agencies.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.3	1.9	1.9	1.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.8		1.8
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	1085

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	11.3
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	
Psychologist	1.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	12.2

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	24	33	85	7	24	41	89	7	24	39	85	16
Mathematics	24	33	71	15	24	43	73	10	23	41	86	5
Science	28	12	55	25	27	26	67	25	28	9	72	17
Social Science	27	20	106	10	27	21	101	19	26	30	112	10

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	6

Each school year, three all staff days are provided for professional development and continuous professional growth, all-day professional development days at Berkeley High School. In addition, every Wednesday from 1:30-3:00pm, BHS staff is involved in learning and growth opportunities.

- 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?

Antiracism work is at the heart of Berkeley High professional development. In recent years our efforts have focused on developing culturally relevant pedagogy and teaching practices, learning about implicit bias, and exploring issues of white supremacy. Last year, we took the important step of restructuring our meetings to form Race Based Breakout Groups. These affinity spaces were constructed to differentiate our antiracism learning and work.

Distance learning and antiracism work are not mutually exclusive and should not be unbraided from one another. As we learn how to navigate distance learning tools, we need to be asking ourselves how they can be best leveraged to promote equity. Shelter in place is providing us a unique opportunity to rethink our pedagogy and practices. We do not want to recreate the existing inequities of our physical classrooms in a digital landscape, only to have to exhaust our resources dismantling them. Each goal below is either a technical or relational, micro or macro, individual or collective dimension of our antiracism work as a staff.

Below is some data for the 2019-2020 school year we used to reinforce our focus on and commitment to PD related to racial equity.

White students make up 43.3% of our 10th-12th grades students & represent 14.8% of the GPAs 1.99 & below.

Black students make up 10.9% of our 10th-12th grades students & represent 32.3% of the GPAs 1.99 & below.

Latinx students make up 23.1% of our 10th-12th grades students & represent 39.7% of the GPAs 1.99 & below.

Asian students make up 7.9% of our 10th-12th grade students & represent 5.8% of the GPAs 1.99 & below.

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

1. Staff will meet in Race Based Breakout Groups 4 times to identify and explore issues of equity and inequity in their pedagogy, practice, classroom culture, and the broader Berkeley High community. These configurations will serve as a community of racial alike peers where staff members of color can recharge and process racial stressors, and White staff can challenge one another to reflect on the ways their racial identity and socialization impacts their students and pedagogy.

2. Staff will practice having 1:1 hard conversations around concerns & scenarios surfaced by students.

3. Teachers will reflect on and be recognized for their CRT work for the 2020-2021 school year during the Spring Symposium.

4. Teachers will conduct their own self equity audits related to their curriculum, routines, expectations, patterns of participation, and/or grading in order to identify the impact of their policies on Black and Latinx students.

5. SLCs & departments will conduct equity audits related to their meeting structures, data collection practices, norms, objectives, and/or student support systems.

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. The year opens up with a two-day retreat for our Teacher Leaders. The Professional Development team works with an Educational Equity consultant 1-2 times a month to recalibrate our PD plan to remain aligned with our goals.

On Wednesday afternoons 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. Teacher leaders meet bi-weekly with PD Coordinators to plan those meetings.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,769	\$49,782
Mid-Range Teacher Salary	\$73,321	\$76,851
Highest Teacher Salary	\$90,981	\$97,722
Average Principal Salary (ES)	\$120,906	\$121,304
Average Principal Salary (MS)	\$126,902	\$128,629
Average Principal Salary (HS)	\$145,855	\$141,235
Superintendent Salary	\$248,416	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

* 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.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for Berkeley High School	2016-17	2017-18	2018-19
Dropout Rate	8.6	9	9.6
Graduation Rate	88.7	87.9	88.2

Rate for Berkeley Unified School	2016-17	2017-18	2018-19
Dropout Rate	10.9	11	10.7
Graduation Rate	86.1	86.1	87.4

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9200.13	\$1535.35	\$7664.78	\$76654.07
District	N/A	N/A	\$11211.76	\$76,974
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-37.6	-0.4
School Site/ State	-1.1	-3.3

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

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1142
% of pupils completing a CTE program and earning a high school diploma	51.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	28.6

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	98.8
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	89.85

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	20	N/A
Fine and Performing Arts	1	N/A
Foreign Language	8	N/A
Mathematics	16	N/A
Science	28	N/A
Social Science	19	N/A
All courses	92	44.8

*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. Over 33% of our students in grades 9 - 12 are enrolled in at least one CTE pathway course and many students complete multiple 2 year pathway sequences prior to graduation.

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

12 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

We have identified clear post -secondary college pathways and/or industry apprenticeship programs aligned with each of our CTE pathways and we have a very robust Dual Enrollment/Early College Credit program in partnership our local Community Colleges. These early college credit and post-secondary opportunities are marketed to all students enrolled in CTE courses.

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.