Berkeley High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

BERKELEY HIGH SCHOOL

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.

2022-23 School Contact Information

School Name	Berkeley High School
Street	1980 Allston Way
City, State, Zip	Berkeley, CA 94704
Phone Number	510.644.4566
Principal	Juan Raygoza
Email Address	juanraygoza@berkeley.net
School Website	https://bhs.berkeleyschools.net/
County-District-School (CDS) Code	01-61143-0131177

2022-23 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 Address	www.berkeleyschools.net

2022-23 School Overview

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 School 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	805
Grade 10	818
Grade 11	782
Grade 12	817
Total Enrollment	3,222

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.0
Male	51.0
American Indian or Alaska Native	0.3
Asian	6.9
Black or African American	12.4
Filipino	0.9
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	14.8
White	43.5
English Learners	4.5
Foster Youth	0.2
Homeless	1.7
Migrant	0.0
Socioeconomically Disadvantaged	30.4
Students with Disabilities	12.1

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

2020-21 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)	121.60	71.30	417.10	82.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	44.80	26.28	79.00	15.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	1.21	6.10	1.21	12115.80	4.41
Unknown	2.00	1.20	2.20	0.45	18854.30	6.86
Total Teaching Positions	170.60	100.00	504.60	100.00	274759.10	100.00

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.

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)	137.60	82.11	453.00	87.93	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	0.39	1.60	0.32	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	18.90	11.31	44.90	8.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	1.24	4.90	0.96	11953.10	4.28
Unknown	8.20	4.93	10.60	2.06	15831.90	5.67
Total Teaching Positions	167.60	100.00	515.20	100.00	279044.80	100.00

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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	44.80	18.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	44.80	18.90

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	1.00	2.00
Total Out-of-Field Teachers	2.00	2.00

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	27.40	12.80
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.30	2.40

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Board Approved, Standards Aligned Texts for all Language Arts courses.	Yes	0
Mathematics	Board approved, standards aligned texts for all math courses.	Yes	0
Science	Board Approved, Standards Aligned Texts for all Science courses.	Yes	0

History-Social Science	Board Approved, Standards Aligned Texts for all Social Science courses.	Yes	0
Foreign Language	Board Approved, Standards Aligned Texts for all World Languages Courses.	Yes	0
Science Laboratory Equipment (grades 9-12)	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. 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.		

School Facility Conditions and Planned Improvements

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

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process.

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

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

Date of Last Inspection: August 22, 2022

Year and month of the most recent FIT report	August, 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			A major modernization started for the A building (theater) and is mostly complete as of January 2023.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	66	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	44	N/A	57	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	776	625	80.54	19.46	66.88
Female	386	293	75.91	24.09	74.65
Male	388	330	85.05	14.95	59.88
American Indian or Alaska Native	--	--	--	--	--
Asian	65	58	89.23	10.77	67.24
Black or African American	94	75	79.79	20.21	35.21
Filipino	--	--	--	--	--
Hispanic or Latino	156	135	86.54	13.46	55.97
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	125	97	77.60	22.40	71.13
White	328	255	77.74	22.26	79.92
English Learners	35	30	85.71	14.29	10.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	217	183	84.33	15.67	50.28
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	59	74.68	25.32	23.73

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	776	570	73.45	26.55	44.44
Female	386	260	67.36	32.64	46.33
Male	388	308	79.38	20.62	42.48
American Indian or Alaska Native	--	--	--	--	--
Asian	65	53	81.54	18.46	53.85
Black or African American	94	70	74.47	25.53	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	156	119	76.28	23.72	30.77
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	125	94	75.20	24.80	48.94
White	328	228	69.51	30.49	59.65
English Learners	35	29	82.86	17.14	3.45
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	217	175	80.65	19.35	25.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	79	55	69.62	30.38	5.45

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	47.97	--	49.8	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	787	666	84.63	15.37	47.97
Female	407	344	84.52	15.48	45.93
Male	380	322	84.74	15.26	50.16
American Indian or Alaska Native	--	--	--	--	--
Asian	61	51	83.61	16.39	49.02
Black or African American	92	67	72.83	27.17	15.15
Filipino	--	--	--	--	--
Hispanic or Latino	153	137	89.54	10.46	24.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	111	89	80.18	19.82	51.69
White	359	313	87.19	12.81	63.9
English Learners	27	27	100	0	0
Foster Youth	--	--	--	--	--
Homeless	17	12	70.59	29.41	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	192	81.7	18.3	19.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	84	58	69.05	30.95	5.26

2021-22 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 50% 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 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 - Multiple Pathways and Sub Pathways
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.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1593
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.13
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	62.31

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required 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 9	24	24	24	25	24

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.

2022-23 Opportunities for Parental Involvement

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) and Berkeley Schools Excellence Program (BSEP) Committee and English Learner Advisory Committee (ELAC). Numerous programs and activities are enriched by our PTA's fundraising efforts, as well as the generous contributions made by the Berkeley High School Development Group (BHSDG). 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/# .

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		10.7	10.3		12.4	11.2		8.9	7.8
Graduation Rate		87.8	88.1		86.2	87.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	848	747	88.1
Female	436	387	88.8
Male	412	360	87.4
American Indian or Alaska Native	--	--	--
Asian	67	57	85.1
Black or African American	99	85	85.9
Filipino	--	--	--
Hispanic or Latino	165	142	86.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	110	105	95.5
White	392	345	88.0
English Learners	59	43	72.9
Foster Youth	--	--	--
Homeless	28	20	71.4
Socioeconomically Disadvantaged	294	251	85.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	108	84	77.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3313	3281	367	11.2
Female	1623	1605	196	12.2
Male	1688	1674	171	10.2
American Indian or Alaska Native	11	11	0	0.0
Asian	234	232	17	7.3
Black or African American	417	412	75	18.2
Filipino	30	30	2	6.7
Hispanic or Latino	696	689	88	12.8
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	488	482	55	11.4
White	1423	1411	128	9.1
English Learners	164	164	26	15.9
Foster Youth	6	6	3	50.0
Homeless	76	76	24	31.6
Socioeconomically Disadvantaged	1036	1027	179	17.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	414	411	99	24.1

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.84	1.22	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.06	3.05	0.03	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.05	0.00
Female	2.46	0.00
Male	3.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.43	0.00
Black or African American	11.99	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.16	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.07	0.00
White	0.91	0.00
English Learners	6.71	0.00
Foster Youth	0.00	0.00
Homeless	15.79	0.00
Socioeconomically Disadvantaged	6.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.90	0.00

2022-23 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, 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 on February 16, 2022.

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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	24	39	85	16
Mathematics	23	41	86	5
Science	28	9	72	17
Social Science	26	30	112	10

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	45	41	14	105
Mathematics	40	33	20	94
Science	52	12	6	92
Social Science	38	35	62	111

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	32	96	8
Mathematics	25	30	79	14
Science	28	19	85	20
Social Science	27	18	105	21

2021-22 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	716

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10.8
Library Media Teacher (Librarian)	2.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	35.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$10,352.19	$1,464.95	$ 8,887.24	$85,996.34
District	N/A	N/A	$12,087.09	$87,269
Percent Difference - School Site and District	N/A	N/A	-200.0	-1.5
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	-200.0	3.4

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$49,125	$52,478
Mid-Range Teacher Salary	$82,294	$80,810
Highest Teacher Salary	$102,115	$101,276
Average Principal Salary (Elementary)	$135,396	$127,080
Average Principal Salary (Middle)	$139,707	$134,264
Average Principal Salary (High)	$154,309	$147,200
Superintendent Salary	$244,975	$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	42.7

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	19
Fine and Performing Arts	1
Foreign Language	8
Mathematics	16
Science	46
Social Science	20
Total AP Courses Offered Where there are student course enrollments of at least one student.	110

Professional Development

Each school year, three all staff days are provided for professional development and continuous professional growth, with an additional 4 all-staff professional development meetings. In addition, every Monday from 8-9:30 AM, BHS staff is involved in learning and growth opportunities during allocated PD Meetings.

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?
At the close of the 21-22 school year, our community grieved the loss of a student and in the fall of 22, we lost two more young people. Our PD team recognized that the three threads of mental health, inclusion and anti racism were all held together by the pernicious view that there is one right way of being and that White Supremacy Culture, the characteristics of which must be learned "to both understand and transgress white supremacy culture" --Tema Okun, is all around our BHS community and causing harm. We offered professional development training and guided teacher leaders to conduct small change cycles addressing these areas with their teams using data illustrating an inequity in our classes.

For each teacher on our staff to find our locus of control, address inequity and transform their practice, we are teaching the teachers that IEP accommodations are readily used as tier 1 level supports for all students; we are learning from Willy Wilkinson to improve our gender expansive competence based on student experience data; we are practicing Dr Christopher Emdin's cornerstones of anti-racist education: oral language integration, student dialogue and plentiful praise and direction; we are applying principals of healing centered schools to meet the mental wellness needs of students post covid and after loss.

There is no denying, the 2020-21 school year forever changed Berkeley High School. The COVID-19 Pandemic forced us to change the way we did just about everything, and the staff and administration responded with remarkable flexibility and creativity to support student learning under difficult circumstances. This break in normalcy also provided a chance to reflect on other incipient changes on our campus. The BHS walk-out against sexual harm culture, the ongoing national movement for Black Lives, and the worsening youth mental health crisis all make it clear that our goal should not be to return to "normal." We have a responsibility to nurture the fragile seeds of change that our community has planted. Accordingly, the foundation for our PD this year is healing from harm while transforming the conditions that made harm possible. We understand harm broadly, referring to all members of the community, stemming from individual actions or, more often, from systemic, environmental, and cultural conditions. The process of healing will involve building on our anti-racism work, leveraging and building on our student support protocols, and fostering a culture of dignity and belonging for all students—especially those with marginalized identities.

Professional Development

Last year in PD, we continued to build momentum engaging in critical anti-racist work. In racial affinity groups, staff reflected on the impact of their classroom policies, guided by Dr. Ibram X Kendi's assertion that "There is no such thing as a nonracist or race-neutral policy. Every policy in every institution in every community in every nation is producing or sustaining either racial inequality or equity between racial groups" (Kendi 18). Each department and SLC committed to implementing a policy change— their Problem of Policy Practice, or PoPP—for the 21-22 school year. This year, we will support TLs in implementing those changes and collecting data to ascertain their impacts.

While that work continues, we will bring in the core ideas from Belonging Through a Culture of Dignity to clarify our collective vision and create the conditions necessary for change. As the authors explain, "if all we're doing is dismantling and disrupting without a shared vision of what we will build, we will be left with devastation." The vision that we hope to foster is one of inclusion, which Cobb and Krownapple define as "engagement within a community where the equal worth and inherent dignity of each person is honored" (33). They are building on the ideas of disability activist Diane Richler, who asserts that inclusion is not about changing people to fit a system, but transforming the system to suit the needs of those it is intended to serve. The concrete work of shifting school and classroom culture will take place in racial affinity spaces, in cogenerative dialogues between students and staff, in trainings to grow our competence supporting gender expansive and other marginalized students, and in leveraging the wealth of knowledge, resilience, and resources that we have in our community.

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 SLC and Departments executing modules created by the PD Coordinator team

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

3. Teachers will implement their SLC/Department cycle of change 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.

4. Teachers and staff will participate in 1 training conducted by an outside organization that focus on 1) the misgendering of students 2) Creating safe classroom environment for Trans students and staff 3) Resources and support on name/gender maker/ email change

5. Teachers will feel supported, challenged, motivated, and empowered in their antiracism work.

6. Teachers will incorporate Tier 1 practices that will support all students in the classroom

7. Teachers will feel supported in adopting and adapting new online learning platforms, including Kami and features of IC.

PD lead teachers are supported by the Professional Development Coordinators and provided scaffolding and instruction during bi weekly, Wednesday 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	7	7