

Berkeley High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 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

2023-24 District Contact Information

District Name	Berkeley Unified School District
Phone Number	(510) 644-6150
Superintendent	Enikia Ford Morthel
Email Address	superintendent@berkeley.net
District Website	www.berkeleyschools.net

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	807
Grade 10	815
Grade 11	807
Grade 12	775
Total Enrollment	3,204

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.7%
American Indian or Alaska Native	0.2%
Asian	7.3%
Black or African American	11.5%
Filipino	0.8%
Hispanic or Latino	22.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	14.6%
White	42.9%
English Learners	4.7%
Foster Youth	0.1%
Homeless	1.2%
Socioeconomically Disadvantaged	25.1%
Students with Disabilities	11.9%

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.

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	27.4	12.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	2.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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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

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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	66	58	66	67	47	46
Mathematics (grades 3-8 and 11)	44	49	57	61	33	34

2022-23 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	787	666	84.63	15.37	57.82
Female	382	319	83.51	16.49	59.81
Male	405	347	85.68	14.32	55.95
American Indian or Alaska Native	--	--	--	--	--
Asian	60	52	86.67	13.33	58.00
Black or African American	89	68	76.40	23.60	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	176	149	84.66	15.34	45.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	121	101	83.47	16.53	66.67
White	329	284	86.32	13.68	72.76
English Learners	36	26	72.22	27.78	7.69
Foster Youth	0	0	0	0	0
Homeless	14	10	71.43	28.57	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	152	76.77	23.23	34.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	65	68.42	31.58	16.92

2022-23 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	787	673	85.51	14.49	49.48
Female	382	322	84.29	15.71	44.69
Male	405	351	86.67	13.33	53.87
American Indian or Alaska Native	--	--	--	--	--
Asian	60	52	86.67	13.33	51.92
Black or African American	89	70	78.65	21.35	8.70
Filipino	--	--	--	--	--
Hispanic or Latino	176	149	84.66	15.34	32.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	121	104	85.95	14.05	53.85
White	329	287	87.23	12.77	66.08
English Learners	36	25	69.44	30.56	0.00
Foster Youth	0	0	0	0	0
Homeless	14	10	71.43	28.57	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	151	76.26	23.74	23.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	64	67.37	32.63	6.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	47.97	47.95	49.80	50.35	29.47	30.29

2022-23 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	1508	1329	88.13	11.87	47.80
Female	744	646	86.83	13.17	47.74
Male	762	681	89.37	10.63	47.70
American Indian or Alaska Native	--	--	--	--	--
Asian	124	113	91.13	8.87	52.21
Black or African American	173	149	86.13	13.87	9.46
Filipino	12	11	91.67	8.33	36.36
Hispanic or Latino	323	278	86.07	13.93	32.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	231	200	86.58	13.42	55.38
White	640	574	89.69	10.31	61.78
English Learners	65	48	73.85	26.15	4.17
Foster Youth	0	0	0	0	0
Homeless	32	25	78.13	21.87	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	394	328	83.25	16.75	24.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	167	125	74.85	25.15	8.87

2022-23 Career Technical Education Programs

BUSD's development of High School 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. At the Middle School level all 6th grade students at the 3 Middle Schools complete a STEM/Maker wheel curriculum in dedicated Makerspaces and many students enroll in CTE supported STEM electives in grades 7 and 8. Middle School STEM exploration is aligned with many of the CTE STEM Pathways students will have the chance to complete at Berkeley High School. Computer Science, Engineering, Electronics, CAD Design and Digital Media.

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 - 2 year pathway, Industry Partnership and high value internships
- Community & Public Health
- Fire Science/EMT - Pre Fire Academy in collaboration with Berkeley Fire Department
- Law & Social Justice -
- Graphic Design, Visual & Media Arts, Film Video Production, Production & Managerial Arts, Digital Sound Engineering - Multiple Pathways and Sub Pathways
- Computer Science 2 Pathways AP CSP/ AP CSA and the International Baccalaureate IB CS SL/IB CS HL
- Building & Construction Trades - Carpentry with UBC Pre Apprenticeship agreement
- Engineering Design - 4 Levels of Robotics and Mechatronics Engineering, FIRST Robotics Team

ALL High School level CTE courses are college prep and fill UCOP A-G requirements for UC/CSU eligibility. 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.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1649
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.1
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.5
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	83.27

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	13	13	13	13	12

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.

2023-24 Opportunities for Parental Involvement

Berkeley Unified School District and Berkeley High School commit to family engagement that builds relational trust, links families to learning, connects schools and families to community resources, and develops the capacity of staff and family to partner together and lead student learning. Our school welcomes families to engage with school staff daily by communicating

2023-24 Opportunities for Parental Involvement

on the phone, via email, through district and school social media, and in person and will receive regular communications via school newsletters. Families in need of translation and interpretation services can seek support from the school office staff. Families are invited to attend a wide range of special events throughout the year including assemblies for academic and citizenship honorees and heritage months, Back-to-School and Open House Nights, and field trips as chaperones. Learning opportunities for families are available throughout the year provided at both the school and district level on topics such as supporting your child's academic success and college/career options, building social/emotional competencies, and supporting mental and physical wellness. We believe families should be partners in student learning and are provided a variety of opportunities for input in important decisions through surveys and participation on leadership committees such as the School Site Council, English Learner Advisory Committee, Parent Teacher Association, and a variety of additional school-based committees and volunteer opportunities. Opportunities for families to gather in affinity-based spaces are provided throughout the district and school. For more information on family engagement opportunities and resources please contact the Parent Resource Center staff: 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	8.1	10.3	6	9.2	11.2	6.7	9.4	7.8	8.2
Graduation Rate	90.5	88.1	93.1	89.2	87.3	92.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	811	755	93.1
Female	406	383	94.3
Male	401	368	91.8
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	70	66	94.3
Black or African American	98	91	92.9
Filipino	--	--	--
Hispanic or Latino	163	150	92.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	123	118	95.9
White	347	321	92.5
English Learners	60	50	83.3
Foster Youth	--	--	--
Homeless	25	23	92.0
Socioeconomically Disadvantaged	287	270	94.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	87	75	86.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3380	3269	345	10.6
Female	1650	1600	151	9.4
Male	1724	1663	193	11.6
Non-Binary	6	6	1	16.7
American Indian or Alaska Native	11	9	1	11.1
Asian	241	238	19	8.0
Black or African American	413	389	77	19.8
Filipino	28	27	3	11.1
Hispanic or Latino	749	723	87	12.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	494	480	53	11.0
White	1435	1394	104	7.5
English Learners	168	161	27	16.8
Foster Youth	6	6	4	66.7
Homeless	77	75	29	38.7
Socioeconomically Disadvantaged	927	895	163	18.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	423	405	109	26.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.06	3.05	2.54	0.03	1.91	1.83	0.20	3.17	3.60
Expulsions	0.00	0.00	0.09	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.54	0.09
Female	2.36	0.06
Male	2.73	0.12
Non-Binary		
American Indian or Alaska Native	9.09	9.09
Asian	2.49	0
Black or African American	6.78	0
Filipino	3.57	0
Hispanic or Latino	3.47	0.13
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.82	0
White	1.05	0.07
English Learners	3.57	0
Foster Youth	0	0
Homeless	10.39	0
Socioeconomically Disadvantaged	5.39	0.11
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.57	0

2023-24 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, 2023.

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	33	86	14
Mathematics	25	27	74	14
Science	27	22	94	10
Social Science	27	16	110	10

2022-23 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	421.58

2022-23 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)	11.3
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	16.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	10,908.94	1,658.54	9,250.40	82,678.71
District	N/A	N/A	14,031.49	84,189.45
Percent Difference - School Site and District	N/A	N/A	-41.1	-1.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2022-23 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$49,584	\$54,190
Mid-Range Teacher Salary	\$83,063	\$85,111
Highest Teacher Salary	\$103,069	\$104,999
Average Principal Salary (Elementary)	\$137,296	\$132,492
Average Principal Salary (Middle)	\$142,368	\$140,987
Average Principal Salary (High)	\$160,425	\$153,884
Superintendent Salary	\$243,950	\$255,503
Percent of Budget for Teacher Salaries	32.06%	32.09%
Percent of Budget for Administrative Salaries	5.99%	5.25%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	43.7
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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	24
Fine and Performing Arts	1
Foreign Language	6
Mathematics	13
Science	52
Social Science	20
Total AP Courses Offered Where there are student course enrollments of at least one student.	116

Professional Development

Each school year, three all staff days are provided for professional development and continuous professional growth. These three full-day PD's provide a chance to build community, understand the district's key initiatives, and reflect on their own practices. For the 2023-2024 school year these three days have been used to engage the staff in the WASC process, introduce the creation of and protocols for a new wellness center, and complete required trainings in sexual harassment and mandated reporting.. In addition to the three "all day, all staff" professional development days, there are at least three and up to six additional all-staff professional development meetings on Monday mornings. These meetings are used to complete training

Professional Development

such as diabetes protocol and further work in WASC. When not meeting as an all-staff, Monday morning P.D., which runs from 8:03-9:33AM, alternates time for staff to collaborate as departments and small learning communities or programs across campus. These professional development meetings are run by Teacher Leaders of the communities and departments that are chosen to meet that Monday.

Professional Development at Berkeley High is coordinated by two .4FTE positions working in weekly collaboration with the principal and biweekly collaboration with the teacher leaders of the various departments and learning communities across campus. Professional development opportunities, including sample agendas, research, and materials, are provided by the P.D. coordinators to the Teacher Leaders, who then use the material to craft their own Monday P.D. agendas. Each department and learning community creates their own professional development arc in collaboration with the P.D. coordinators. The primary focus for staff development is chosen through input from teacher leaders, review of the CA Dashboard indicators for the school, and mandates from the district. These data points have focused on the current P.D. for BHS on improving and increasing the usage of data to monitor and change student outcomes and increasing support for students, particularly Black, Latinx, and students with an IEP, to take and succeed on the SBAC for ELA and Math.

The focus for the 2023-2024 school year's PD is an intentional use of structured student talk to uplift student voices in classes, particularly the voices of our most marginalized students including our Latinx, Black, and disabled students. This PD Plan requires staff to re-engage with Constructing Meaning, the district's initiative on explicitly teaching of language as a part of content, and Street Data (Safir & Dugan 2021), an anti-racist methodology for collecting and reviewing data about students. Staff work in departments in the first semester to review and develop Constructing Meaning practices including teaching of academic vocabulary, creation of sentence patterns, and use of drafting templates to support student work. Concurrent to these practices are cycles of "street data" being run in the small learning community and program P.D.s. These cycles require staff to deeply listen to marginalized students through interviews, fishbowls and questionnaires to learn more about their own practices. To support this focus the PD coordinators work with an Educational Equity consultant 1-2 times a month to recalibrate the PD plan and adjust our school goals. Additionally, 26 staff members are being re-trained in Constructing Meaning through a new 3-day BUSD institute.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	