Berkeley Unified School District

BERKELEY HIGH SCHOOL
WASC SELF-STUDY 2011-2012

Focus on Learning submitted to the
Western Association of Schools and Colleges and the
California State Department of Education

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Berkeley, CA 94704
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Berkeley Unified School District

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District Administration

William Huyett: Superintendent of Schools
Neil Smith: Assistant Superintendent
Delia Ruiz: Assistant Superintendent for Human Resources
Javetta Cleveland: Deputy Superintendent of Schools (Business Services)
Christina Faulkner: Director of Curriculum and Instruction
Susan Craig: Director of Student Services

School Board

John T. Selawsky: President
Leah Wilson: Vice President
Beatriz Leyva-Cutler: Clerk
Josh Daniels: Director
Karen Hemphill: Director
Maddy Roberts: Student Director

Berkeley High School

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Administrative Team

Pasquale Scuderi: Principal
Richard Ng: Administrative Coordinator
Kristin Glenchur: Vice Principal for CPA, GRN, PE, WL
Jorge Melgoza: Vice Principal for AHA, Arts, CAS, EL, Science
Ashley Milton: Vice Principal for BIHS, Math
Vernon Walton: Vice Principal for AC, Af-Am
Diane Colborn: Program Supervisor for Special Education
Ardarius McDonald: Dean of Students
Daniel Roose: Dean of Attendance and WASC Coordinator
Alfred Wilright: Operations Manager
Flora Russ: Senior Advisor

Berkeley High School is composed of
six learning communities and
eight departments on one campus.

Teacher Leaders / Learning Communities

Matt Carton, Ben Sanoff, Angela Dean: Academic Choice (AC)

Shannon Erby, Matt Glaser: Arts and Humanities Academy (AHA)

Matt Meyer, Nick Pleskac: Berkeley International High School (BIHS)

Leah Katz: Communication Arts and Sciences (CAS)

Alan Boltz, Annie Johnston: Community Partnerships Academy (CPA)

Dagny Dingman, Andy Peck: Green Academy (GRN)

Teacher Leaders / Departments

Robert McKnight: African-American Studies

Miriam Stahl: Art

Rachael Chodorow-Reich, Heidi Ramirez-Weber: English Learners / Newcomer

Amy Burke: Mathematics

Shirley Sommers: Physical Education

Evy Kavaler, Glenn Wolkenfeld: Science

Eileen Jacobs: Special Education

Tamara Friedman, Benette Williams: World Languages

WASC Focus Group Leaders

Ben Neumann (Special Education) & Glenn Wolkenfeld (Science): Category A - Organization

Susannah Bell (PD) & Kate Trimlett (Science): Category B - Curriculum

Amy Burke (Math) & Amy Crawford (English): Category C - Instruction

Carl Rogers (English) & Dave Stevens (PD): Category D - Assessment and Accountability

Wyn Skeels (Academic Support): Category E - School Culture and Student Support

WASC Leadership Team

Amy Burke: Math Teacher Leader
Hector Cardenas: Member of Berkeley Schools Excellence Program (BSEP)
Matt Carton: AC Teacher Leader
Susan Craig: BUSD Director of Student Services
Dagny Dingman: GRN Teacher Leader
Shannon Erby: AHA Teacher Leader
Teri Goodman: Counselor
Eileen Jacobs: Special Education Teacher Leader
Annie Johnston: CPA Teacher Leader
Leah Katz: CAS Teacher Leader
Evy Kavaler: Science Teacher Leader
Xia Lee: Counselor
Jessica Lopez-Tello: Attendance Program Assistant
Robert McKnight: Af-Am Teacher Leader
Matt Meyer: BIHS Teacher Leader
Richard Ng: Administrative Coordinator
Heidi Ramirez-Weber: EL/Newcomer Teacher Leader
Daniel Roose: WASC Coordinator, Dean of Attendance
Pasquale Scuderi: Principal
Shirley Sommers: PE Teacher Leader
Miriam Stahl: Art Teacher Leader
Dave Stevens: Professional Development Coordinator
Steve Sutcher: Parent
Reed Urmann: Student, ASB Vice President
Vernon Walton: Vice Principal for AC and Af-Am Studies
Benette Williams: World Languages Teacher Leader
Leah Wilson: BUSD School Board Vice President
Flora Ziprin: Student, ASB President

WASC Visiting Team

Mr. Joseph Mahood (Chair): Assistant Principal at Aragon High School
Ms. Judy Brown: Educational Consultant, CDE
Mr. Kent Albertson: Principal of Madera High School
Ms. Jennifer Bass: Math Teacher at Oakdale High School
Mrs. Ericka Lovrin: Principal of George Washington High School
Mr. Gregory Ortiz: Counselor at Valley High School
Dr. Lucretia Peebles: Director for Charter Schools, SCCOE
Ms. Donna Peltz: Assistant Principal at Mountain View High School

WASC SELF STUDY REPORT

Prepared for Visit March 19-21, 2012

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*Cover and chapter dividers photographed / designed by
Gabriel Berent, BHS art teacher*

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The School Community

Berkeley High School is the only comprehensive public high school in Berkeley, serving a diverse student body of 3,243 in grades 9-12 on our campus, in addition to 159 students in the Independent Study Program. The Berkeley High School program provides students with a broad range of quality academic choices including honors, college preparatory, compensatory, International Baccalaureate, Advanced Placement and elective choices – all designed to offer a rigorous, comprehensive education at all grade levels. The school can boast of many proud accomplishments, such as our graduation rate, which is higher than the county or the state. We also face some daunting challenges, such as a troubling achievement gap.

Berkeley High is located in the Northern Bay Area of California and is surrounded by the cities of Oakland, Richmond, Kensington, Albany, El Cerrito, and Emeryville. Berkeley had a population of over 112,580 in the census of 2010. Whites comprised the largest ethnic group, with 66,996 people, followed by Asians, with 21,690, and African-Americans, with 11,241 people.   The median household income in 2011 was $77,000, with a large spectrum of haves and have-nots. Berkeley has the largest income gap between wealthy families and poor families of any city in the Bay Area. Berkeley High School is four blocks away from the University of California at Berkeley. The proximity to the university significantly impacts the community and high school through many school university partnerships and through the enrollment of faculty members' children in our high school.

Community and Parent Support

Berkeley High enjoys vibrant support from the parent and the city community. This commitment is demonstrated in several generous bond measures and special taxes the voters have passed to fund school improvement. For example, in November 2010 Berkeley voters approved two measures to support the district's schools. The first was an extension of a parcel tax (first approved by voters in 2000) to help maintain safe and clean district school facilities. The second measure will help pay to modernize old buildings and build some new structures, such as the planned new gymnasium for Berkeley High, which will also include fifteen new classrooms. The Berkeley Schools Excellence Project (BSEP) provides Berkeley schools with approximately $9.8 million for district-wide enrichment programs annually. The Berkeley High Development Group and the Berkeley Public Education Foundation are two parent-run groups that raise and distribute funds for school and class initiatives. Berkeley High School benefits from the active participation of parents and other community volunteers, ranging from classroom support, individual student mentors, writing coaches, to volunteers who help with school-wide projects and athletics. BHS has strong connections to area business through the Downtown Merchants' Association and other local groups.

School Purpose

The mission of Berkeley High School is to educate and inspire all students in a safe, respectful, and supportive environment. We strive to create a variety of excellent academic options for our students that both challenge and support all students to become academically successful.

We share a commitment to:
- Pedagogy that focuses on student achievement and results
- A rigorous academic curriculum in which all students can succeed
- Effective instruction that is assertively monitored and supported
- Positive relationships and community
- A school culture that values inquiry and growth

First adopted in 2001, the BHS Expected Schoolwide Learning Results were unchanged until the 2010-2011 year. Following feedback that the ESLRs were often ignored by students, the BHS student WASC group simplified the ESLRs' language to make it more student-friendly and also came up with the acronym of "S.O.L.I.D." The new version was presented to the full faculty, which adopted the change in the fall of 2012. The older version is in the appendix of this report, and the new "SOLID" version is below.

BERKELEY HIGH SCHOOL GRADUATION GOALS

SKILLS:

- Use reading, writing, and math for meaningful projects.
- Use a computer, the internet or other technology for learning.

ORAL AND WRITTEN COMMUNICATION:

- Speak confidently and clearly.
- Write essays or reports with few mistakes.
- Create or interpret something artistic.

LEARNING TOGETHER:

Collaborate effectively with others.
Contribute to a group in a variety of roles.
Interact positively with people who have different opinions or beliefs.

INDEPENDENCE:

- Use skills to solve problems.
- Learn from your mistakes.
- Understand your own learning style.
- Start planning for life after high school.

DISCOVERING COMMUNITY:

- Know about different cultures and backgrounds.
- Understand that what we do affects others.
- Help make our school, our city, and the world a better place.

WASC Accreditation History
2012: current self study
2011: WASC visit originally scheduled; extension granted
2005: six-year accreditation, with mid-term visit
2002: three-year accreditation

Status of School
Berkeley High School does not receive federal funds for Targeted Assisted Title 1, nor is it part of the federal Comprehensive School Reform program or the Immediate Intervention Underperforming Schools program. Most of the other schools in our district do receive Title 1 funds. Of the 16 schools in BUSD, 11 were in Program Improvement status in 2011. Statistical data regarding BHS' API score can be found in the Student Performance section of this report.

Small Schools and Programs:
To support the success of all students, Berkeley High School in the past decade has evolved from a single comprehensive high school into six distinct learning communities – four small schools of between 230 to 300 students each , and two larger programs of between 900 to 1,300 students each.   One of the main goals of this division was to personalize education to meet diverse interests through rich curricular choices, and to meet all students' needs through a wide range of supports and interventions.

Students enrolled in any one of the learning communities share a core group of teachers. All of the communities satisfy the A-G requirements for University of California. All offer some AP or IB classes. The smaller learning communities also offer opportunities for students to do internships and senior projects in a specific college and career pathway.

In spring, at the same time they select classes, freshmen and students new to BHS rank and submit their learning community preferences. At the end of spring semester, a lottery (which follows diversity guidelines set by the Berkeley Unified School District) determines student placement. The six BHS learning communities are described below.   The two largest communities – Academic Choice and Berkeley International High School – are usually referred to on our campus as "programs," while the other four learning communities are usually referred to as "small schools" because of their proportionally smaller enrollment.

Academic Choice (AC)
With approximately 1,300 students, Academic Choice is the largest of the BHS small learning communities.   As the largest program with the most teachers on campus, Academic Choice also offers the widest range of classes. AC offers a core curriculum of humanities classes as well as math and science while allowing access to the full range of African-American studies, arts, physical education and world language classes available at Berkeley High School.   Because it has the widest range of classes, AC permits students from other learning communities to "passport" into AC classes. In the 2011-2012 year, Academic Choice divided itself into two houses in order to offer its students greater personalization.

Arts and Humanities Academy (AHA)

The Arts and Humanities Academy (AHA) provides an innovative, rigorous academic and arts curriculum. Students use the lens of the arts to seek creative solutions to academic and artistic challenges. The curriculum in AHA is designed to inspire greater levels of academic achievement by linking student interest and talent in the arts to all aspects of their educational experience. The culture of AHA is one in which everyone embraces the pursuit of personal growth, development, and excellence as a student, as an artist, as an individual, and as a member of a community. Students graduate from AHA prepared for college as well as possessing the skills necessary to explore their artistic endeavors.

Berkeley International High School (BIHS)

The second-largest program, with about 900 students, Berkeley International High School (BIHS), an authorized International Baccalaureate school, focuses on international studies. Now in its sixth year, BIHS prepares all students to participate in the IB Diploma Program in 11th and 12th grade. The integrated four-year study of humanities focuses first on the study of geographical regions and elements of culture, including literature, art, history, economics and beliefs. It then progresses systematically through the study of nations and the dynamics of global relationships, building in complexity each year. Fundamental to the BIHS curriculum is developing the students' understanding of the nature and value of their own cultures and the recognition and development of universal human values. The program is split into two smaller houses that allow teachers and students to work together in a more personalized way. 9th and 10th graders are also placed in a core and take three of their classes together.

Communications Arts and Sciences (CAS)

Distinguished by its focus on critical thinking, social justice, media literacy, and service learning, Communication Arts and Sciences (CAS) offers an academically rigorous course of study and trains its students to communicate effectively in both print and electronic media through a curriculum built around experiential learning –- learning by doing. In addition to traditional forms of expression like fiction, essays, lab reports and research papers, students create their own videos, podcasts and digital based projects, and they travel to museums, theaters, cultural centers and even abroad. All CAS classes are untracked and feature a demanding academic core and elective curriculum designed to challenge and engage every student. Classes are integrated with cross-disciplinary assignments and consistent articulation between the grade levels. The English/History Core emphasizes written communication throughout the four-year curriculum and focuses on the development of critical thinking and analysis.   CAS emphasizes a collaborative teaching model and close student-teacher relationships.

Community Partnerships Academy (CPA)

Community Partnerships Academy (CPA) offers a college preparatory curriculum that develops community leaders in health, education, law and social services. Students are provided with opportunities to explore their interests while contributing to their community. Since 1989, CPA

has established relationships with community organizations, institutions and businesses. Through these partnerships students gain experiences and opportunities beyond the traditional educational framework and plant the seeds of leadership during these significant and life-shaping years. CPA students learn by addressing issues and problems in the larger community, emphasizing the health and public service arenas. CPA teachers instill a sense of empowerment and future vision in students, encouraging them to work for reform in their communities and the world. As much as possible, core teachers continue to work with the same students for two or more years. Starting in the 2012-2013 academic year, CPA will change its name to Academy of Medicine and Public Service (AMPS).

Green Academy (GRN)
The newest small school at BHS, Green Academy (GRN) opened in the 2010-2011 academic year. Green Academy's mission is to prepare students to understand and solve the problems that face humanity and our planet in the 21st century. In Green Academy 9th graders share a common curriculum. In the 10th grade, students embark on one of two pathways; S.E.E.D. (Sustainability, Ecology, and Environmental Design) or H.E.A.T. (Human Energy and Appropriate Technology). S.E.E.D. focuses on renewable energy, transportation, green building, sustainable agriculture, water quality, and waste management. H.E.A.T. focuses on the science of energy sustainability – the nature of energy; electricity and electronics; energy conservation; and energy generation through solar, wind, geothermal, bio-fuels and other energy sources. All Green Academy students participate in learning expeditions at the high school and the wider community that are woven into the science, humanities, and math curricula. Projects include: exploring sustainable energy options, habitat restoration, promoting environmental literacy and green education, organic gardening, investigating the impact of pollution, and finding ways to reduce waste. Green Academy seniors have an internship in the community, which gives them the opportunity to put their learning about sustainability into real-world practice.

Enrollment Data
For the current 2012-2013 academic year there are 3,243 students enrolled at BHS. Of these, 765 are freshmen; 836 are sophomores; 835 are juniors; and 807 are seniors.

figure 1: BHS Demographics 2010-2011
A snapshot of our school last year, broken down by learning community. Note that Life Academy was a transitional program for 9th graders that was discontinued this year.

	Native/ Asian/Pacific	Latino	African American	White	Multi	Unknown	Total
Academic Choice	13%	12%	19%	41%	11%	4%	1336
Arts and Humanities Academy	8%	14%	30%	36%	10%	1%	236
Berkeley International High School	9%	11%	20%	47%	11%	2%	918
Communications Arts and Sciences	5%	19%	34%	27%	13%	1%	231
Community Partnerships Academy	6%	24%	51%	9%	7%	3%	238
Green Academy	10%	12%	44%	20%	11%	3%	261
Life Academy	0%	14%	62%	5%	19%	0%	21
All BHS	**10%**	**13%**	**26%**	**37%**	**11%**	**3%**	**3241**
Independent Study Program	9%	9%	33%	38%		11%	159

figure 2: BHS Demographics, 2003, 2010, 2011

In 9 years, the total population increased by 19 % from 2949 to 3505 (including independent study students). There was a notable rise in disadvantaged students -- defined as those eligible for free/reduced lunch. Note that some of the categories are overlapping. For example, the same student could be Asian, and also be an English learner, and also have a disability.
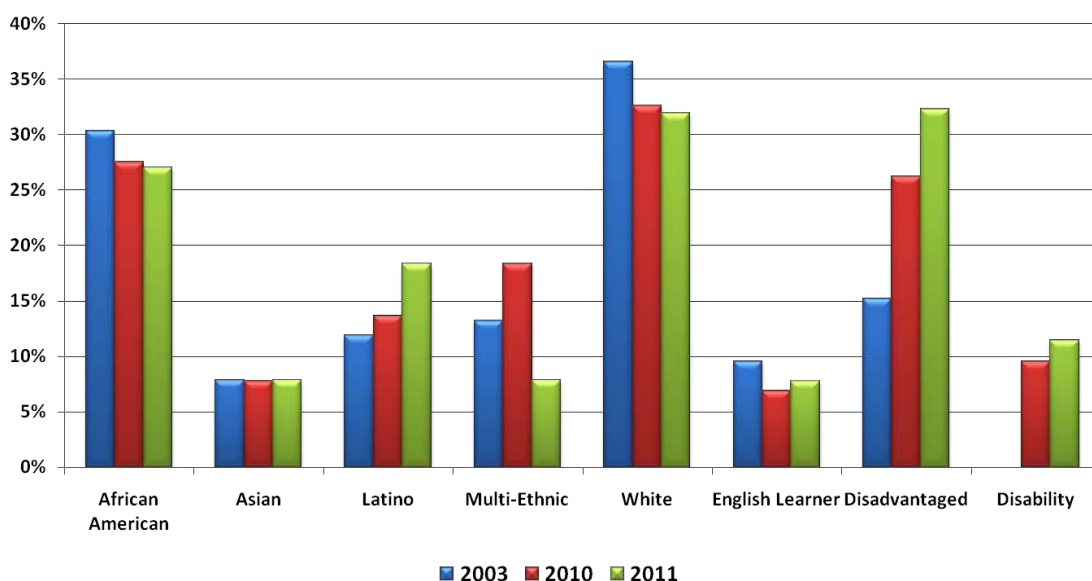
figure 3a: BHS Demographics (by percent) for small schools and programs, 2010-2011

Higher percentages of African-American and Latino students are in the four small learning communities – Arts Humanities Academy (AHA), Communications Arts and Sciences (CAS), Community Partnerships Academy (CPA), and Green Academy (GRN). Higher percentages of Asian and White students are in the two larger programs – Academic Choice (AC) and Berkeley International High School (BIHS).

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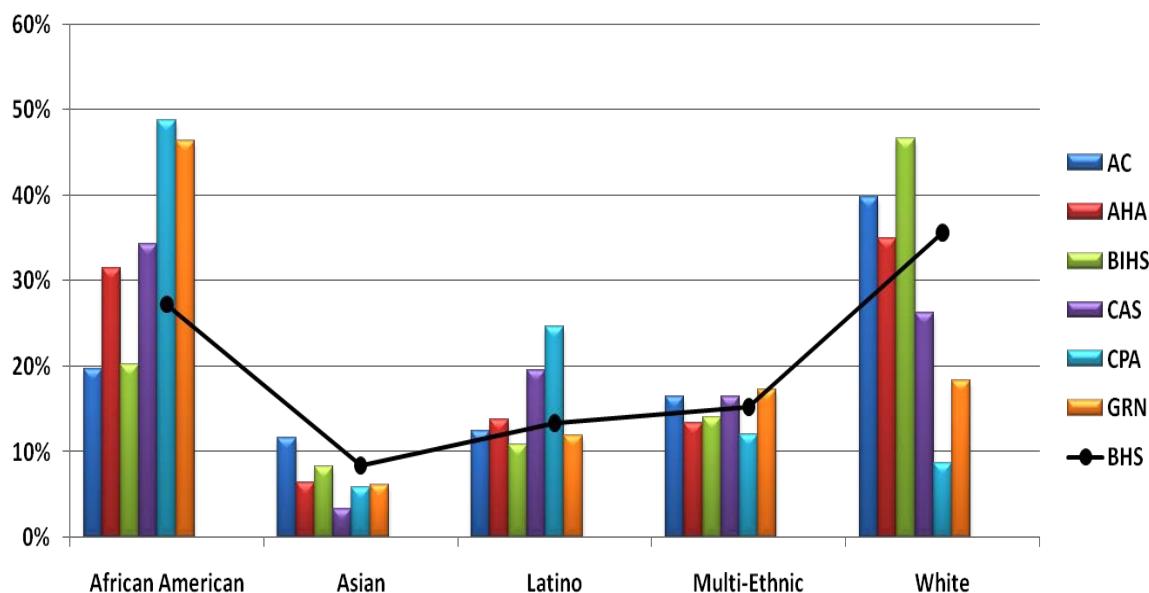
figure 3b: BHS Demographics (by percent) for small schools and programs, 2010-2011
The highest percentages of English learners are in Academic Choice and Community Partnerships
Academy. The highest percentages of disadvantaged (eligible for free and reduced lunch) students are in
Green Academy and Community Partnerships Academy.   The highest percentages of students with
disabilities are in Community Partnerships Academy and Arts Humanities Academy.
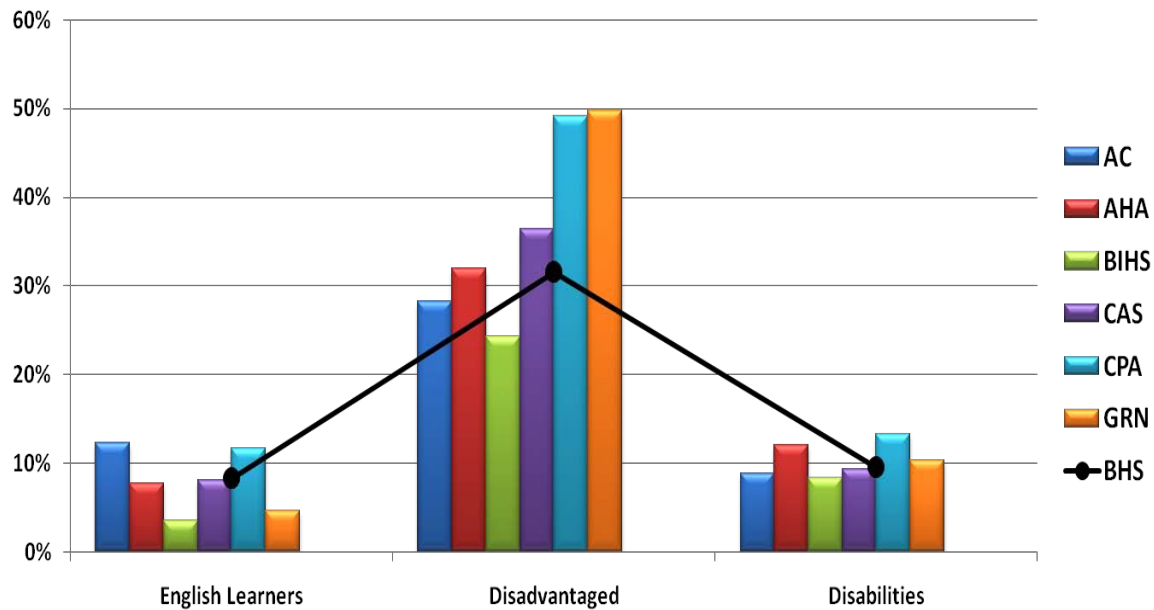
Language Proficiency

figure 4: English Learners in 2010-2011 by Learning Community
The same information that was presented graphically in the "English learners" bars in figure 3b above,
can be seen below in percentage form.

LEARNING COMMUNITY	Number of Students	%
Academic Choice	172	12.9%
Arts and Humanities Academy	21	8.9%
Berkeley International High School	35	3.8%
Communication Arts and Sciences	17	7.4%
Counseling Enriched Classes (special education)	1	7.1%
Community Partnerships Academy	26	10.9%
Green Academy	16	6.1%
Life Academy	2	9.5%

figure 5: Language proficiency for past three years in whole school
The percentage of English Learners increased in the past three years from 6.7% to 8.9%

All BHS 2010-2011	Number of Students	%
English Learner	290	8.9%
English Only	2391	73.5%
Initial Fluent English Proficient	258	7.9%
Redesignated Fluent English Proficient	298	9.2%
To Be Determined	17	0.5%
2009-2010		
English Learner	262	7.9%
English Only	2542	76.4%
Initial Fluent English Proficient	534	16.0%
Redesignated Fluent English Proficient	11	0.3%
To Be Determined		0.0%
2008-2009		
English Learner	223	6.7%
English Only	2557	76.8%
Initial Fluent English Proficient	536	16.1%
Redesignated Fluent English Proficient	13	0.4%
To Be Determined		0.0%

figure 6: English Learners' home languages, 2011-2012
Spanish speakers comprise by far the largest group of English Learners at BHS.

LANGUAGE	Number of Students	%
Spanish	90	35.7%
Arabic	10	4.0%
Urdu	8	3.2%
Cantonese	7	2.8%
Tigrinya	6	2.4%
Thai	5	2.0%
Filipino (Pilipino or Tagalog)	4	1.6%
Punjabi	4	1.6%
Vietnamese	3	1.2%
Other Non-English Language	115	45.6%
Total	252	

Attendance

figure 7a: Monthly average daily attendance compared over three years

Current academic year calculated up to December 2011. Monthly periods do not correspond exactly to calendar months. For example, in 2011, "September" began Aug. 29 and ended Sept. 23.
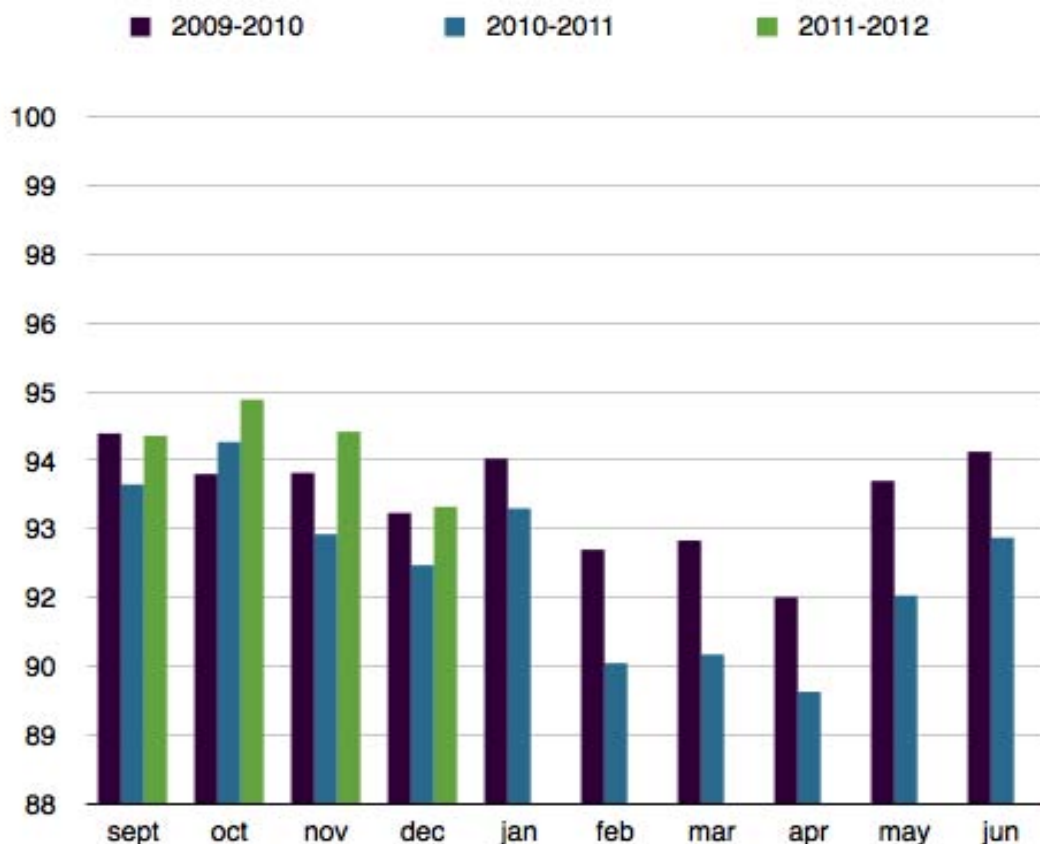
figure 7b: Growth in average daily attendance compared over two years

Historically BHS has had relatively low attendance, due in part to under-resourced attendance staff. In 2011-2012 the school board increased added another full-time clerical and a half-time dean of attendance. BHS is now making fuller use of range of interventions, including SART/SARB.

month	2010-2011 ADA %	2011-2012 ADA %	percentage point growth
September	93.58	94.43	0.85
October	94.32	95.06	0.74
November	92.71	94.50	1.79
December	92.17	93.19	1.02

figure 8a: Chronic truancy by ethnicity in 2010-2011
Number of students with 30 or more unexcused absences the whole year. Total of 322 students.
Nine nine = declined to state.
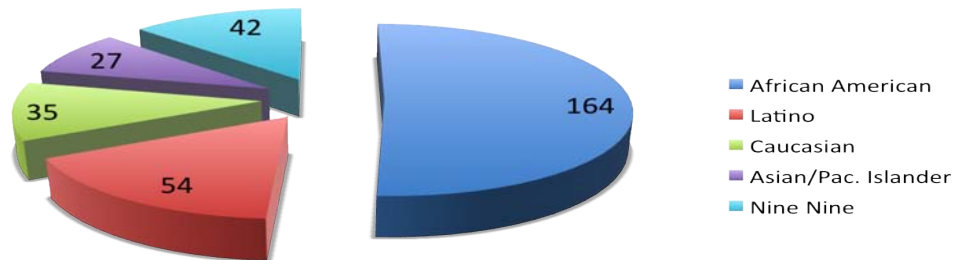
figure 8b: Chronic truancy by ethnicity, in percentages
The same data from figure 8a is represented in percentages in the chart below. Asian and Latino percentages in this group of habitual truants are roughly comparable to their proportion in the general demographics of BHS. African Americans and Whites appear in this chart in percentages considerably different from their numbers in the general population.

	Percentage of students with 30+ absences	Percentage of BHS population
Asians	8%	10%
African-Americans	51%	26%
Latinos	17%	13%
Whites	11%	37%

figure 9: Attendance comparison for students in special day class, 2010-2011
Attendance for special education students is lower that the overall rate for students not in special education. In many cases this is due to students with severe disabilities whose families face challenges getting them to school every day on time.

	Average daily attendance for whole year
Students in special day class	81.7%
Students not in special day class	91.7%

Discipline Referrals, Suspension and Expulsion Rates, Crime Statistics

figure 10a: Expulsions for four-year period – BHS data

School year	Expulsions	Students Expelled	School Enrollment	% of students Expelled
2007-2008	8	8	3318	0.2%
2008-2009	16	16	3329	0.5%
2009-2010	8	8	3349	0.2%
2010-2011	7	7	3417	0.2%

figure 10b: Suspensions for five-year period – BHS data

School year	Suspensions	Students Suspended	School Enrollment	% of students Suspended
2006-2007	398	282	3384	8.33%
2007-2008	345	236	3318	7.11%
2008-2009	419	291	3329	8.74%
2009-2010	290	208	3349	6.21%
2010-2011	305	233	3417	6.80%

figure 10c: Suspension trend lines for four-year period – state data
Figures 10a and 10b above use numbers generated at the site level. Figure 10c uses numbers reported on the state website. In an internal review of the data, BHS determined that some of the state numbers were flawed. Nevertheless, the overall trends in both sets of numbers show suspensions going down over time.
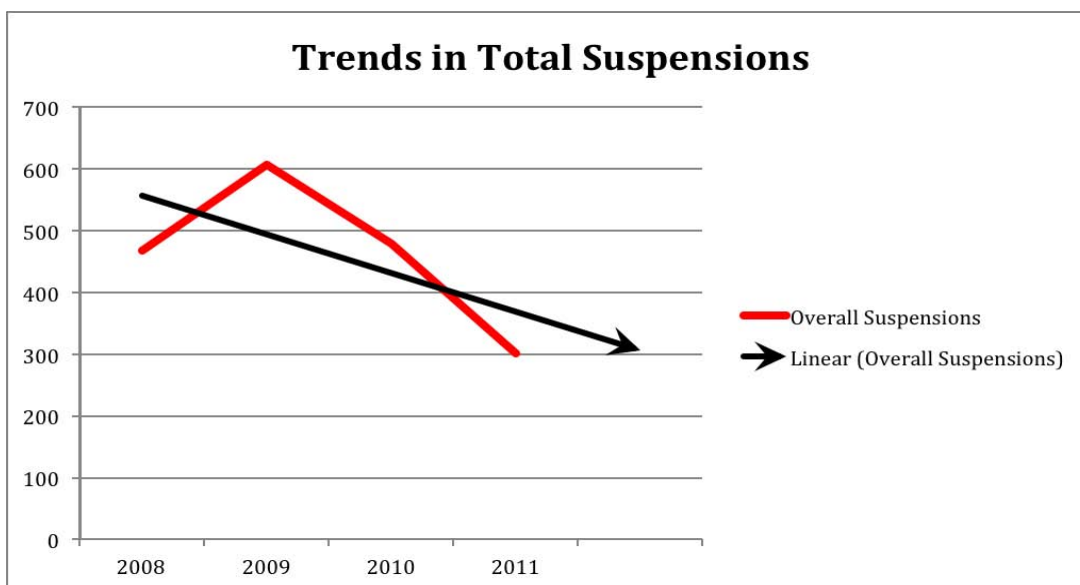
figure 11: Suspensions in 2010-2011 by ethnicity

African American students comprised the largest percentage of suspensions by ethnicity.

Ethnicity	% of Population Suspended	% of Total Suspensions
Asian-Pacific Islander	3.3%	3.3%
Latino	10.6%	15.1%
African-American	19.3%	55.6%
White	3.0%	12.5%
Multi-Ethnic	5.4%	9.2%
Unknown / declined to state	--	4.3%

figure 12: Two-year comparison, broken down by specific incident:

The most frequent category for discipline was fighting, followed by marijuana use or possession. Not all the categories in '09-10 were reported, but anecdotal data states those missing categories did not change significantly.

Category	2009-2010	2010-2011
Fights	73	51
Defiance	26	12
Other	32	
Verbal Assault	14	14
Thefts	14	11
Assault	12	3
Harrassment	15	11
Robbery	8	5
Abusive Lang.	8	
Alcohol	16	6
Verbal Alter.	9	
Mariquana	26	15
Hazing		4
Disruption		9
Gambling		4
Weapon		3
Altercation		3
Argument		4
Vandalism		2
Burglary		4
Physical Contact		1
Paraphernalia		2

12
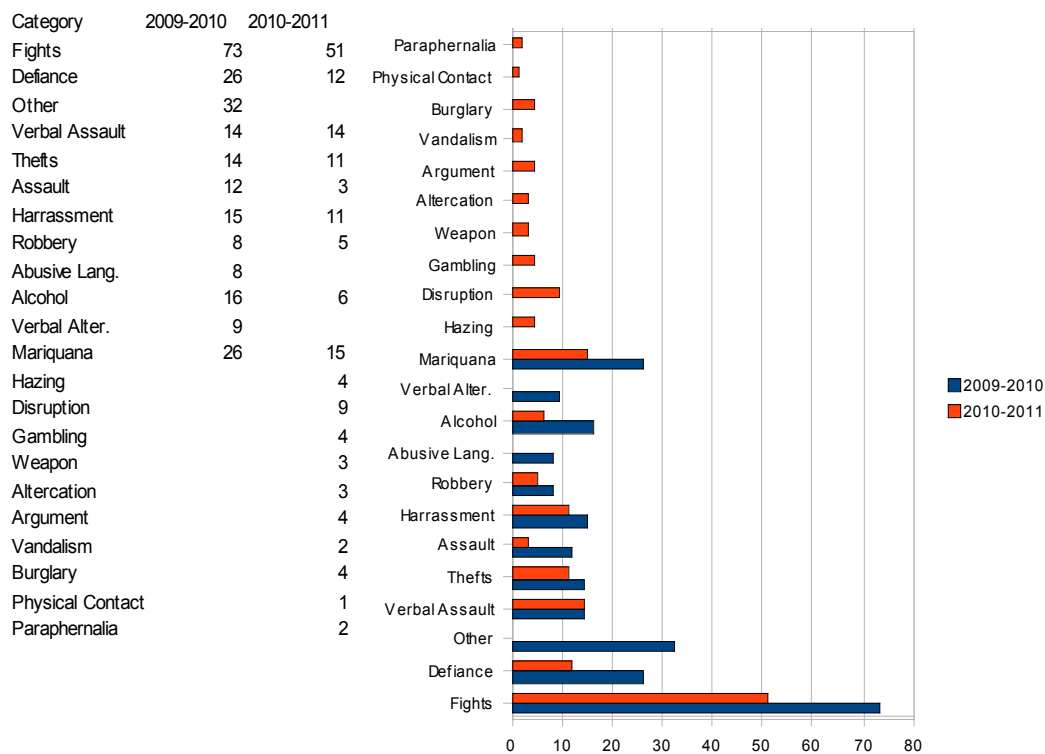
Socioeconomic Status

figure 13a: Students approved to receive free or reduced lunch for four-year period
The percentage of disadvantaged students at BHS increased by seven percentage points over a three-year period, largely a reflection of changes in the national and state economy.

	number of students	percentage of students
2010-2011		
Free/Reduced lunch	1117	32.7%
Total Population	3417	
2009-10		
Free/Reduced lunch	1057	31.6%
Total Population	3349	
2008-09		
Free/Reduced lunch	853	25.6%
Total Population	3329	

figure 13b: Free/reduced lunch by grade and by learning community in 2010-2011 year.
There was a relatively smaller percentage of disadvantaged students in the Independent Study Program, and in the two larger learning communities – AC and BIHS.

	9th	10th	11th	12th	Total
Academic Choice	35.3%	28.5%	25.4%	27.5%	29.0%
Arts and Humanities Academy	41.9%	33.3%	21.7%	31.4%	32.2%
Berkeley International High School	26.4%	25.3%	20.4%	25.2%	24.3%
Communication Arts and Sciences	34.4%	50.0%	39.3%	24.5%	37.1%
Counseling Enriched Classes *	100.0%	66.7%	50.0%	33.3%	54.5%
Community Partnerships Academy	63.3%	49.1%	42.1%	42.9%	49.6%
Green Academy	54.3%	46.8%	49.0%	55.3%	51.0%
Independent Study Program	37.5%	18.5%	30.0%	18.8%	23.4%
Life Academy	66.7%				66.7%
Grand Total	37.9%	32.0%	27.7%	28.6%	31.6%

* Counseling Enriched Classes support special education students

figure 14a: Parents' level of education for the whole school, 2011-2012
Most BHS parents – 84% -- graduated from high school. Of those, 55% went on to complete college. A smaller proportion – 6% -- did not complete high school.

PARENTS' LEVEL OF EDUCATION	number of students	%
Graduate Degree or Higher	1019	31.6%
College Graduate	746	23.1%
Some College or Associate's Degree	570	17.7%
High School Graduate	372	11.5%
Not a High School Graduate	194	6.0%
Decline to State	325	10.1%
Total	3226	

figure 14b: Parent's level of education for incoming 9th graders, by learning community
Academic Choice, Arts and Humanities Academy, and Berkeley International High School have the largest proportion of college graduates among the parents of this year's freshmen.

Parent Educational Level for Current 9th Graders by Learning Community
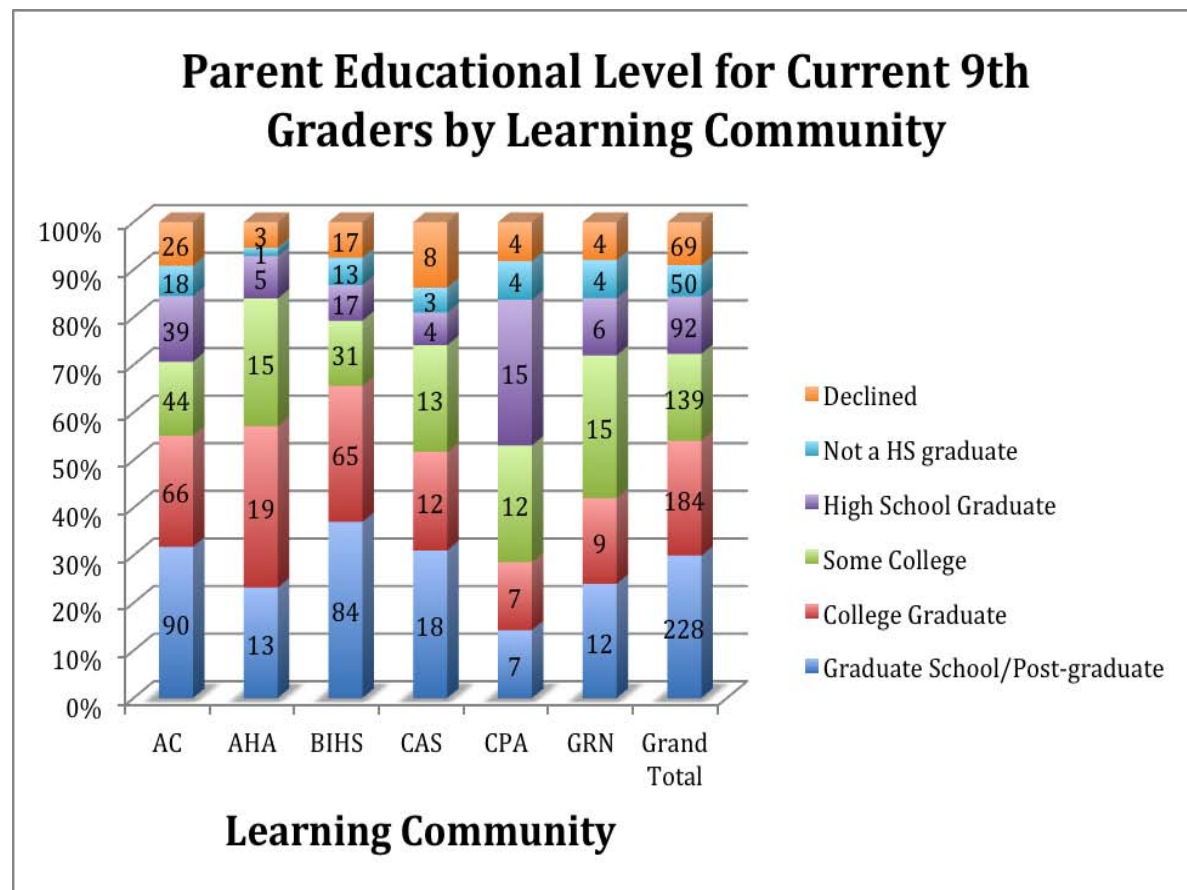
School Safety, Cleanliness, and Facilities

Taking up an entire city block in downtown Berkeley, the BHS campus houses its 3,000+ students in an eclectic mix of newer buildings, older buildings with generations of students' memories, and some temporary portables. (For a description of the Independent Study campus, see section IV). Though they vary considerably in size and age of construction, all classrooms at BHS are comfortable spaces for student learning, maintained and cleaned by a staff of two full-time maintenance, 14 full-time custodians, one part-time custodian, and ten tech students. The head of maintenance sits on the school's administrative team.

Renovations currently under way include a brand new set of bleachers for the sports field and a planned new gymnasium, which will also include fifteen new classrooms.

Campus safety is in the hands of ten safety officers and four campus monitors, overseen by a dean of students and a director of on-campus intervention. The campus safety officers work closely with a Berkeley Police Department Safety Resource Officers, as well as officers on bike patrol. The campus is monitored by 143 cameras. The school safety plan is updated every year.

View of school from main student entrance.
Administration building, library, and cafeteria are in the building seen on left.

Staff

figure 15a: BHS Staff 2011-2012 -- ethnicity

Whites by far comprise the largest ethnic group of teachers – a larger proportion than in the student population. There is greater ethnic balance among administrators.

FEMALE

	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or no response	Total
Administrators							1	1	2
Pupil Services		3	1				2		6
Instructional Assistants							1		1
Support Services							2		2
Teachers		7		1	9	8	71	7	103

MALE

	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or no response	Total
Administrators					1	2	2		5
Pupil Services		1				2			3
Instructional Assistants							3		3
Support Services									0
Teachers	1	3		1	3	6	61	3	78

figure 15b: BHS Staff 2011-2012 -- education
All teachers at Berkeley High have credentials. Out of the 180 total, 179 are certified to teach English learners through CLAD or CTEL certification. 154 have a master's degree or higher.

TEACHERS' EDUCATION

Less than bachelor's	0
Bachelor's degree	12
Bachelor's + 30	14
Master's degree	69
Master's + 30	85
Total	180

figure 15c: BHS Staff 2010-2011 -- years of experience Figures for current year not available, but interviews with human resources staff states that the information from last year presented below is similar to this year, with minor variations.

BHS TEACHERS / STAFF YEARS OF EXPERIENCE

Experience	Average years of experience	Average years in district	Number of first-year staff	Number of second-year staff
Teachers	11.7	8.9	25	2
Administrators	15.6	7.8	0	0
Pupil Services	7.8	6.2	1	1
All certificated	11.5	8.6	26	3

Professional Development

With the support of a federal small schools grant, Berkeley High School allocates release time for a team of professional development coordinators. 1.0 FTE was split by three teachers in 2010-2011; in the current year 0.8 FTE is being split by two teachers. The coordinators meet weekly with department chairs and small-school leaders to plan professional development activities, review best practices, and practice how to facilitate a meeting. Teacher leaders from each department and learning community are supported by the coordinators in building a yearly professional development plan for their learning communities focused on teacher learning outcomes and centered around a measurable goal addressing student achievement, including WASC critical academic needs. In the team-leader meetings, participants also regularly engage in a success/challenge analysis. The focus of the Professional Development Leadership team meetings this year is on increasing our capacity to use data more effectively from the classroom level to the community and department level as well as to strengthen leadership skills around coaching and conflict. Team leaders have as their primary responsibility the coordination and facilitation of professional development for their communities but also serve as resources and coaches/thinking partners for each other.

Starting in 2008-09, every Monday has been designated as a late-start day, with classes beginning ninety minutes later than usual. The late-start schedule alternates between departments and small schools. In the late-start meetings, teacher leaders facilitate activities targeted to the their individual learning communities. The professional development team is supported by consultants from the National Equity Project. Each community has a PD plan that is developed prior to the school year (see appendix "B" for selected copies of PD plans). Professional development is evaluated annually through a comprehensive survey that is done every spring. Specific feedback is provided to each of the PD leaders.

BHS also has staff in-service days, which are planned by the professional development coordinators based on staff needs. Two or three full days per year are dedicated to staff in-service. During the 2010-2011 school year staff worked on topics related to WASC such as examining student work, ESLRs, and reviewing CST/CAHSEE data. In the 2011-2012 year the focus during these all day in-services focused on our continuing WASC work as well as two levels of training around the effective use of academic language instruction within our classes.

Further staff development is supported by the district. For example, starting in 2009-2010, the district's office of evaluation and assessment sponsored trainings every other week for team leaders to learn how to use the district's new data tools: PowerSchool and Datawise. The BEA (Berkeley Evaluation and Assessment office) is now providing additional FTE to BHS for individual support around the access and use of data by both teachers and administration. Other examples of district support include coordinating meetings between middle- and high-school special education teachers to facilitate transitions, and district support for teachers of English Language Learners.

Extracurricular Activities

BHS has one of the largest varsity sports programs in the U.S., and belongs to the Alameda Contra Costa Athletic League. Some of our sports include the following: badminton, baseball, basketball, crew, cross country, field hockey, football, golf, lacrosse, soccer, softball, swimming/diving, tennis, track and field, volleyball, wrestling, water polo, and wrestling.

The drama, music, and dance departments, including African dance, Baile Folklorico, and Advanced Theater Projects, put on major productions each fall and spring. The Jazz Ensemble places consistently in the top three in West Coast competitions. The BHS Pep Band has performed in Japan.

The newspaper and yearbook have received national recognition. The newspaper, *The Jacket*, has won numerous awards, including first place for the National Scholastic Press Association and Quill and Scroll.

There are more than seventy-five extra-curricular clubs at BHS, including the California Scholarship Federation and Honor Society, which serve approximately 400 students. Other clubs include the Black Student Union, Junior Statesmen of America, Mock Trial, Raza Unida, Asian-Pacific Islander Union, DJ Club, Gay/Straight Alliance, Chess Club, Anime Club, Robotics Club, and the Jewish Student Union. (See appendix "C" for full list of clubs.)

District Policies, School Financial Support

figure 16: Expense of education per ADA, 2009-2010

BUSD	Berkeley Unified School District $ / student	Statewide average for all unified school districts	Statewide average for all districts
Expenditures per ADA	$12,528	$9,750	$8,702
Revenue Limit Per ADA	$5,227	$6,276	$5,324

In addition to the general funds provided to the school based on ADA, the categorical budget for Berkeley High School included the following for 2010-2011 and 2011-2012:

funding source *(based on per pupil CBEDs Enrollment)*	Amount 2010-2011	Amount 2011-2012
Berkeley Schools Excellence Program (BSEP) Local tax (Measure A of 2006).	$726, 636 ($228 / student)	$754,454 ($233 / student)
Economic Impact Aid – LEP	$67,588	$78,120
Economic Impact Aid - SCE	$49,689	$68,294

SECTION II – Student Performance Data

Academic Performance Index

The 2010 API for BHS was 713; the statewide target is 800. While low, the 2010 score represents an accomplishment because BHS' current API score is the first in seven years. Between 2004 and 2011 Berkeley High School did not have an API score, as a result of not meeting the state's participation rate in some of the CST tests. The chart below illustrates low student participation on the math CSTs in 2010.

figure 17: Participation rates in 2010 Math CSTs.

CST MATH Participation
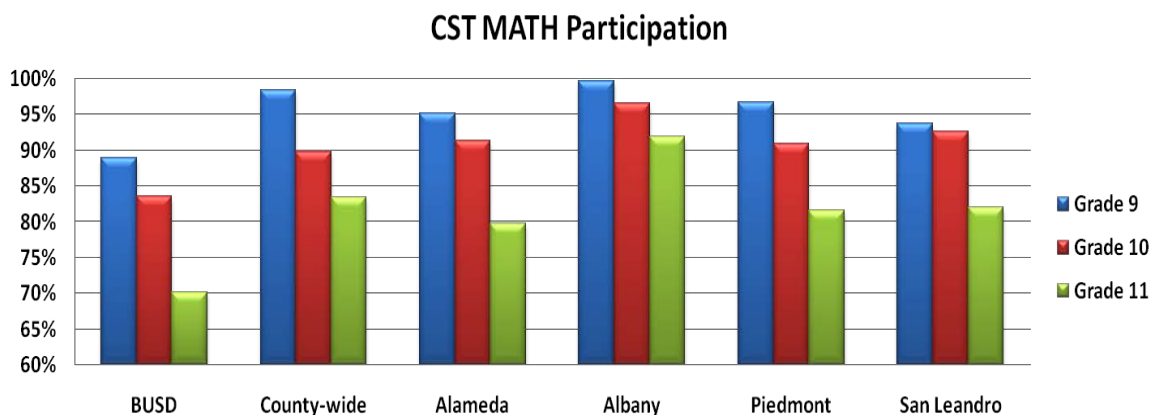
With a new principal taking the helm in the fall of 2010, Berkeley High School began a campaign to increase student participation in the CSTs. The plan had a two-pronged approach: first to promote student awareness of the importance of tests and second to follow up on students who missed the test with make-up tests. As a result, in 2011 BHS surpassed required participation thresholds and received an API score. The school's administration has made a commitment to continue to meet participation rates and receive yearly API scores. The new rate of 713 serves as a useful benchmark as BHS moves forward.

figure 18: Two-year Participation Rates on ELA and Social Science CSTs

The chart below shows increased rates in 2011 compared to previous year.

CST test	ninth graders	tenth graders	eleventh graders
2011 ELA	97.2%	98.3%	97.7%
2010 ELA	92.2%	89.7%	81.9%
2011 Social Science	--	92.3%	91.2%
2010 Social Science	--	81.5%	68.1%

California Standards Test

figure 19: CST PERFORMANCE DISTRICT, COUNTY STATE for grades 9-11
In ELA, BUSD has more students scoring Proficient or Advanced, relative to the county and the state.
ELA proficiencies have consistently remained higher than math. Math proficiencies in the district
dropped over the same seven-year period, while proficiencies were rising in county and state.

.
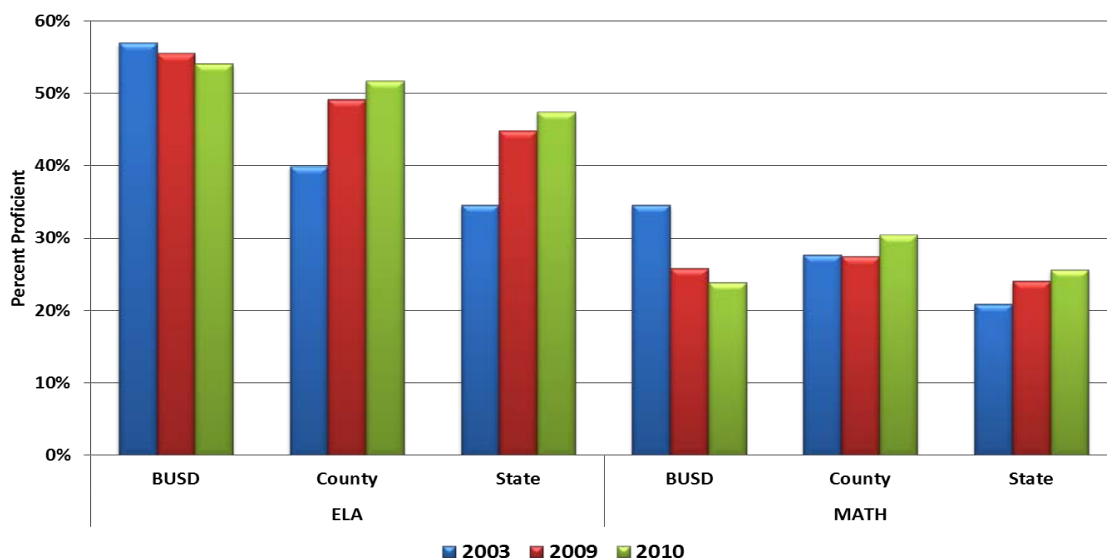
figure 20: ELA and Math CST 2011 by grade
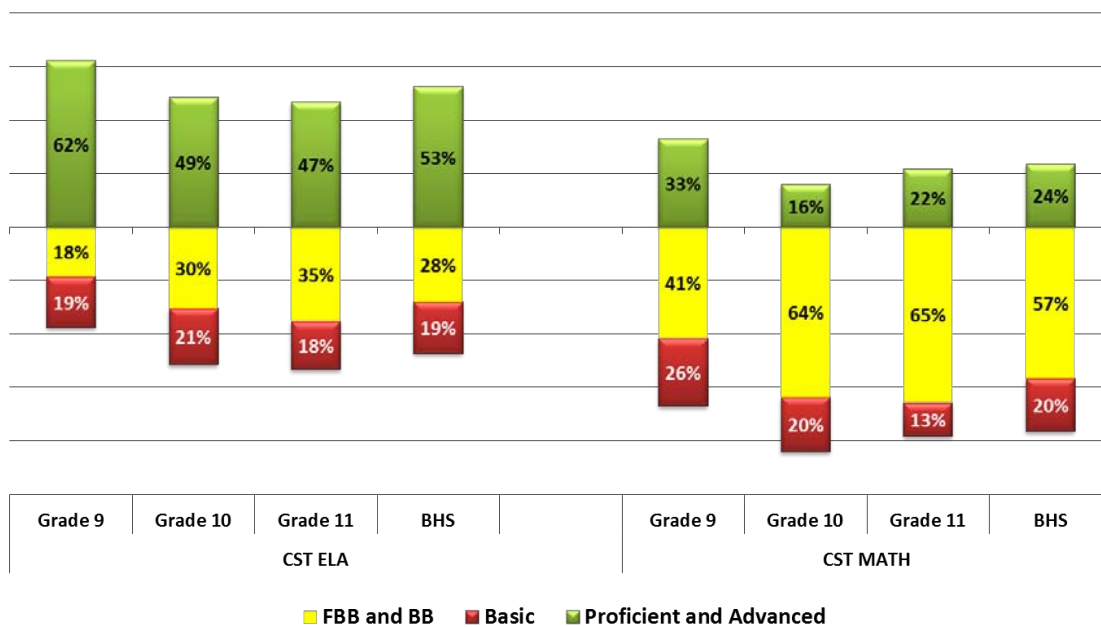
figure 21a: ELA Scores by Learning Community for Freshmen
Academic Choice and Berkeley International High School have slightly higher percentages of
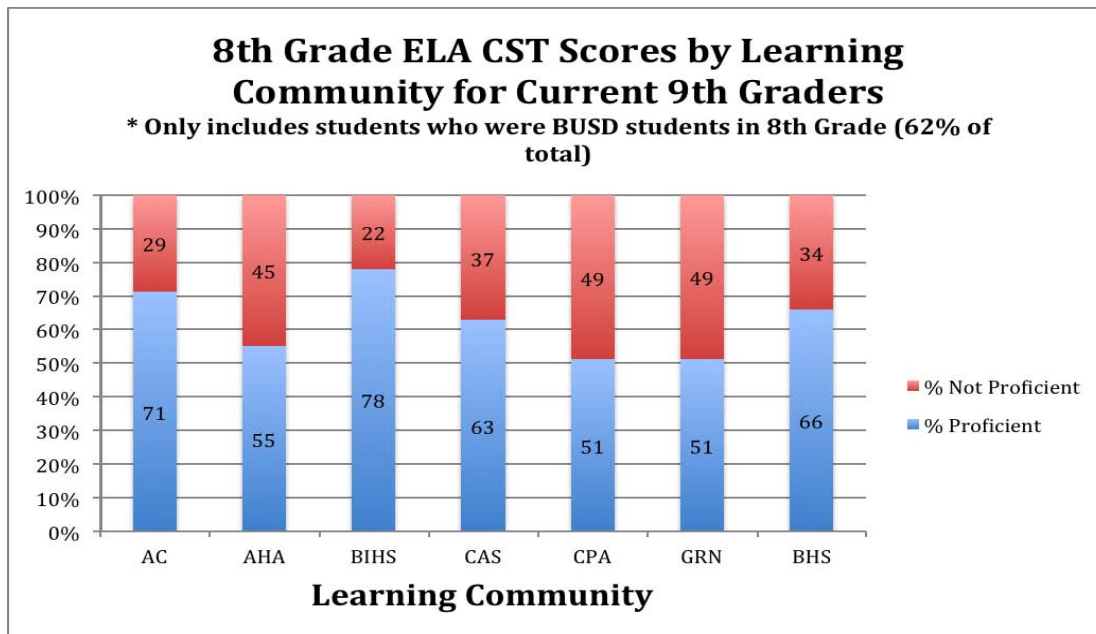freshmen who scored proficient in middle school CST ELA. Note that many BHS freshmen
come from private schools or out of state and thus, do not have CST scores from middle school.

8th Grade ELA CST Scores by Learning Community for Current 9th Graders
* Only includes students who were BUSD students in 8th Grade (62% of total)

Learning Community	% Not Proficient	% Proficient
AC	29	71
AHA	45	55
BIHS	22	78
CAS	37	63
CPA	49	51
GRN	49	51
BHS	34	66

figure 21b: ELA Scores by Learning Community for Freshmen
Starting in 2011, all freshmen were given a pre-assessment in the first days of school to
determine their skills on ELA standards. Green Academy and Community Partnerships
Academy were the two learning communities with most students who scored not proficient.

Standards Based ELA Pre-assessment given to all current 9th Graders prior to any instruction

Learning Community	% Not Proficient	% Proficient
AC	39	61
AHA	60	40
BIHS	45	55
CAS	42	58
CPA	85	15
GRN	74	26
Grand Total	48	52
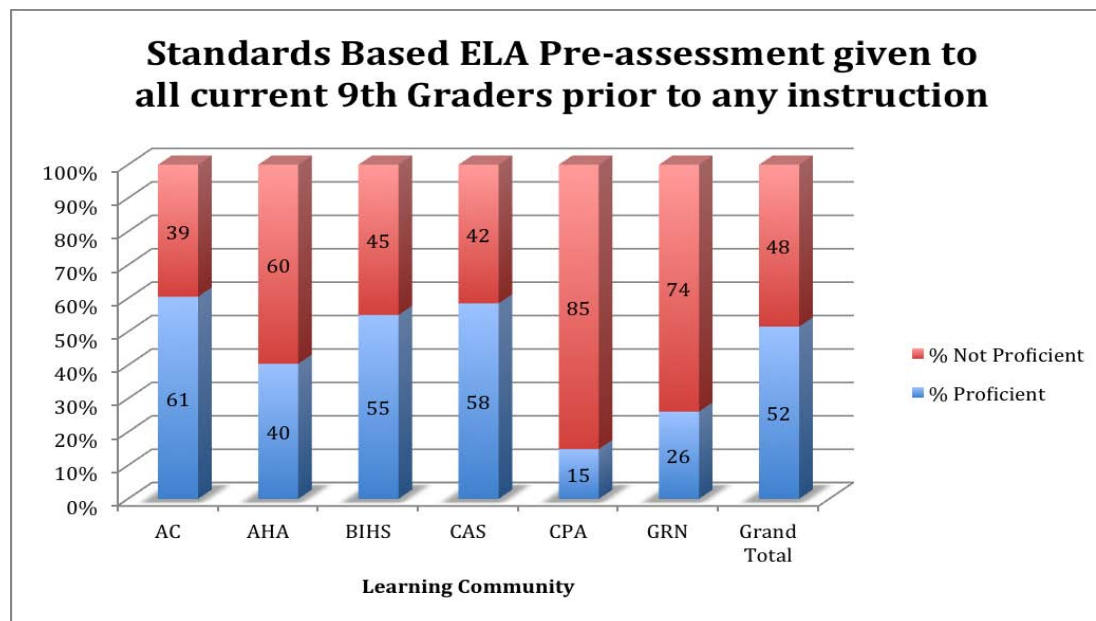
figure 22: GRADE 9-11 ELA PROFICIENCY RATE – by racial subgroups
The past two years have seen an ELA gain for Latino students, with a concurrent dip for all other groups.
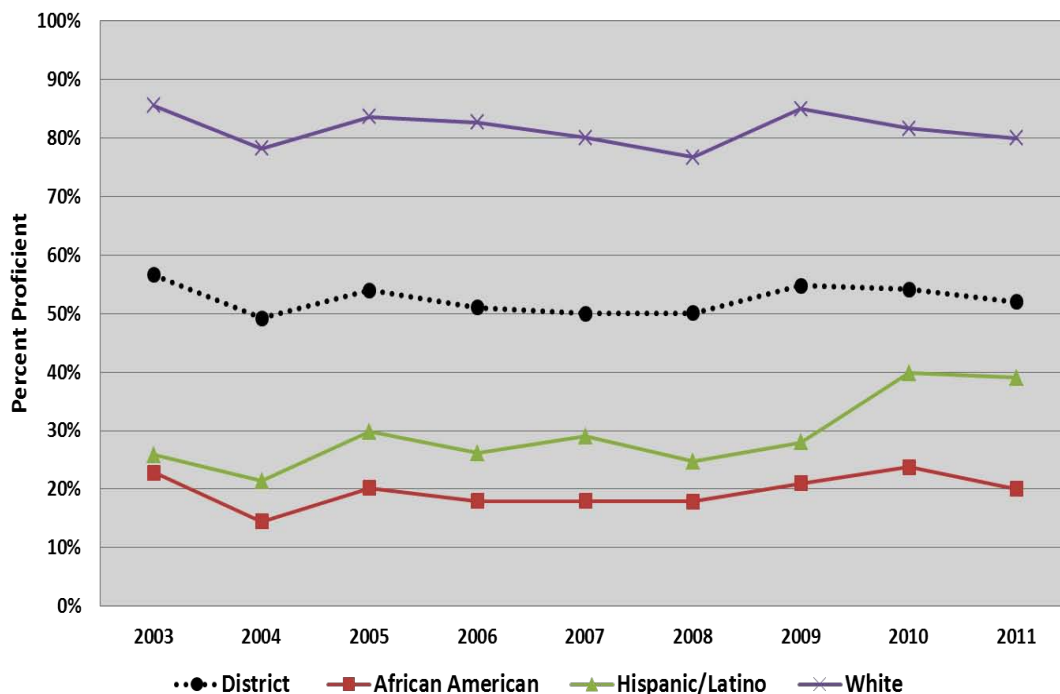
figure 23: GRADE 9-11 ELA PROFICIENCY RATE – by other subgroups
Since 2003, disadvantaged students made some notable gains in proficiency, with a dip last year. English learners and students with disabilities remained at a very low level of proficiency.   These three subgroups remain significantly below the rest of the district.
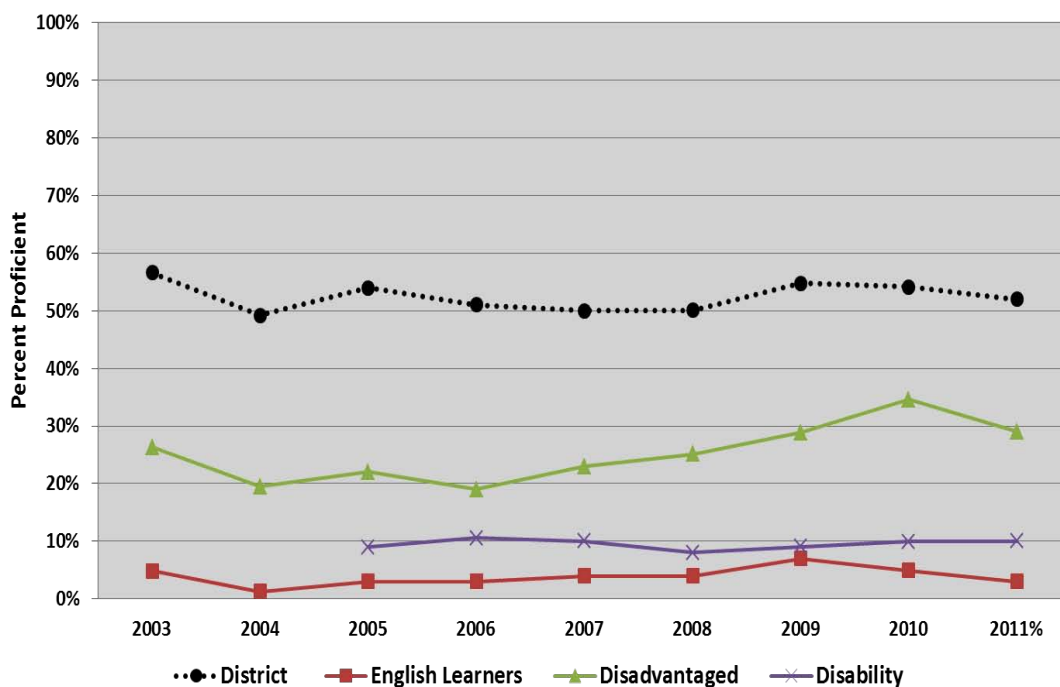
figure 24: GRADE 9-11 MATH PROFICIENCY RATE – by racial subgroups
All racial groups have seen drops in proficiency in math from 2003 to 2010. White and multi-ethnic students remained above the district average.
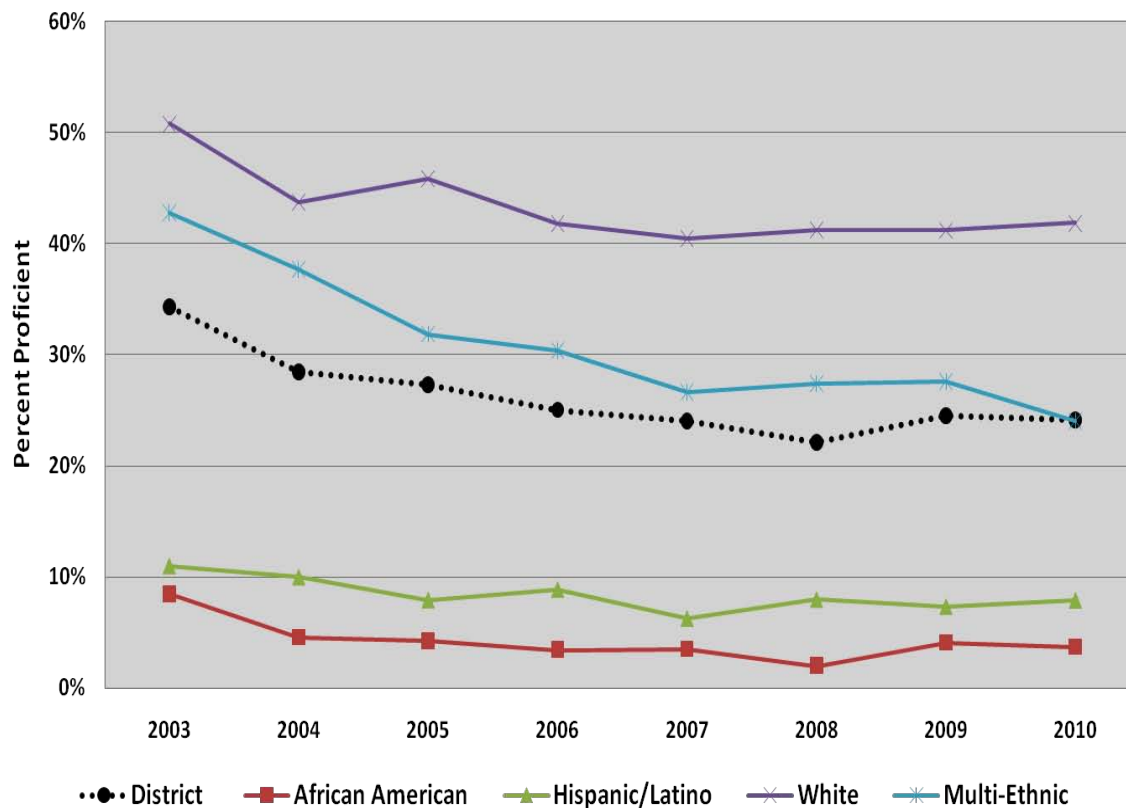
figure 25: GRADE 9-11 MATH PROFICIENCY RATE – by other subgroups
English learners showed gains in proficiency from 2003 to 2007, but since then have declined. Students with Disabilities did not make the target.

figure 26: CST MATH 2011 PROFICIENCY – by ethnic subgroups

Across subgroups, Algebra1 had lowest number of proficient students.
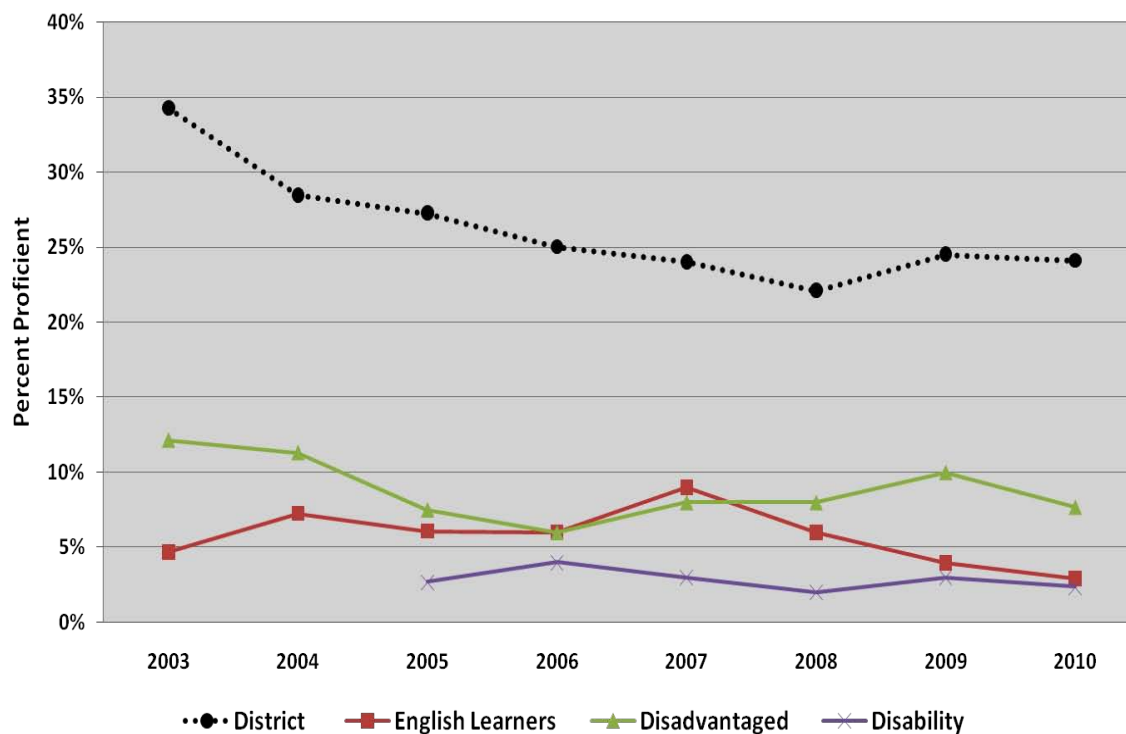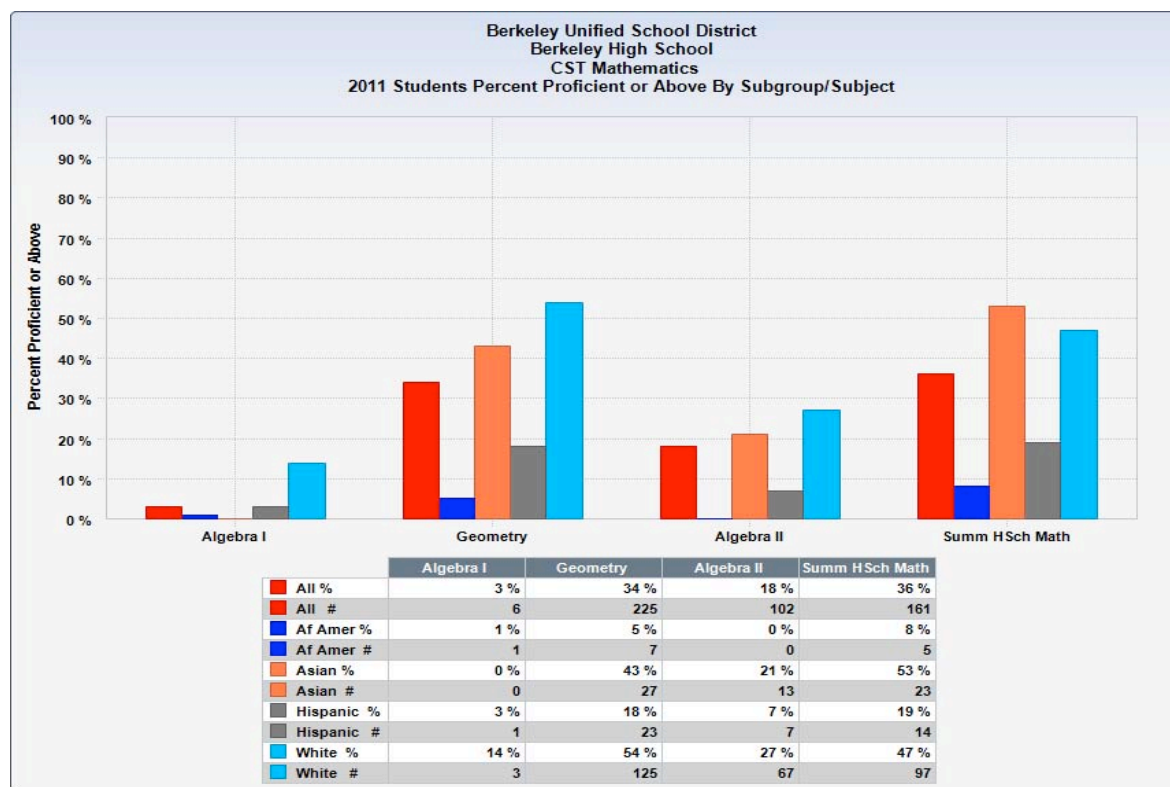
Berkeley Unified School District
Berkeley High School
CST Mathematics
2011 Students Percent Proficient or Above By Subgroup/Subject

	Algebra I	Geometry	Algebra II	Summ HSch Math
All %	3 %	34 %	18 %	36 %
All #	6	225	102	161
Af Amer %	1 %	5 %	0 %	8 %
Af Amer #	1	7	0	5
Asian %	0 %	43 %	21 %	53 %
Asian #	0	27	13	23
Hispanic %	3 %	18 %	7 %	19 %
Hispanic #	1	23	7	14
White %	14 %	54 %	27 %	47 %
White #	3	125	67	97

figure 27: CST MATH 2011 PROFICIENCY – by other subgroups

Students with disabilities and English learners scored very low in most CST math tests in 2011.

Berkeley Unified School District
Berkeley High School
CST Mathematics
2011 Students Percent Proficient or Above By Subgroup/Subject

	Algebra I	Geometry	Algebra II	Summ HSch Math
Students w/ Disab. %	3 %	3 %	0 %	
Students w/ Disab. #	1	1	0	
Eng. Learners %	3 %	12 %	7 %	13 %
Eng. Learners #	1	7	2	2
Econ. Disadvan. %	1 %	16 %	6 %	20 %
Econ. Disadvan. #	1	35	9	18

25
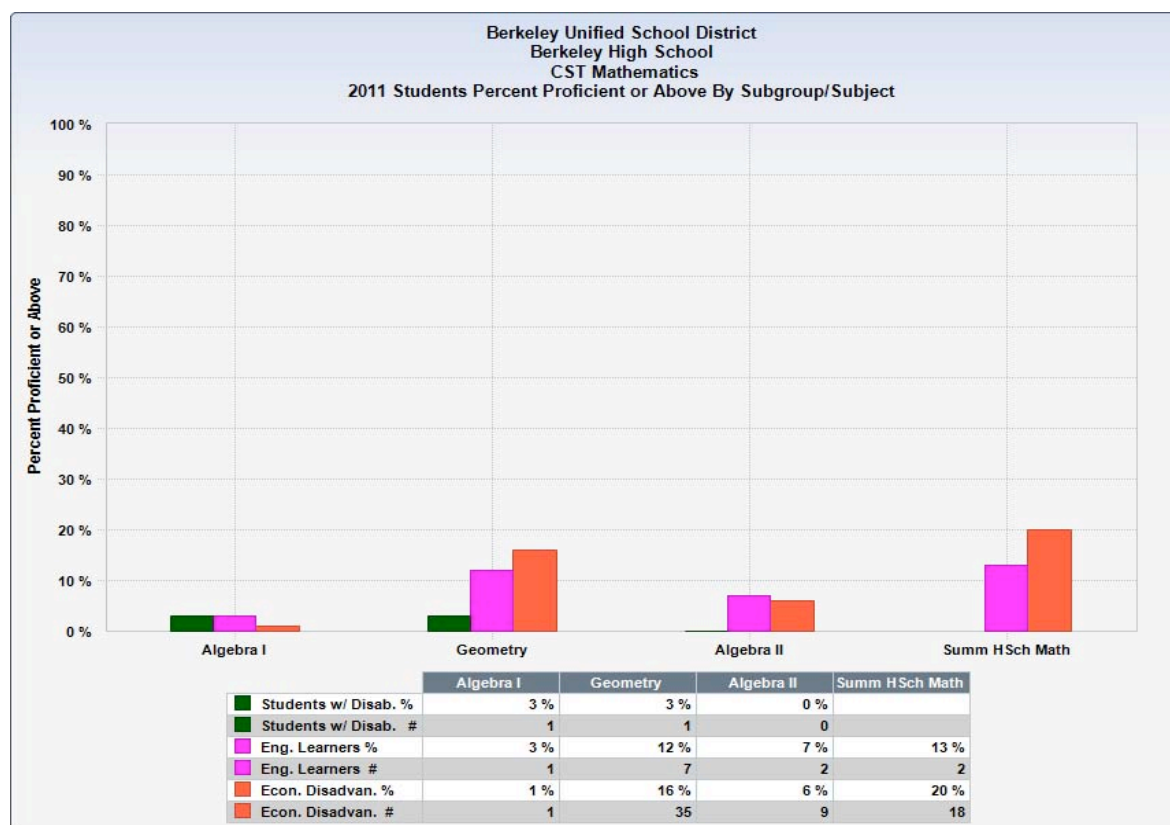
figure 28: BHS Incoming 9th Grade CST Algebra 1 Performance in 8th Grade

Although these figures were not available for the most recent year, the previous three-year trend indicates that Academic Choice and Berkeley International High School enroll more students who tested proficient on algebra 1 tests in middle school.
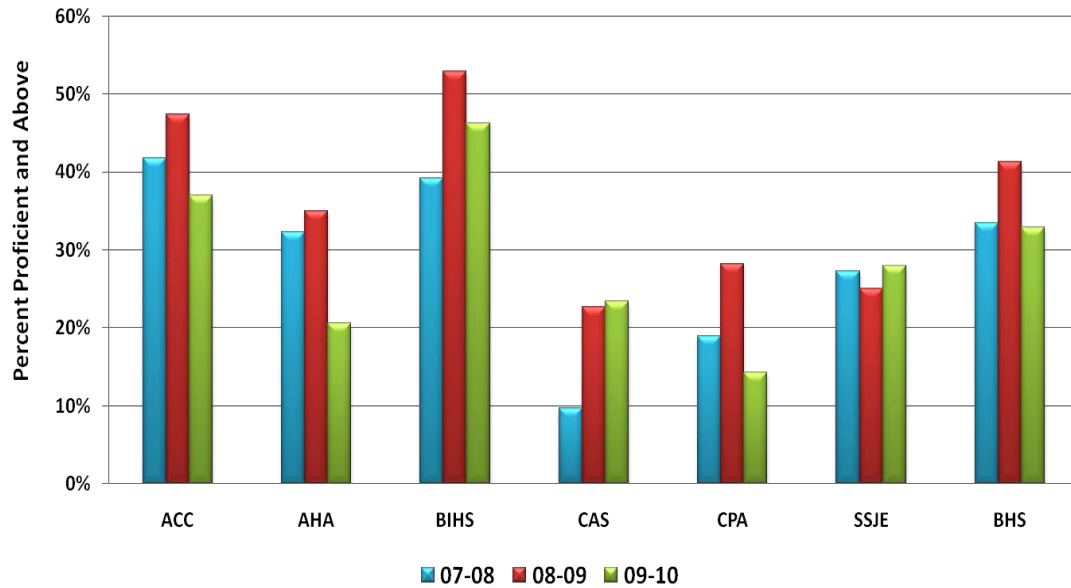
figure 29: CST Middle School Math 2010 Compared With High School 2011

	ALL	Afr. American	Asian	Latino	White
MS 2010	53%	26%	62%	42%	76%
Alg I 2011	3%	1%	0%	3%	14%
Geom 2011	34%	5%	43%	18%	54%
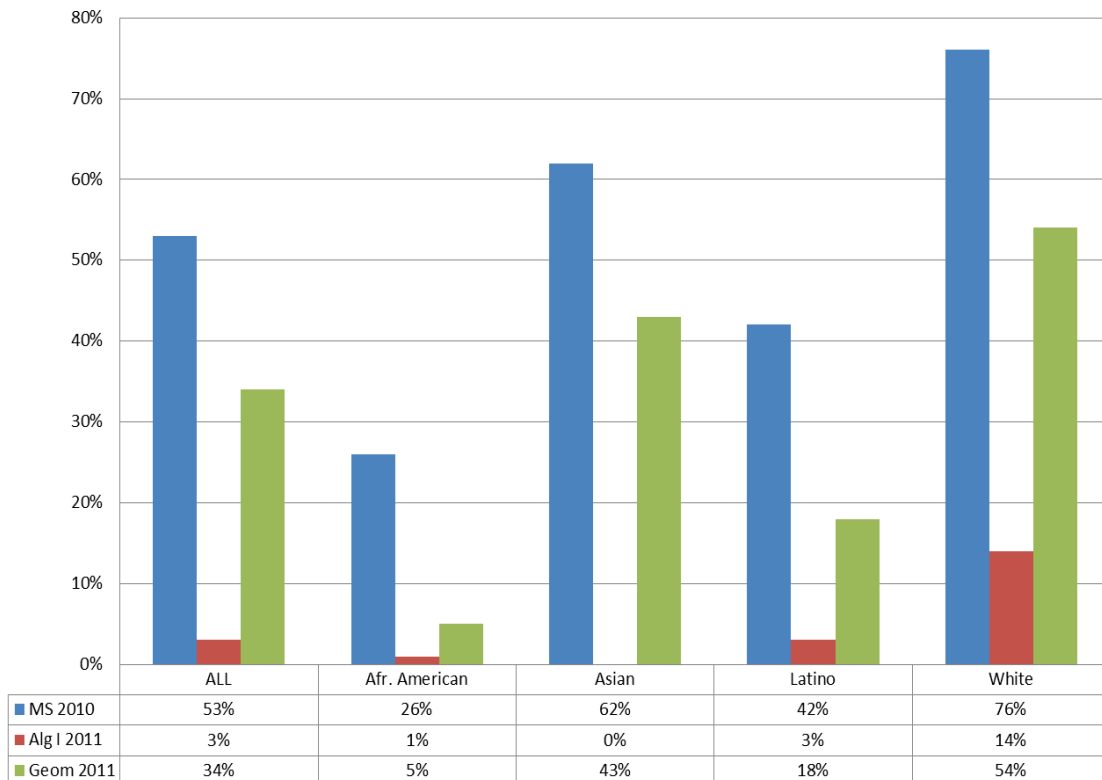
figure 30: 10th Grade Life Science Over Three Years, by Performance Level
There is a notable increase in proficient/advanced in the past two years compared to 2009.

Berkeley Unified School District
Berkeley High School
CST Science Grade Level Test(s)
2009 to 2011 Students by Proficiency Level

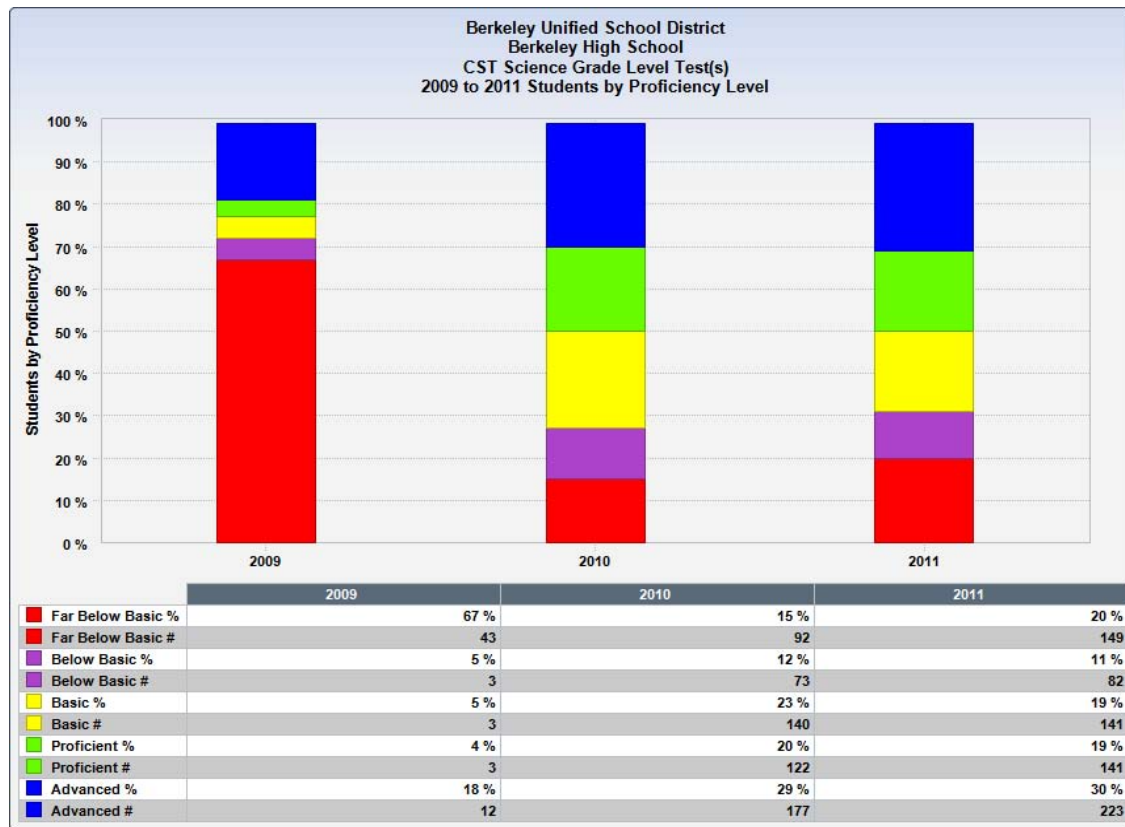|	2009	2010	2011
Far Below Basic %	67 %	15 %	20 %
Far Below Basic #	43	92	149
Below Basic %	5 %	12 %	11 %
Below Basic #	3	73	82
Basic %	5 %	23 %	19 %
Basic #	3	140	141
Proficient %	4 %	20 %	19 %
Proficient #	3	122	141
Advanced %	18 %	29 %	30 %
Advanced #	12	177	223

figure 31: CST Biology Over Three Years, by Performance Level

Berkeley Unified School District
Berkeley High School
CST Biology
2009 to 2011 Students by Proficiency Level

	2009	2010	2011
Far Below Basic %	13 %	18 %	16 %
Far Below Basic #	114	149	148
Below Basic %	11 %	14 %	11 %
Below Basic #	97	116	101
Basic %	26 %	24 %	18 %
Basic #	229	199	166
Proficient %	22 %	19 %	22 %
Proficient #	194	157	203
Advanced %	29 %	24 %	32 %
Advanced #	255	199	295

27
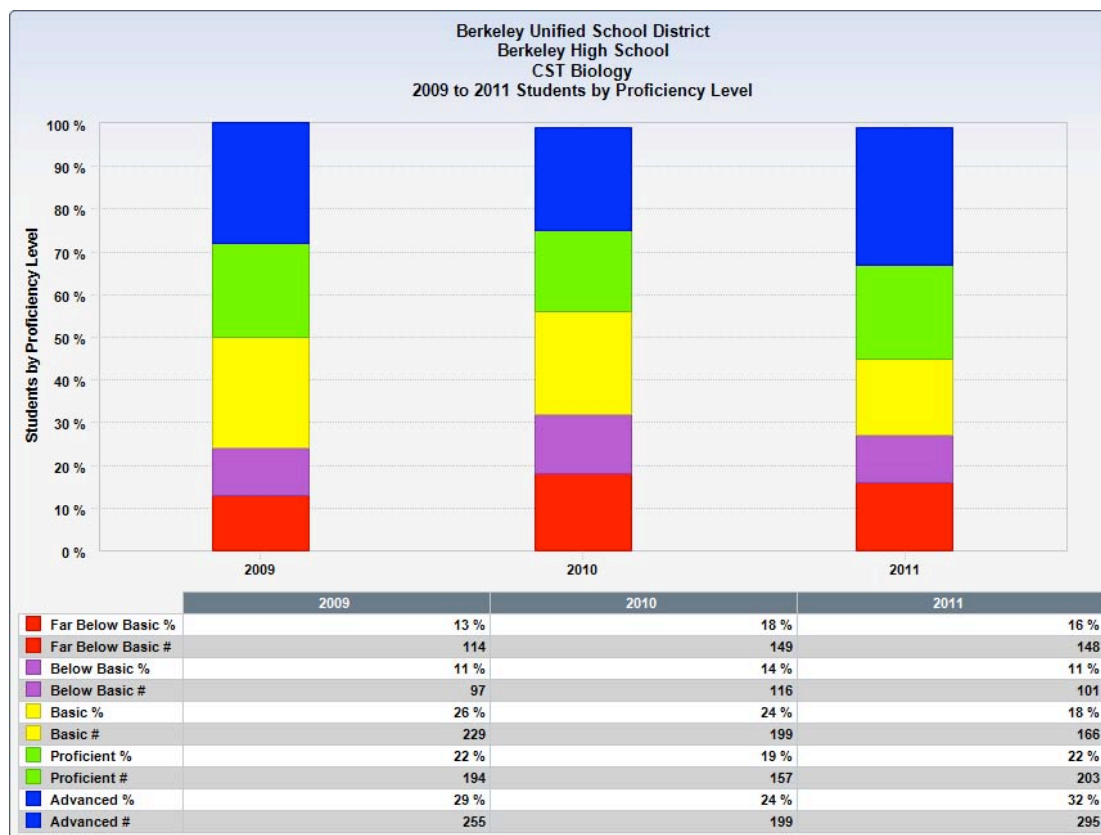
figure 32: CST Chemistry Over Three Years, by Performance Level

Berkeley Unified School District
Berkeley High School
CST Chemistry
2009 to 2011 Students by Proficiency Level

	2009	2010	2011
Far Below Basic %	22 %	20 %	26 %
Far Below Basic #	135	125	194
Below Basic %	13 %	17 %	20 %
Below Basic #	80	106	149
Basic %	28 %	28 %	28 %
Basic #	172	174	209
Proficient %	22 %	21 %	14 %
Proficient #	135	131	104
Advanced %	15 %	15 %	12 %
Advanced #	92	93	90
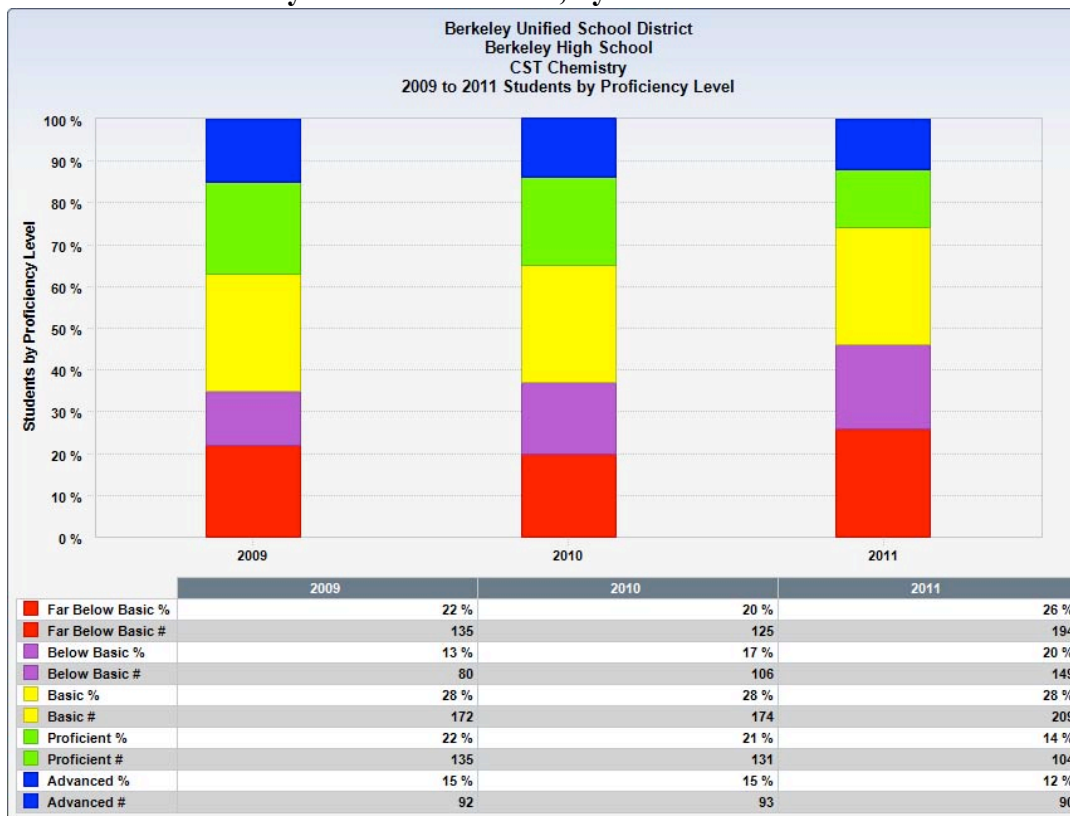
figure 33: CST Physics Over Three Years, by Performance Level

Berkeley Unified School District
Berkeley High School
CST Physics
2009 to 2011 Students by Proficiency Level

|	2009	2010	2011
Far Below Basic %	14 %	0 %	11 %
Far Below Basic #	5	0	4
Below Basic %	11 %	6 %	5 %
Below Basic #	4	1	2
Basic %	17 %	19 %	24 %
Basic #	6	3	9
Proficient %	17 %	31 %	32 %
Proficient #	6	5	12
Advanced %	40 %	44 %	29 %
Advanced #	14	7	11
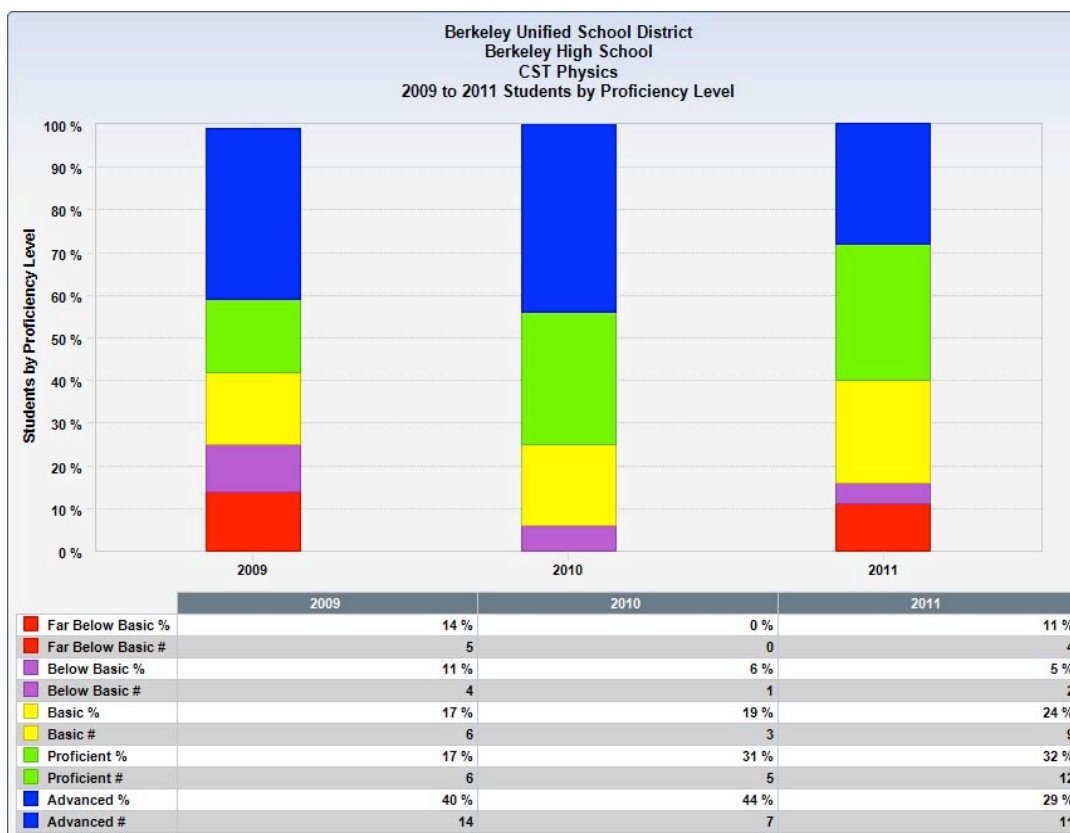
California High School Exit Exam

First time pass rates for white and Latino BHS students exceed the state averages in ELA and math for those subgroups. First time pass rates for African Americans and Asian BHS students are similar to state averages in ELA and math for those subgroups.

figure 34: CAHSEE 10th grade ELA (first attempt) 2008-2011
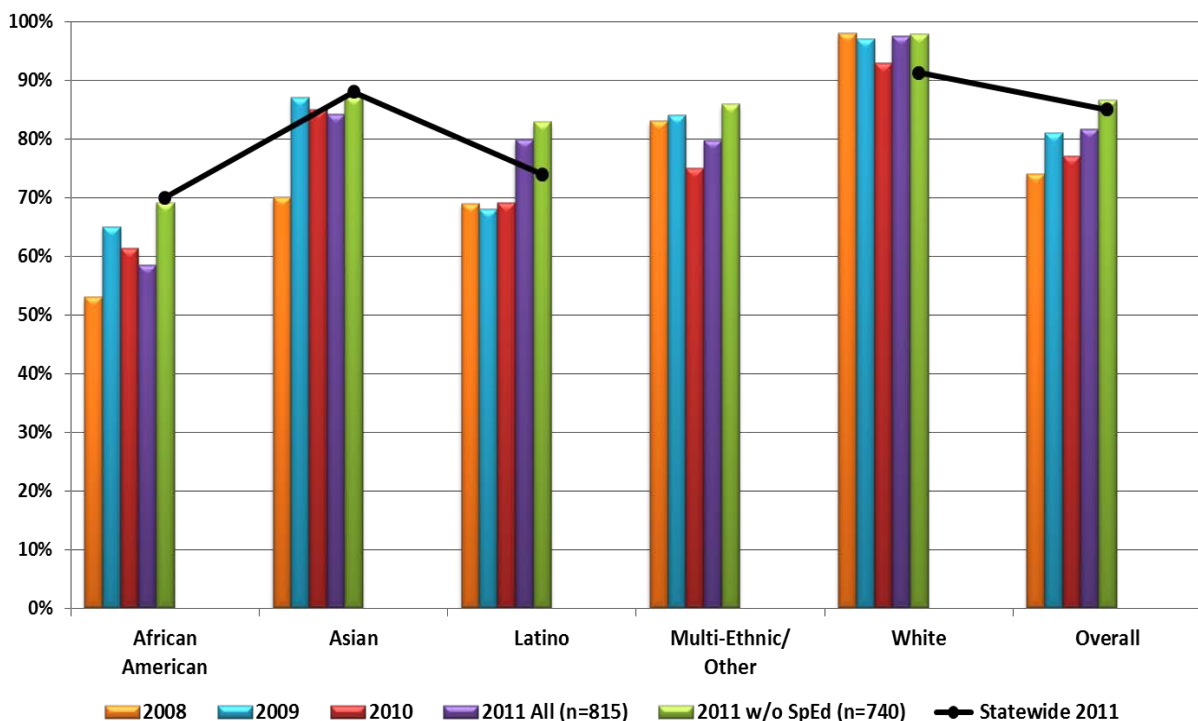
**figure 35: CAHSEE 10th grade MATH (first attempt) 2008-2011**
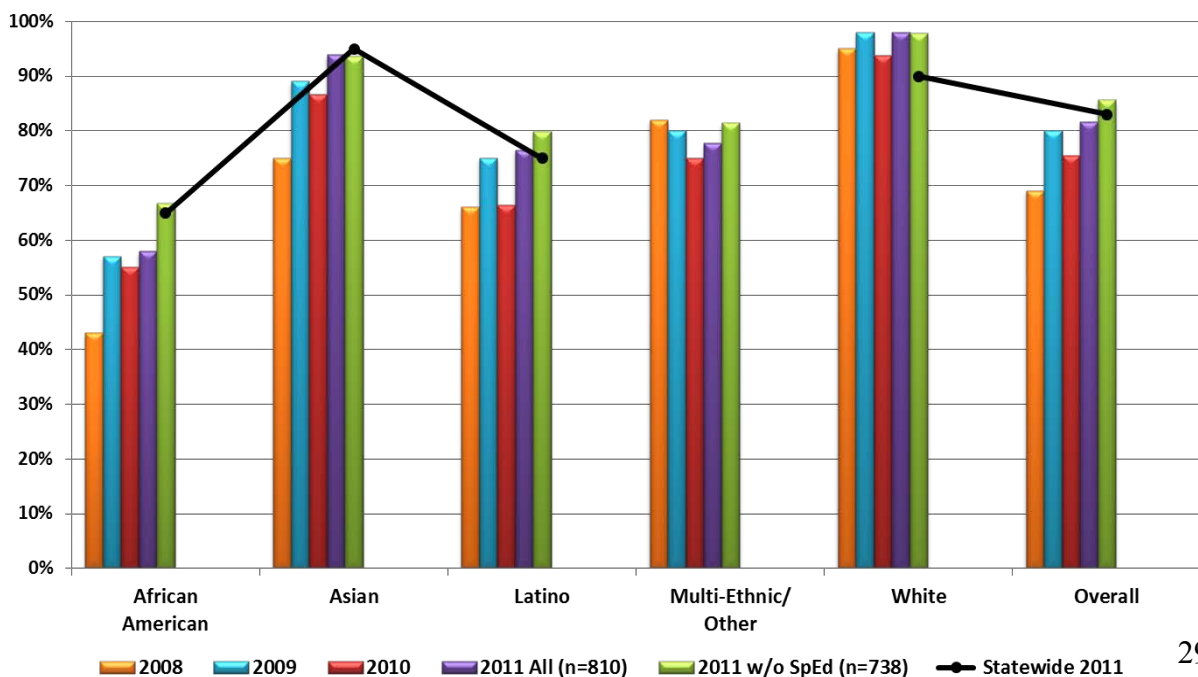
figure 36: BHS Class of 2011 CAHSEE ELA and Math Cumulative Pass Rate
This chart shows total pass rates by ethnicities, by grade. For example, 91% of Latinos passed
both tests: 73% in their sophomore year, 12% in junior year, and 6% in senior year.

The total pass rate for BHS was 89% in 2011. In previous years, the total pass rate was 93% in
2010; 87% in 2009; and 90% in 2008
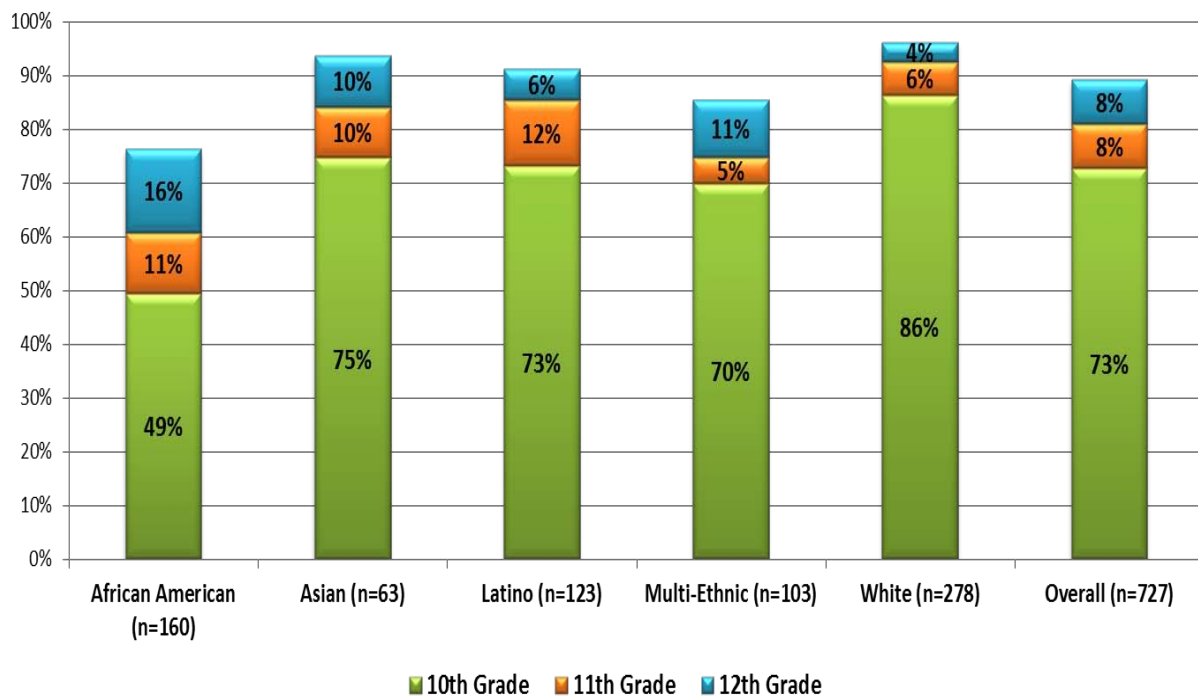
figure 37: Cumulative CAHSEE pass rates compared to state
In the Class of 2011, BHS Latino, White and Asian students scored slightly below their state
counterparts. African American students scored significantly below their state counterparts.

	African American	Asian	Latino	White	Total
State-wide Class of 2011 CAHSEE ELA and Math Cumulative Pass Rate*	91%	98%	92%	98%	95%
BHS Class of 2010 CAHSEE ELA and Math Cumulative Pass Rate*	76%	95%	91%	96%	89%

*Rate excludes students with disabilities (IEPs)

Adequate Yearly Progress

Berkeley High School does not receive federal funds for title 1 and, thus, is exempt from AYP calculations.

California English Language Development Test

figure 38: Three-Year Comparison of Proficiency Percentages

The percent of BHS students scoring at or above proficient dropped 11 percentage points in three years.

| Year	Students Tested	At or above proficient	Level 1	Level 2	Level 3	Level 4	Level 5
2008	199	51%	8%	9%	33%	35%	16%
2009	189	45%	4%	13%	38%	38%	7%
2010	222	40%	12%	14%	35%	34%	5%

Local Assessments

In the past few years Berkeley High School has deepened its use of in-house assessments. Groups of teachers working together on common assessments have received key support from the district's office of evaluation and assessment. Many of the new common tests have been loaded into the district's Datawise test banks, through which the results can be analyzed by class, by teacher, by student, and by sets of questions.

We now have a growing portfolio of locally created assessments, with several more in development. For example, in the summer of 2011, a team of English teachers from each learning community were paid a stipend to create a school-wide English test for all 9th grade students. This test was administered in the first weeks of classes and data examined by administration, lead teachers, and the English teachers themselves. The same test will be administered later in the year to measure growth.

Several of the school's departments and learning communities have incorporated common assessments as a central part of their work. For example, the math department now uses common assessments created by the district for algebra, geometry, and IMP. The math department also developed its own assessment for calculus. The world language department has been piloting extensive use of common assessments with its cohort of Spanish One-Two teachers, who together have developed learning goals, benchmarks, common semester tests, and a diagnostic test for new students. The Spanish teachers examine test data together to inform their practice and also as a measure to work toward their department's equity goal. Figures 39a and 39b on the next page shows examples of local assessment data used by the world language teachers.

figure 39a: 2nd semester Spanish 2 common final assessment results from 2010 to 2011

World Language teachers in 2010-2011 had department-wide goal to increase achievement of Latino and African American students.   Results are charted below.
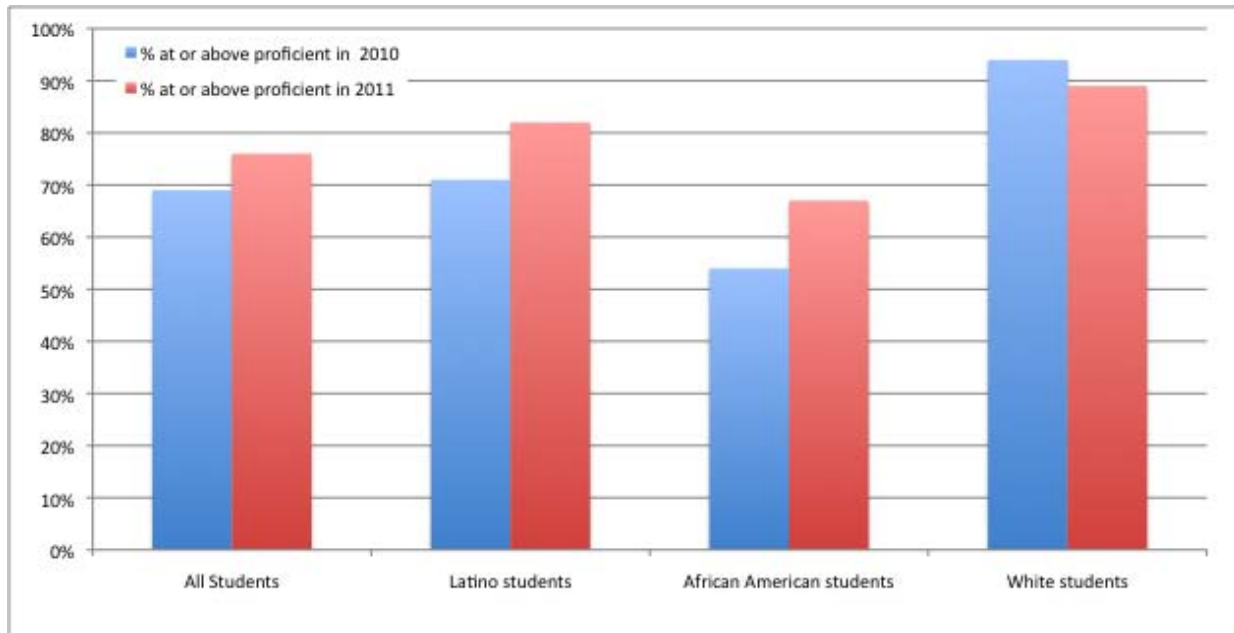
**figure 39b: Trend lines from final assessment results from 2010 to 2011**

The chart below shows decline in achievement gap between whites (the highest scoring group) vis-à-vis African Americans and Latino students.
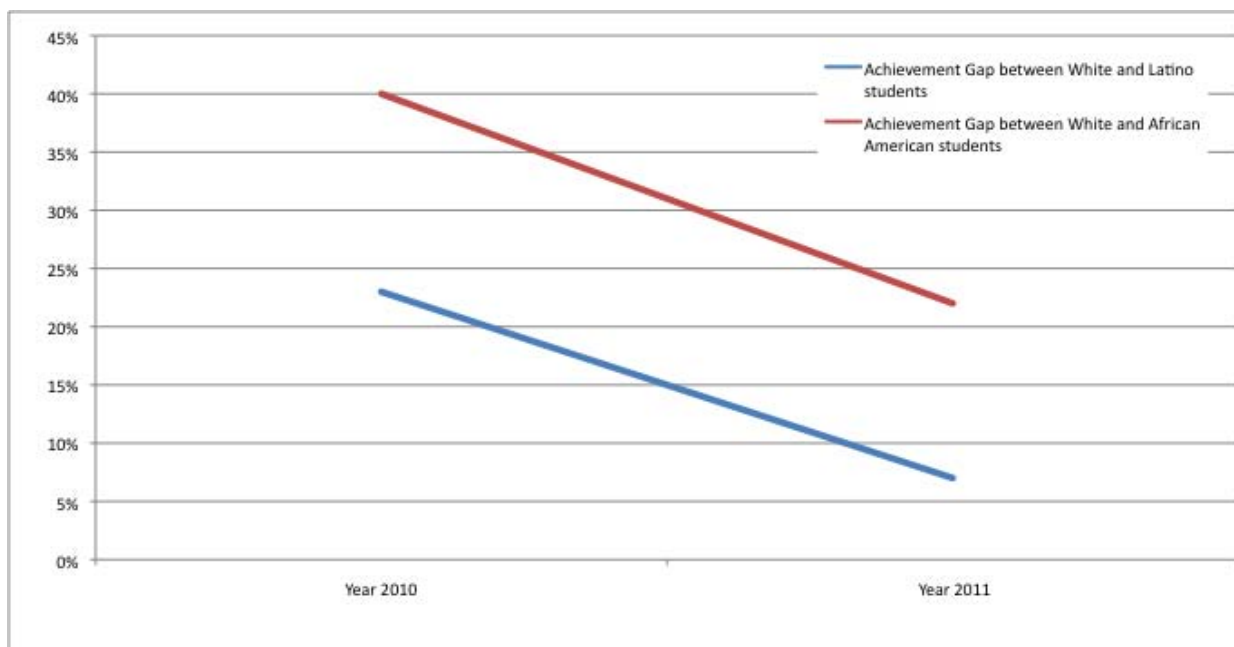
College SAT

figure 40: Average Total SAT Score Over Time
BHS SAT scores are significantly above county and state averages. Following a dip in 06-08, BHS average scores have risen in past two years of data. No county data for recent period.
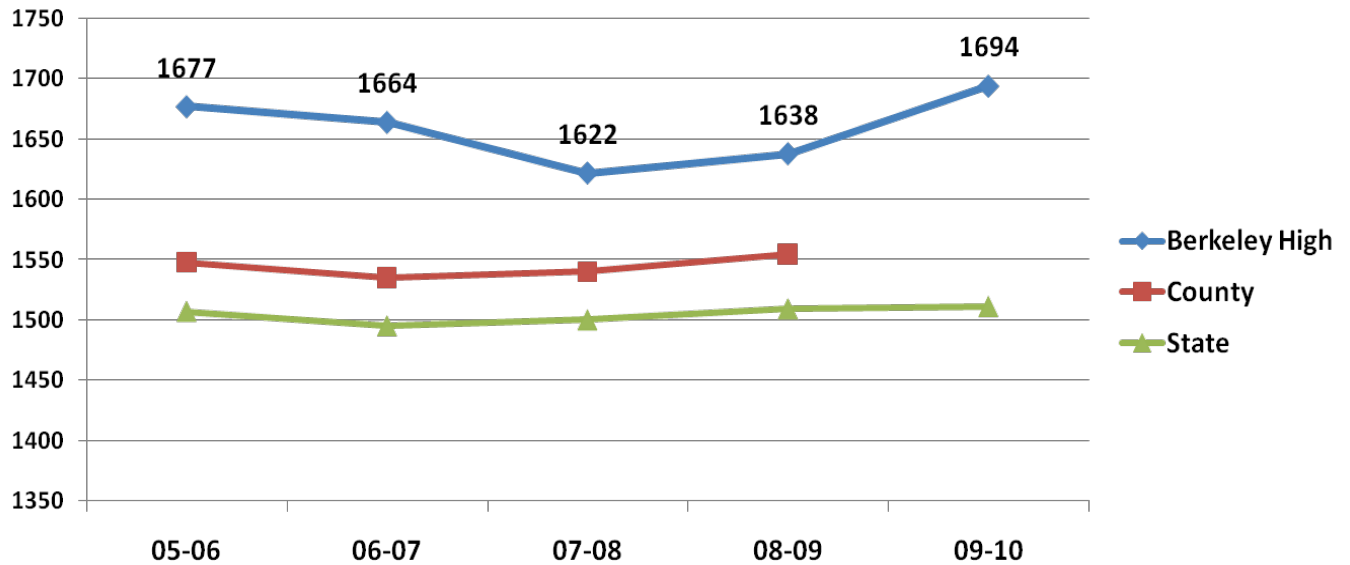
figure 41: number and percentage of students who took SAT test
Although there was a slight decline last year, overall there was a 58% increase from 2005 to 2010 in the percentage of BHS seniors who took SAT tests. In that same period, the state percentage declined.

	% of California 12 Graders Tested	% of BHS 12 Graders Tested
2005-06	37%	51.4%
2006-07	37%	61%
2007-08	36%	63.4%
2008-09	35%	62.33%
2009-10	33%	58.6%

figure 42a: SAT Critical Reading Average Score Over Time
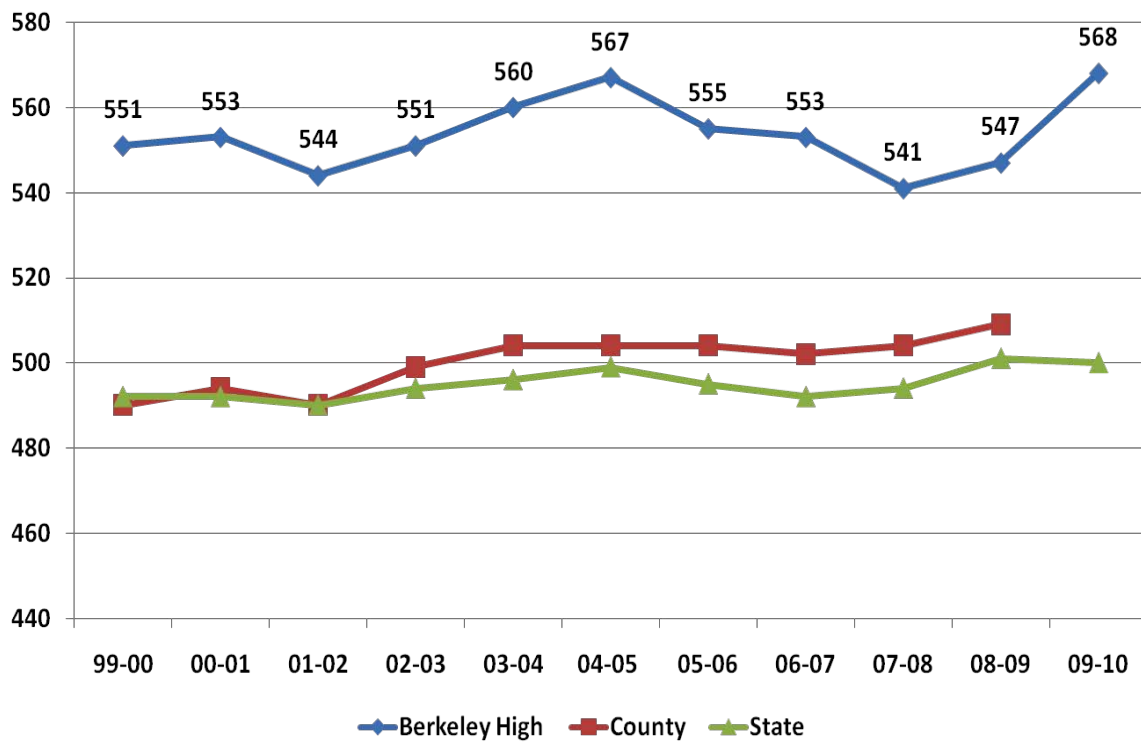
figure 42b: SAT Math Average Score Over Time
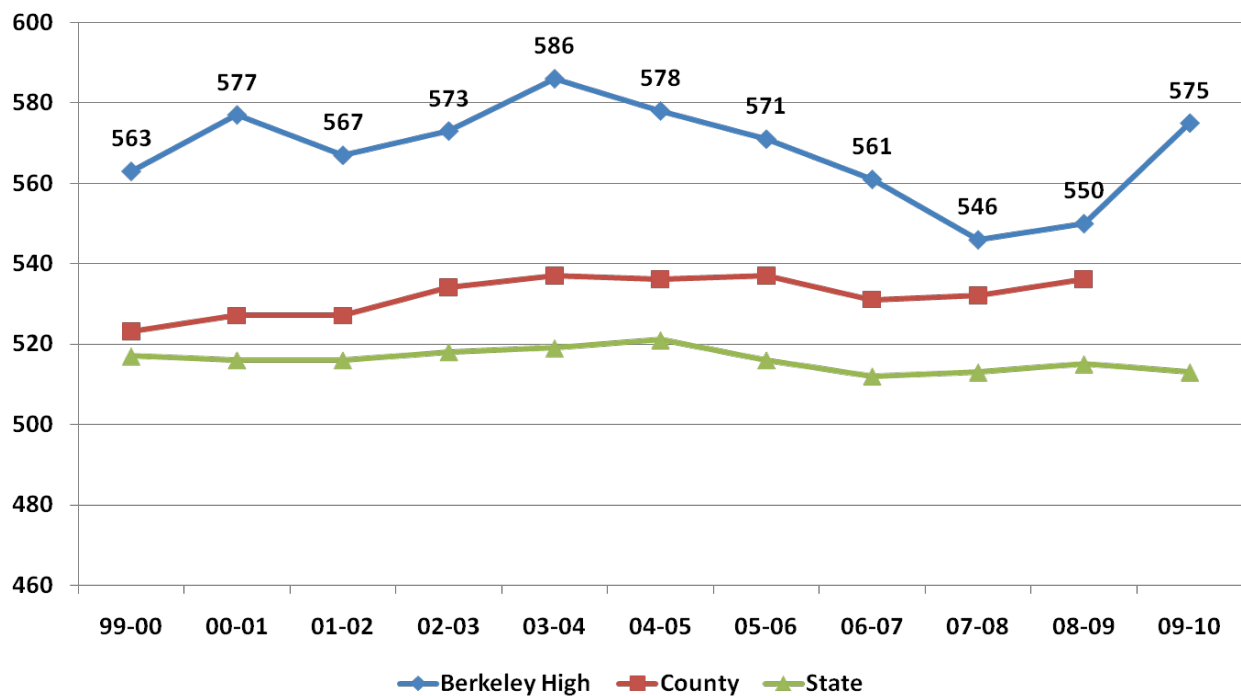
figure 43: SAT Writing Average Score Over Time*

* SAT added the writing component to the test in 2005.
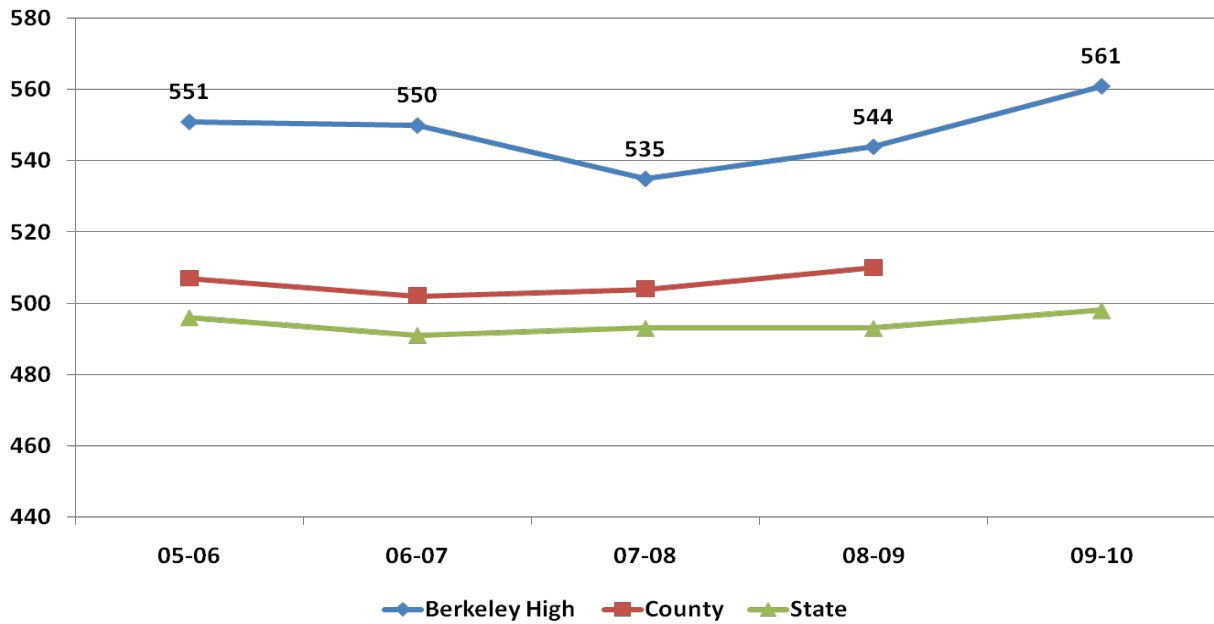
figure 44: SAT Scores by Ethnicity / Small Learning Community: BHS Class of 2010

The dotted line represents the 75th percentile score of 1750. The solid line represents the state average of 1511.
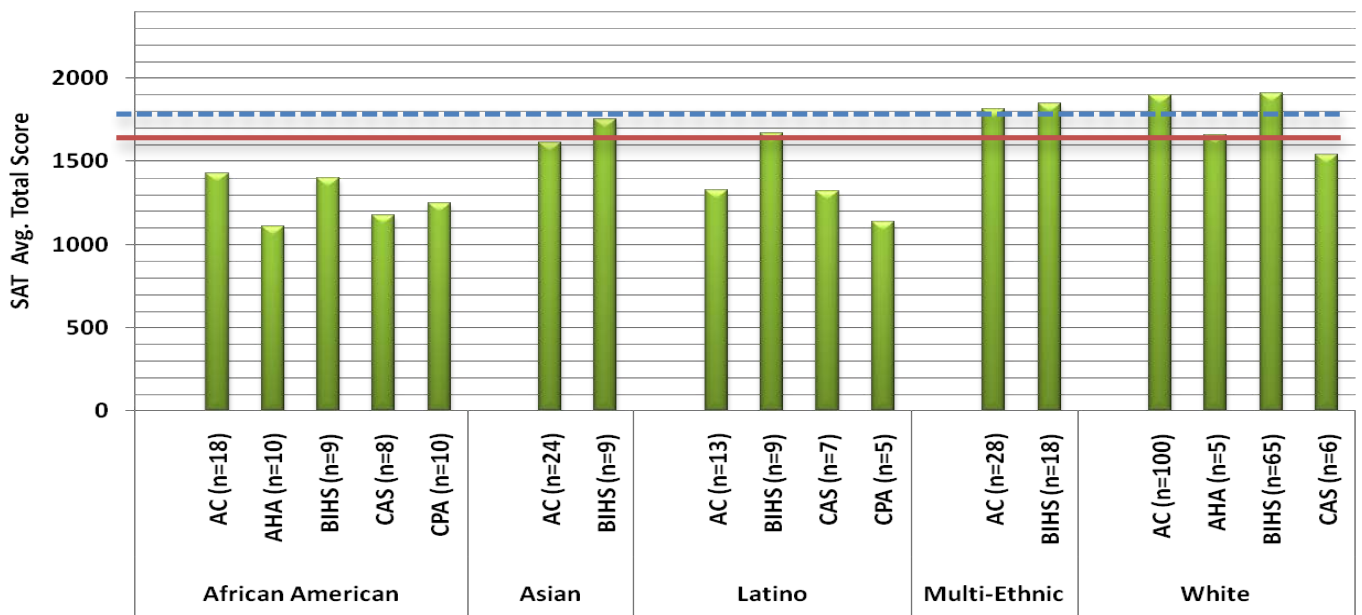
figure 45: SAT Scores by Ethnicity : BHS Class of 2009 vs. State Class of 2009
BHS Latino and White students had higher scores than their state counterparts. BHS Asian students were on a par with their state counterparts. BHS African American students had lower scores than their state counterparts.
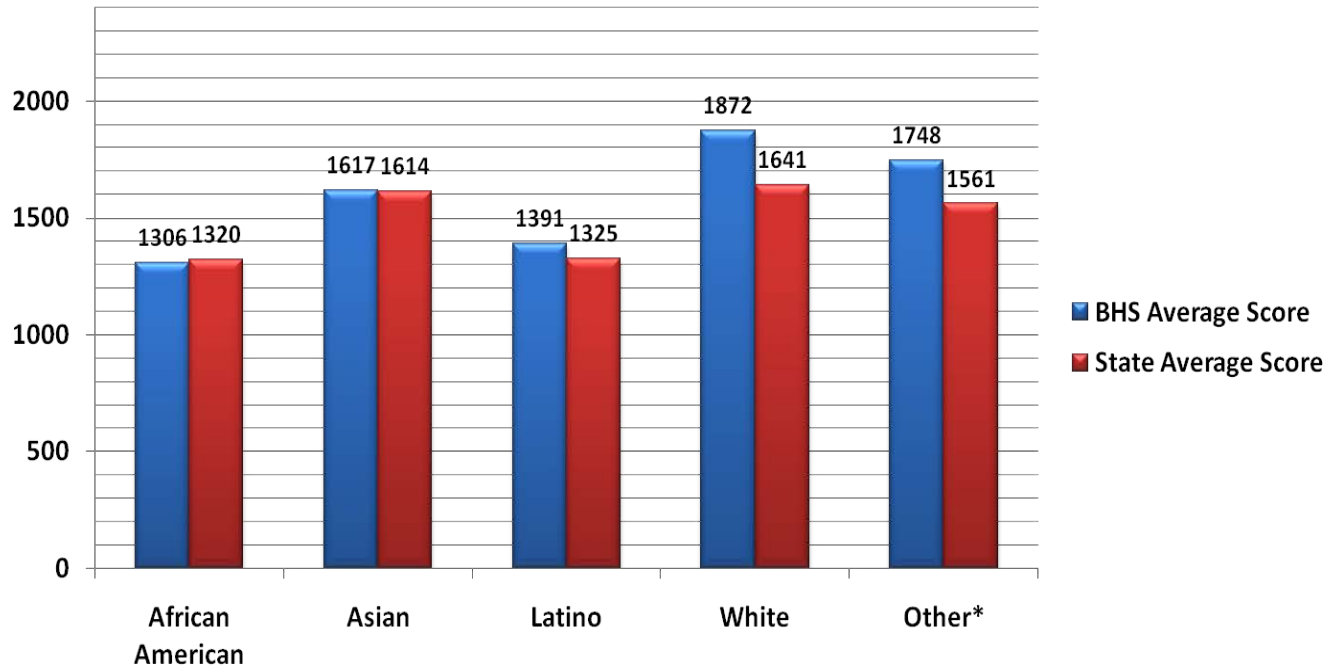
Advanced Placement

figure 46: AP Test-Taking and Scores Over Time
The number of AP tests dropped when Berkeley International High School began offering IB classes and IB tests. The total number of AP + IB tests has risen (see figure 53 on p. 42).
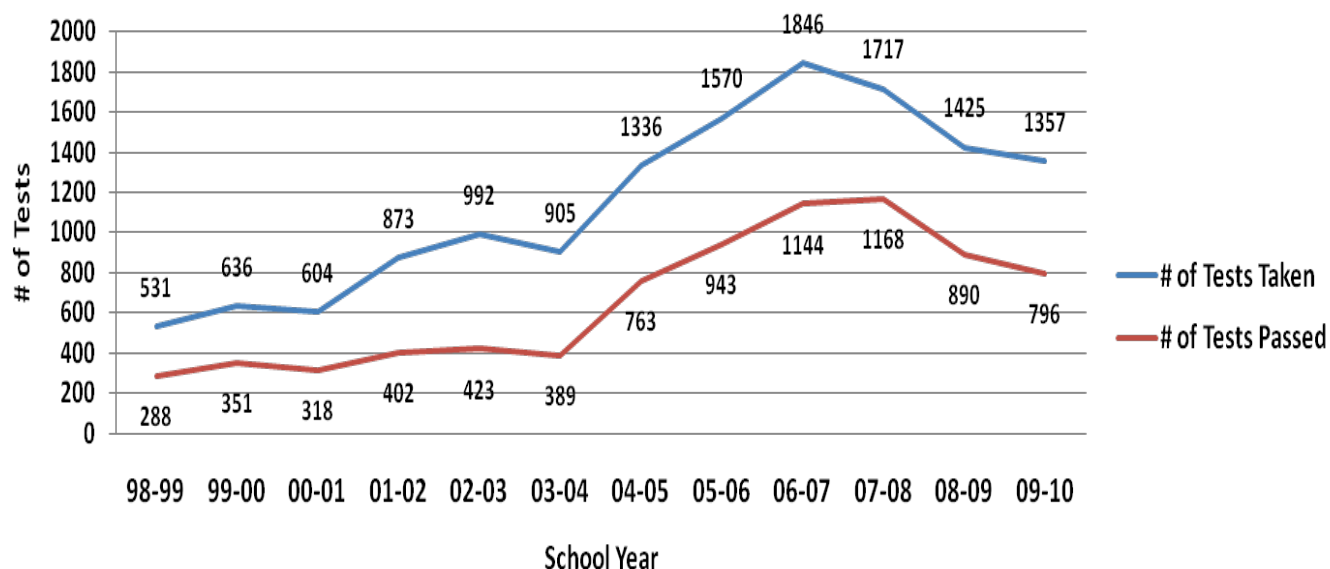
figure 47: AP Pass Rates Over Time
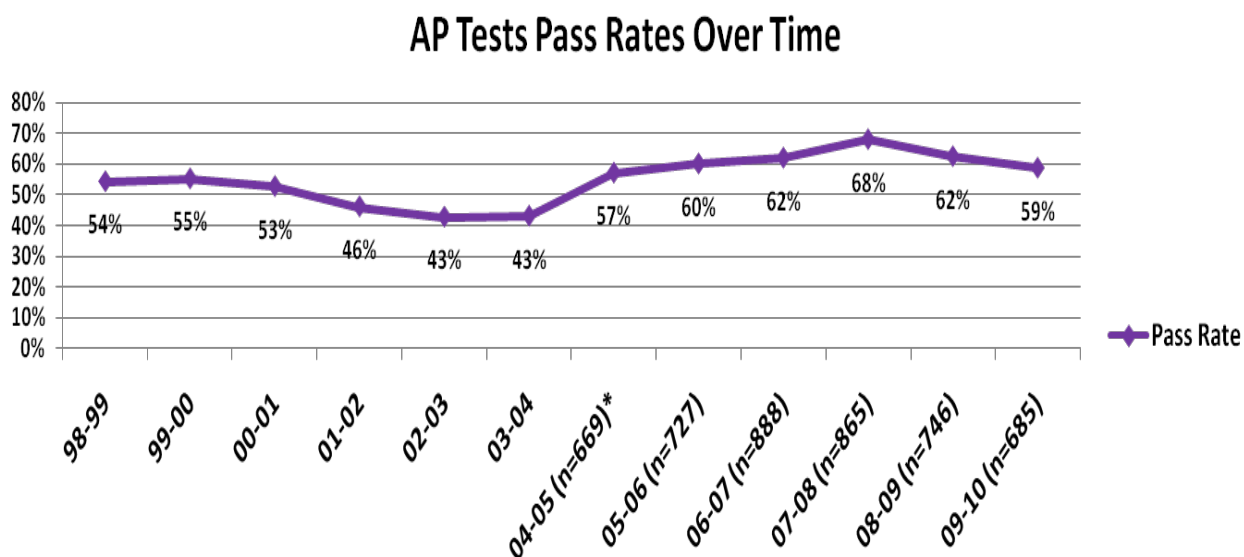
figure 48: 2010 AP Participation and Pass Rates by SLC – All Tests
Students in all Small Learning Communities took AP tests, but participation varied considerably.
The highest pass rates were in Academic Choice and in Berkeley International High School. The
lowest pass rates were in Community Partnerships Academy.
* N = number of students tested.   ** SSJE was precursor to present-day Green Academy

AP Participation Rate by SLC

AP Participation by SLC
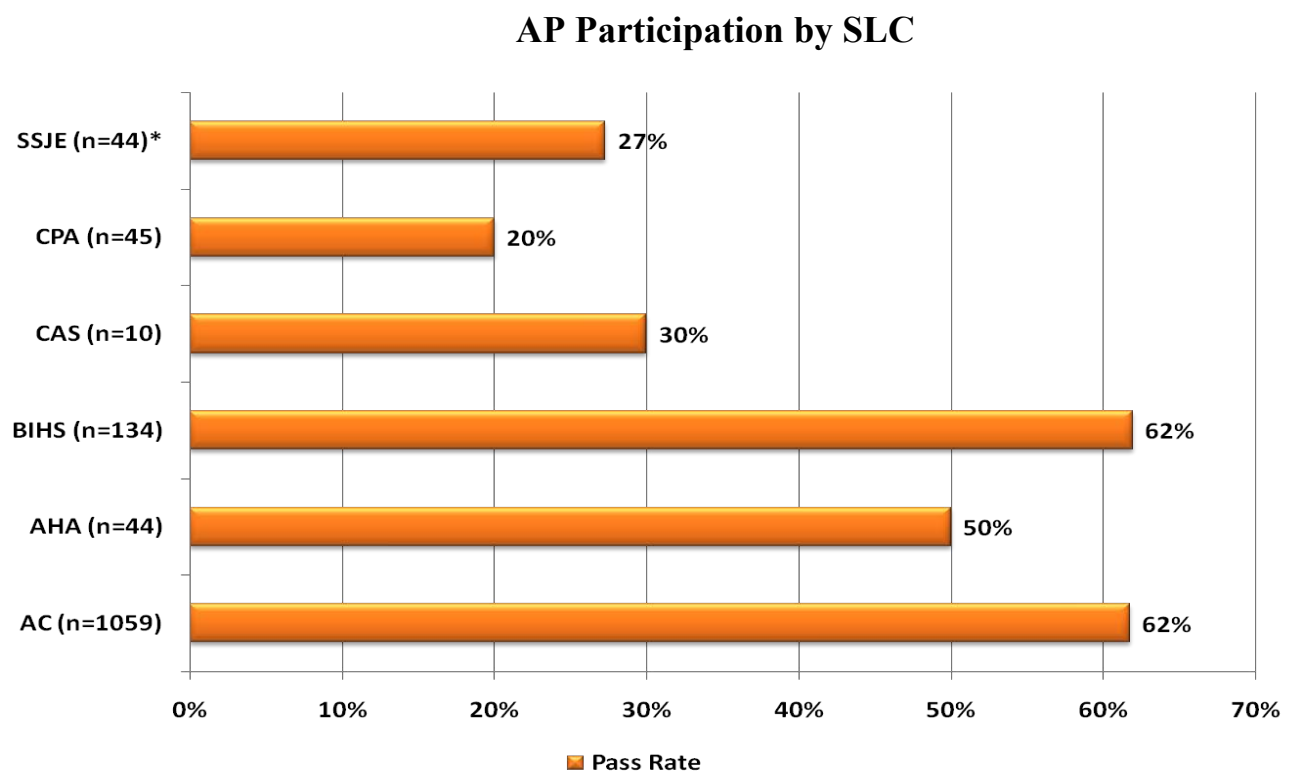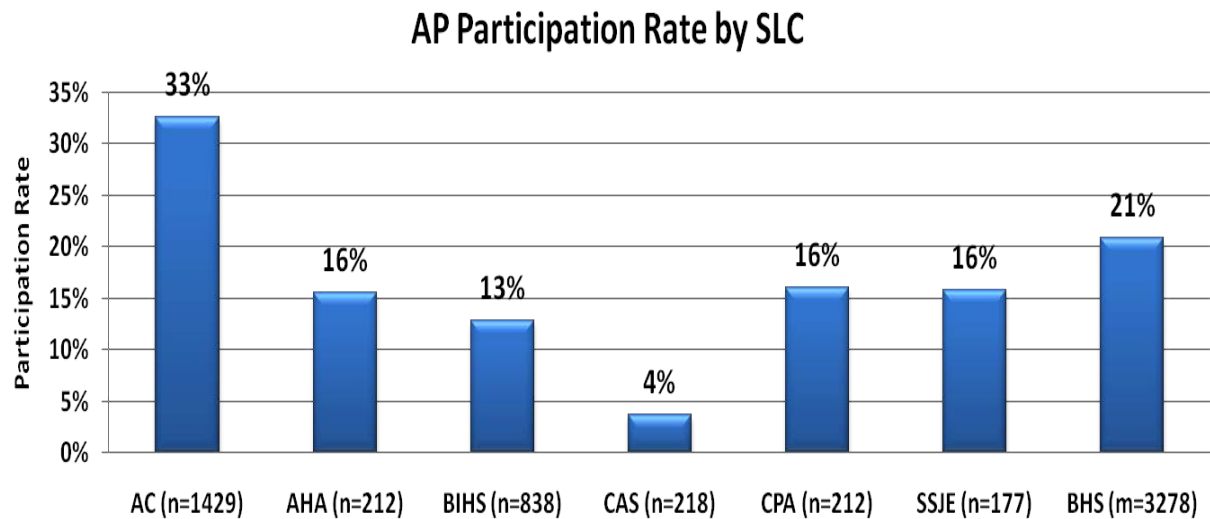
figure 49: 2010 AP Participation and Pass Rates by Ethnicity
White and Asian students had the highest participation rates. White and Multi-racial students had the highest pass rates. Only 8% of African Americans took at least one test and, of those, only 24% passed.
* N = number of students tested.   ** SSJE was precursor to present-day Green Academy

AP Participation Rate by Ethnicity

AP Pass Rates by Ethnicity
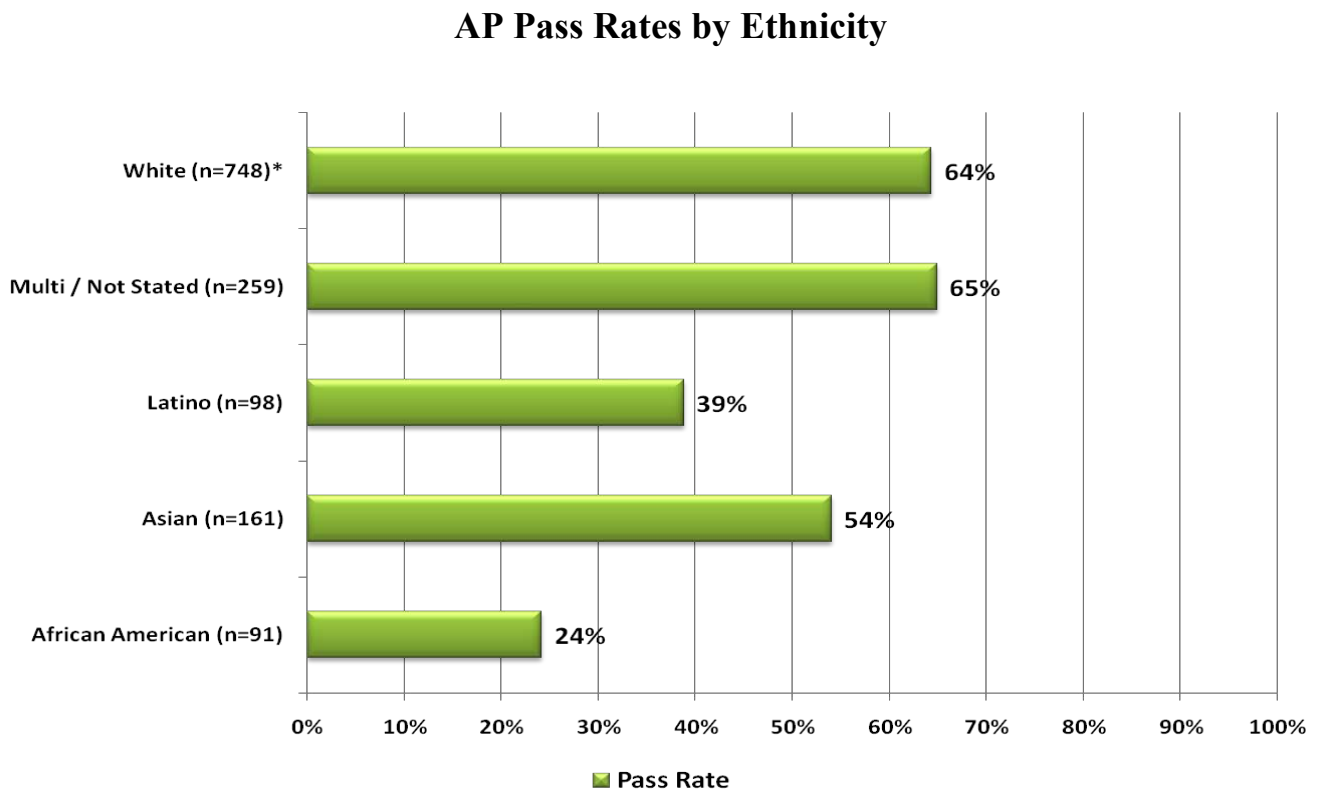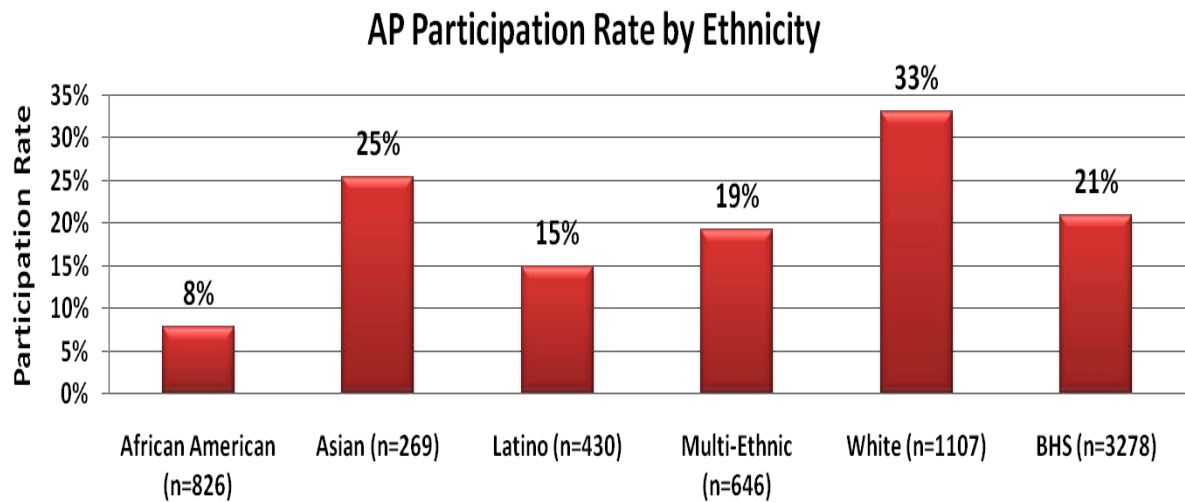
figure 50: AP-IB enrollment by ethnicity for 2010-2011

A total of 1308 students were enrolled in at least one AP or IB course in 2010-2011. Many of these students were enrolled in more than one course, but the chart below counts students only once. By far, White students are the largest percentage of students enrolled in an AP or an IB test.

Some BHS courses offer a blended AP+IB curriculum, meaning that the course covers content and skills simultaneously for both the Advanced Placement and the International Baccalaureate exams. All students who take a course for AP credit are expected to take the AP test; but not all students who take an IB course have to take the IB test.

| Ethnicity	Number of students in an AP or an IB class	% of students in an AP or an IB class
Asian/Pacific	142	10.9%
Latino	171	13.1%
African American	197	15.1%
White	642	49.1%
Multi-Ethnic	142	10.9%
Unknown	14	1.1%
Total	1308	

International Baccalaureate

The International Baccalaureate Program is a relatively new addition to BHS, with the first graduating class in 2010. An important characteristic of the program is that all 910 students enrolled in the Berkeley International High School (BIHS) take IB courses. This places Berkeley High School apart from most other high schools in the United States, where usually only a small minority of the campus is enrolled in IB coursework. More information about BIHS is in Section IV of this chapter.

figure 51: IB Participants by Ethnicity

Although all BIHS students are enrolled in IB classes, only juniors and seniors can take the IB tests, in line with IB rules. Not all juniors and seniors take the tests. In 2008/09, only 11th graders took the test, because the program was new at BHS. In 2009/10, both 11th and 12th graders took the test. A total of 188 students tested in 2009/10. This total increased to 250 for the 2010/2011 tests. Approximately 65% of the BIHS senior class took an IB test in 2010/2011. Disaggregated data is not yet available for 2010/2011 tests.

Year	Participants	African American	Asian	Latino	White	Other	Free/Reduced Lunch
2008/09	82	3.3%	11.3%	7.5%	59.9%	16.3%	11.0%
2009/10	188	4.8%	10.6%	9.0%	65.4%	10.1%	16.0%

figure 52: 2009-2010 BHS IB Exam Results and Score Distributions

Twenty-seven tests were taken, and the seven most common tests are shown here. The grade needed for subject certificate is 4.   The scale score goes from 1-7, with seven being the highest. SL = standard level. HL = higher level.

IB 2010 Exam Score Results

Subject	Average BHS Grade	Average World Grade
English A1 HL (n=94)	4.93	4.72
Hist. Americas HL (n=86)	4.22	4.18
Biology SL (n=70)	4.53	4.29
Economics SL (n=53)	5.52	5.04
Mathematics HL (n=28)	3.38	4.37
Mathematics SL (n=28)	5.27	4.48
Spanish B SL (n=23)	4.58	4.8

■ Average BHS Grade   ■ Average World Grade
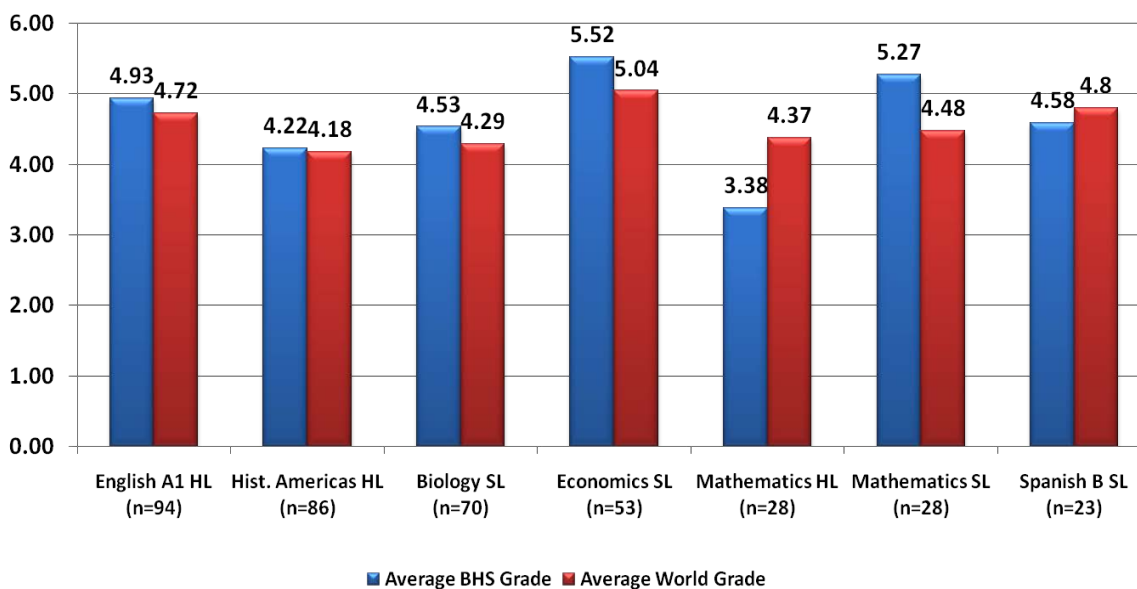
IB 2010 Exam Score Distribution -- All Exams

Score	Count
No Score	57
2	11
3	47
4	130
5	174
6	82
7	25
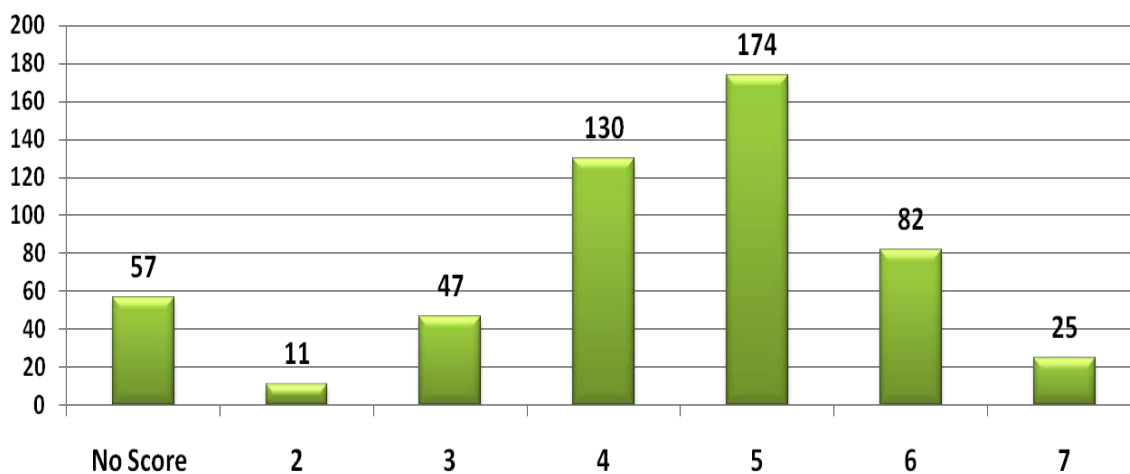
figure 53: Five-Year Participation Trends in AP and IB Tests
Overall AP+IB test participation has increased. The number of AP tests dropped when BHS began IB testing in 2008.
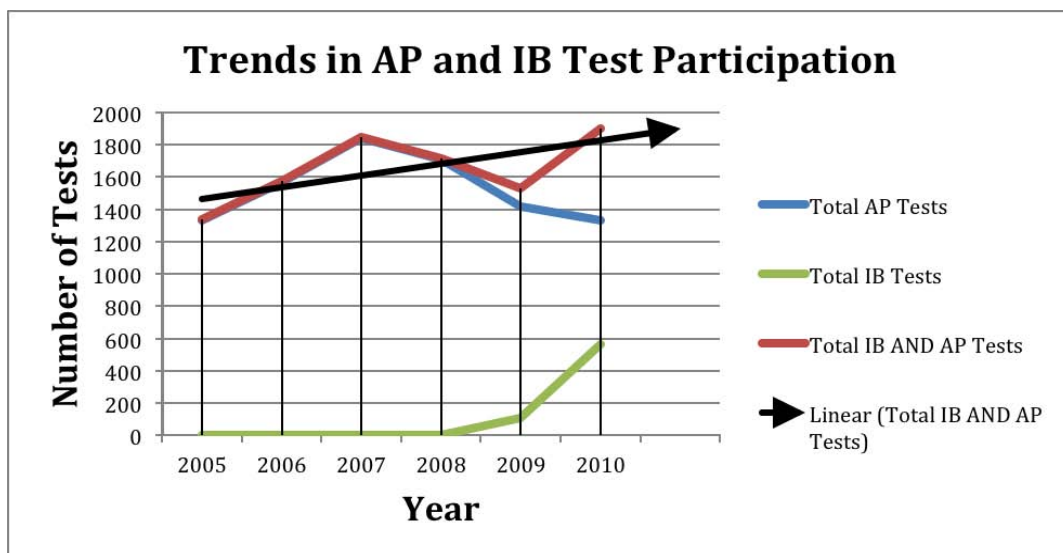
University of California A-G Requirements

figure 54: Latino and African American Students Passing UC-eligible Classes
Since 2006 we have seen a 56% increase in our Latino/a students graduating having taken and passed the courses to be UC-CSU eligible. During this same time there was a 36% increase for our African American students.
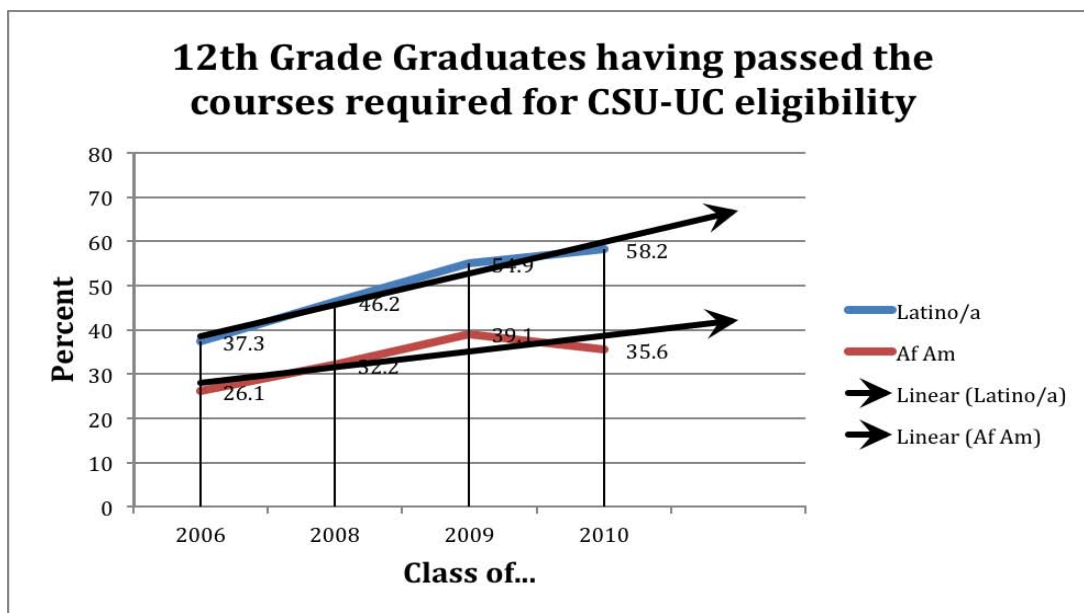
figure 55: Students enrolled in algebra

All ninth graders enrolled in math course below the level of algebra were students with IEPs and were enrolled in a special education pre-algebra course.

School Year	Percentage of 9th grade students taking a course below the level of Algebra	Number of students enrolled in Algebra by grade level			
		9th	10th	11th	12th
2009-10	1	134	84	40	16
2010-11	2	159	84	34	13
2011-12	2	157	72	51	14

Report Card Analysis – GPA and Ds / Fs

figure 56a: Cumulative Avg. GPA through January 2011 by Grade / Ethnicity

CUMULATIVE AVG GPA BY GRADE & ETHNICITY
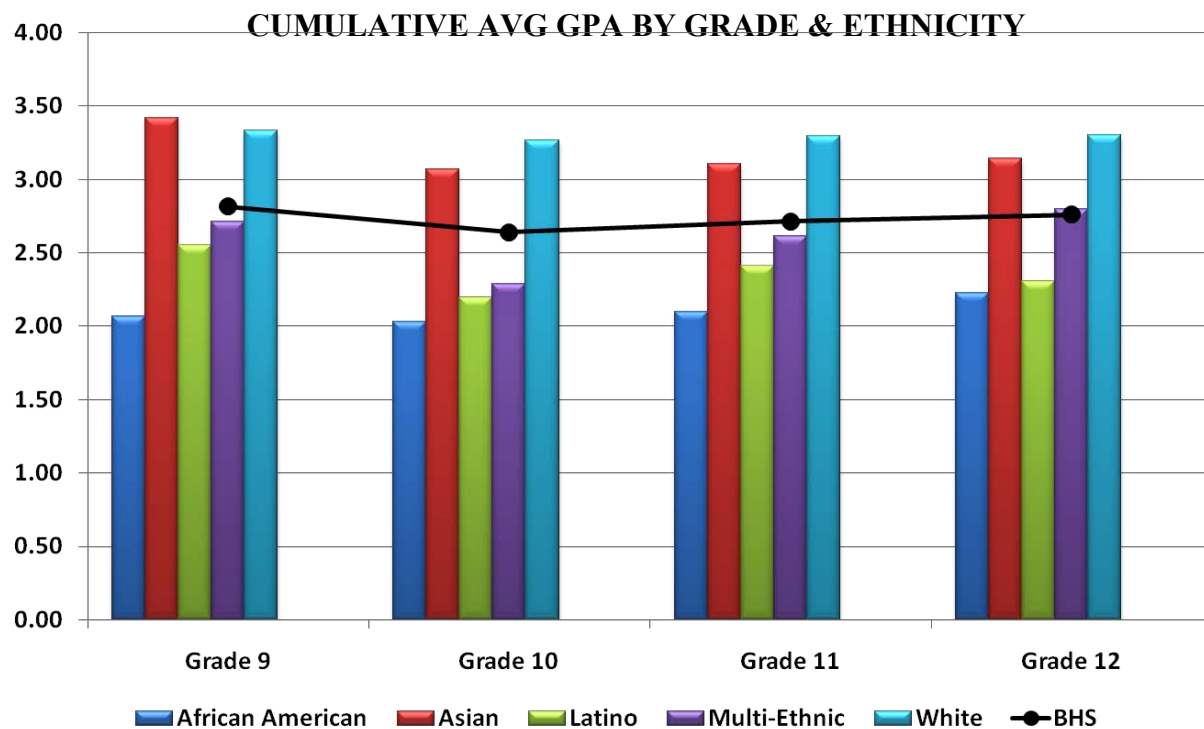
figure 56b: Cumulative Avg. GPA through January 2011 by Grade / Learning Community

CUMULATIVE AVG GPA BY GRADE & SLC

Legend: AC, AHA, BIHS, CAS, CPA, GRN, BHS
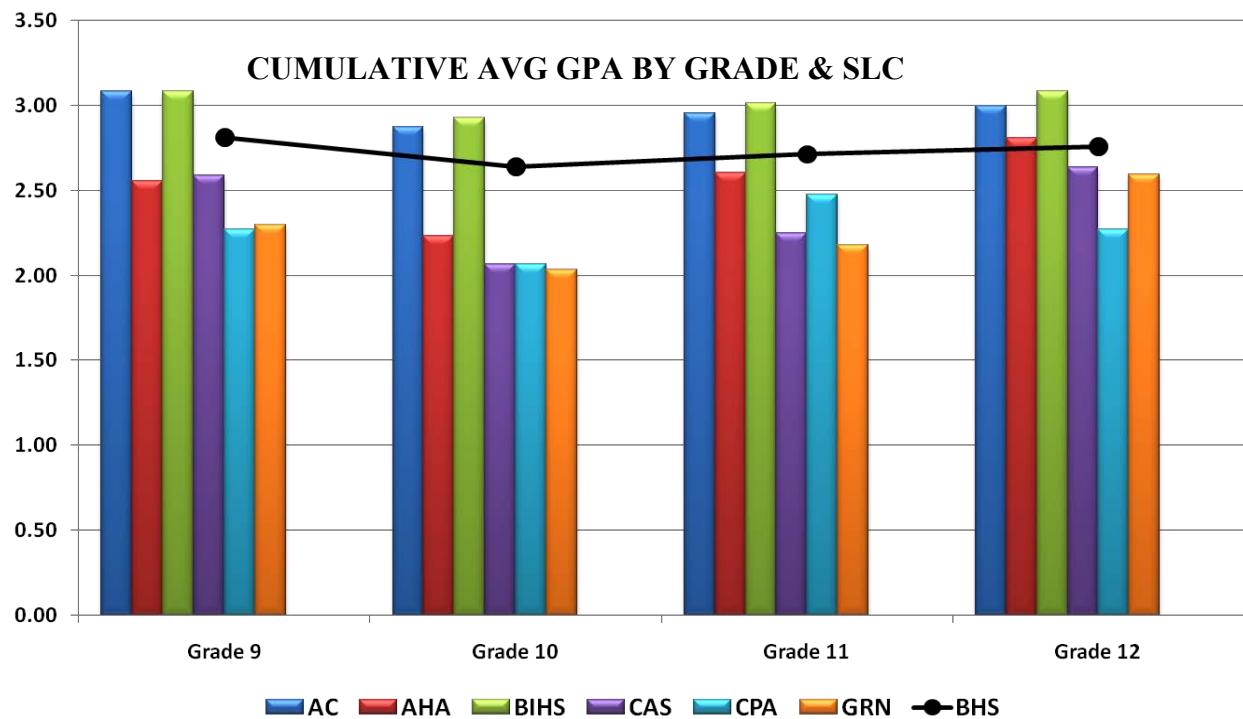
figure 56c: Cumulative Average GPA Through January 2011 by Ethnicity / Learning Community

Legend: AC, AHA, BIHS, CAS, CPA, GRN, BHS
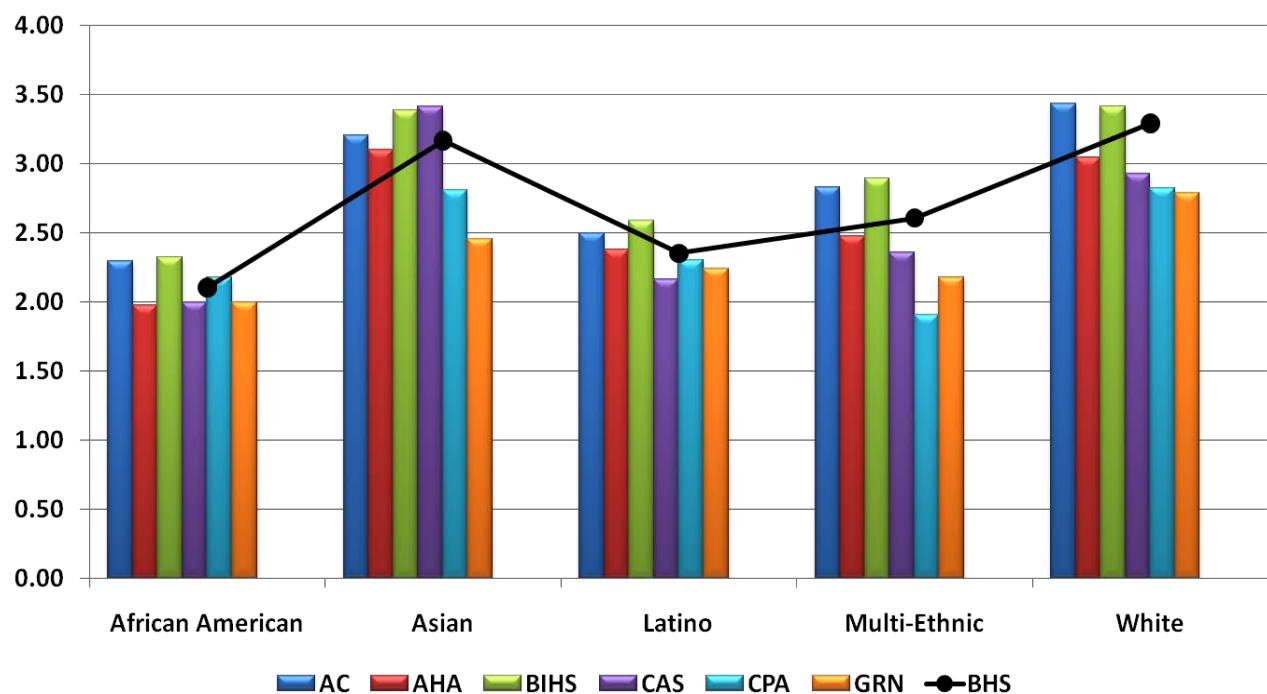
figure 57: Students with D/F in English or Math in First Semester 2010-2011 by Program
AHA and CAS had the highest percentage of students with D or F in Math. CPA and GRN had the highest percentage of students with a D or F in English. AC and BIHS had the lowest percentage both in math and in English.
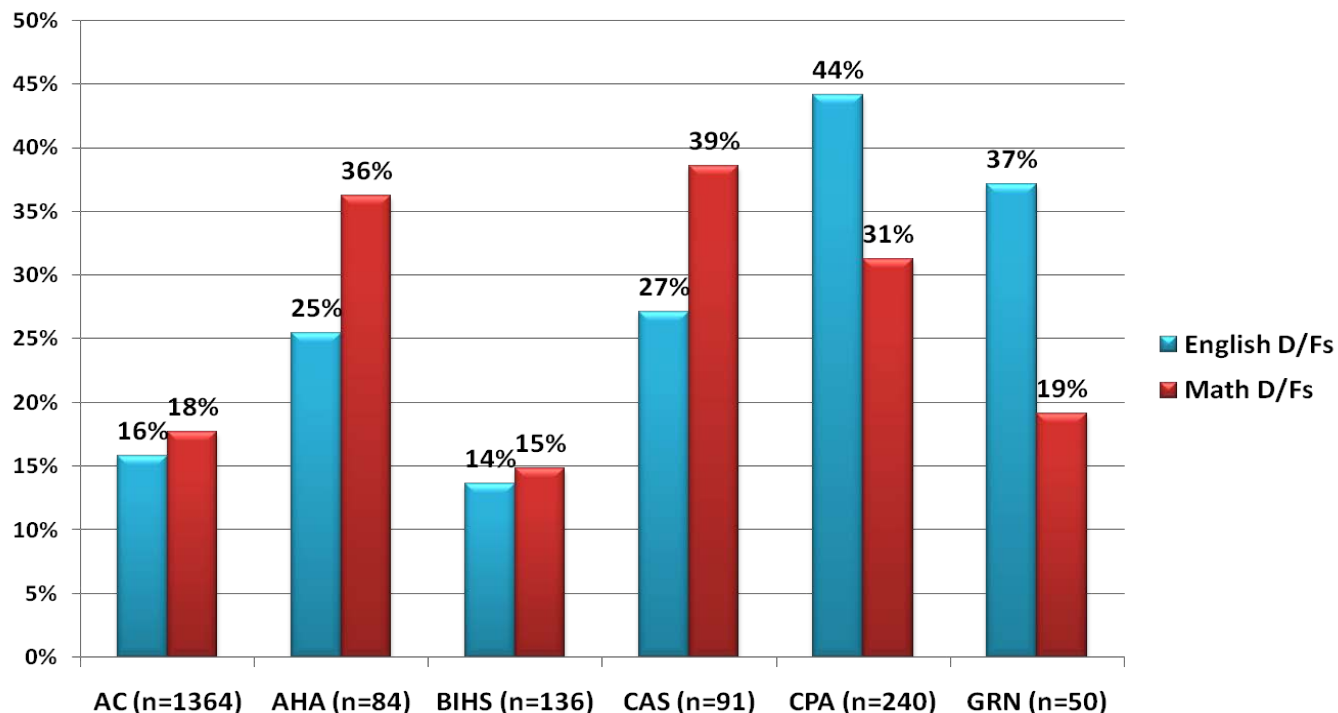
figure 58: Students with D/F in English or Math in First Semester 2010-2011 by Ethnicity
Across all ethnic groups, the rates of D/Fs in math were similar to rates of D/Fs in English. Latino and African American students had the highest rates of D/Fs.

45
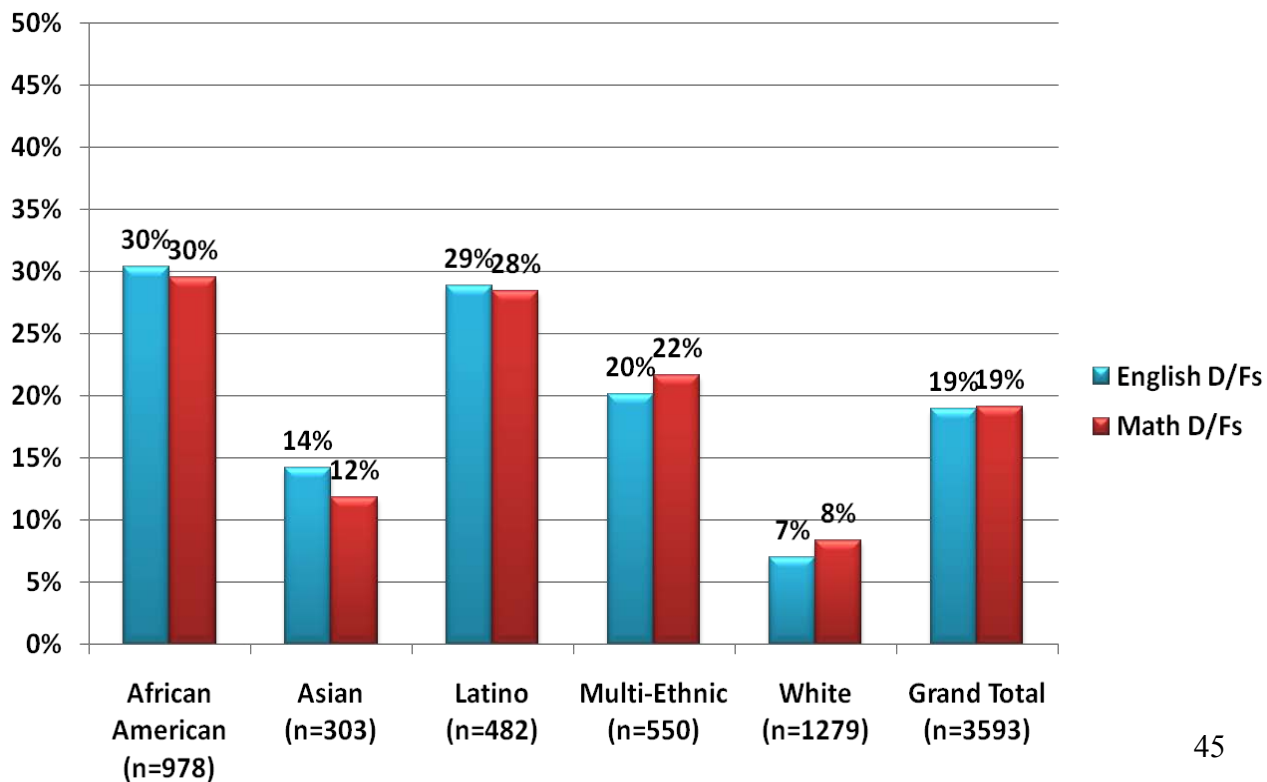
Early Assessment Program

The EAP measures juniors' readiness for college-level English and mathematics in their junior year of high school, to facilitate opportunities for them to improve their skills during their senior year.

figure 59: BHS EAP 2010 and 2011 Readiness – BUSD vs. State and County

Only 21% of the tested BHS juniors are ready for college English and only 13% of the tested BHS juniors are ready for college mathematics according to the 2011 EAP test scores. These numbers are lower than the state and county.

EAP-2010	English Ready	Math Ready	Math Conditionally Ready
BHS	23%	16%	42%
Alameda	27%	21%	40%
CA	21%	15%	42%
EAP-2011	English Ready	Math Ready	Math Conditionally Ready
BHS	21%	13%	40%
Alameda	29%	23%	39%
CA	23%	15%	43%

figure 60: BHS 2010 and 2011 EAP Scores by Subgroup

Latinos and African Americans reflected much lower rates of English and math readiness for college when compared with Asians and Whites at BHS.

EAP-2010	English Ready	Math Ready	Math Conditionally Ready
African American	4%	0%	19%
White	40%	22%	52%
Asian	30%	29%	38%
Latino	12%	5%	34%
Disadvantaged	6%	10%	32%
EAP-2011	English Ready	Math Ready	Math Conditionally Ready
African American	4%	4%	22%
White	38%	22%	53%
Asian	10%	50%	23%
Latino	10%	5%	23%
Disadvantaged	8%	8%	20%

Completion Rates

figure 61: Four-Year Adjusted Cohort Graduation Rate, class of 2010

Race / Ethnicity	Graduation Rate	Drop-out Rate
Overall	84.5%	14.4%
Hispanic / Latino	85.6%	14.4%
Asian	87.7%	10.8%
African-American	80.0%	17.8%
White	89.5%	10.2%
Two or More Races	77.6%	21.2%

Figure 62: Graduation Rate in Comparison to State and County, Class of 2010

Graduation rates for BHS are higher than county and state graduation rates, especially for BHS African American and Latino students.

Rate of Students Graduating based on 4-year Cohort Percentage
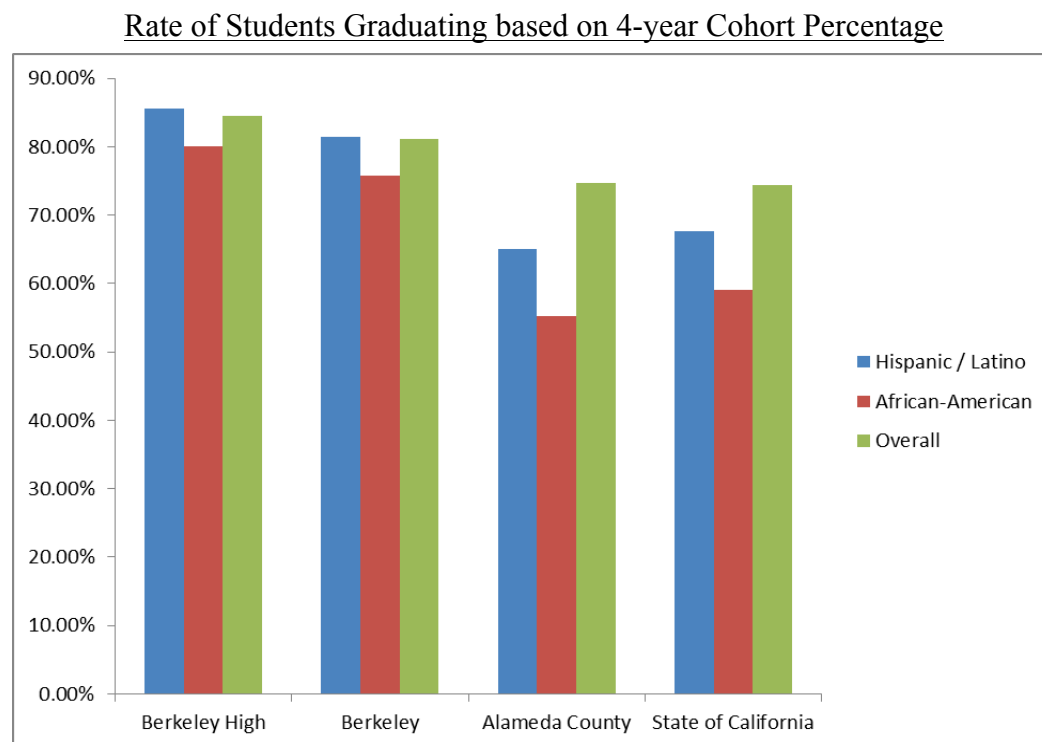
Figure 63: Four Year Adjusted Cohort Dropout Rate for 2009-10

The following are rates for students who leave without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year. BHS dropout rates compare favorably to state and county rates.
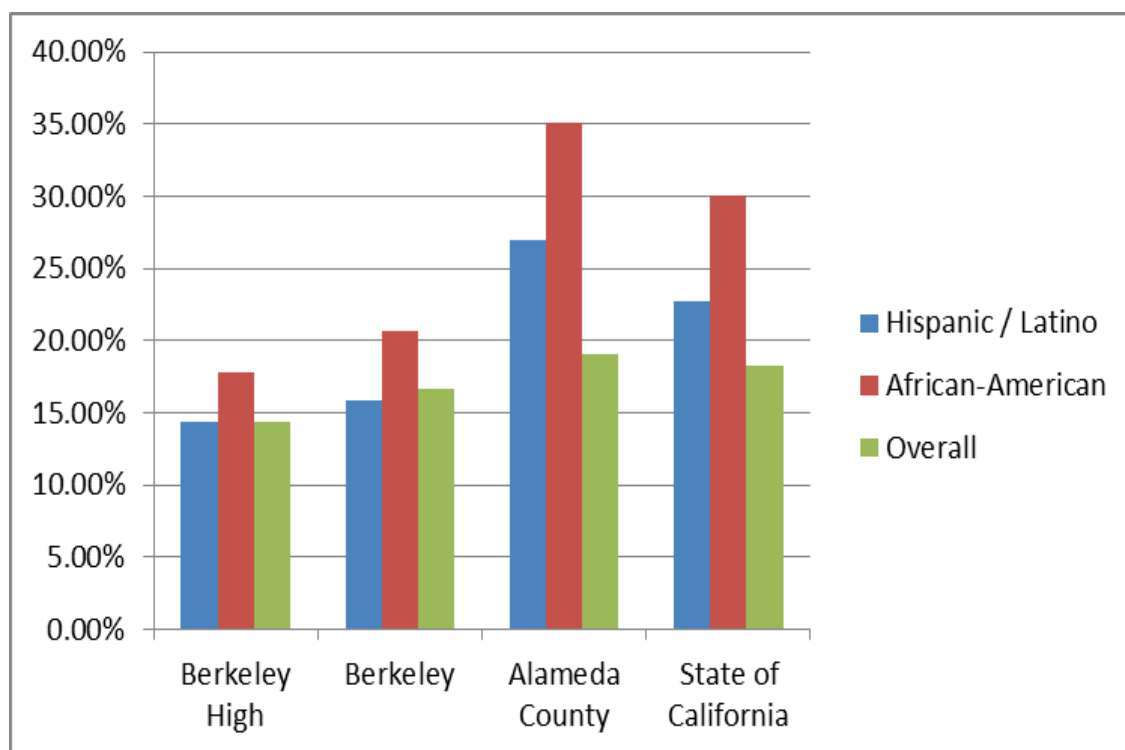
SECTION III – Process and Perception Data

Worrell Report

Dr. Frank C. Worrell of the University of California at Berkeley's Graduate School of Education conducts an annual survey of BHS students focused on academic orientation, school atmosphere, and engagement. The results of this survey are used by the school itself and also by the professor in his academic research. Samples from the 2010 and the 2011 surveys are presented below. (See appendix"D" for full 2011 report.) Note that in some of Dr. Worrell's data he refers to Green Academy by its former acronym of SSJE -- the School for Social Justice and Ecology.

figure 64: Students' Goals for Post-HS Education, By Race.

Most students at BHS have high education goals. The majority expect to earn a university degree of some kind.
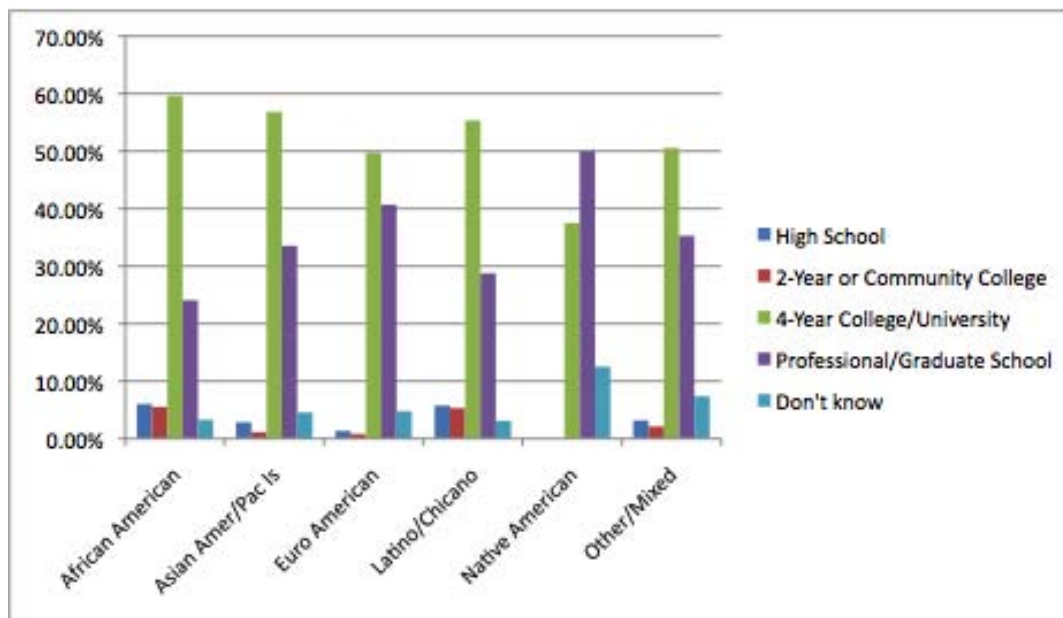
figure 65: Students' Goals for Post-HS education, by Learning Community.

AHA and CPA students have the least-high goals and yet 80% of students in each of these learning communities want a college degree. A higher percentage of students in AC and BIHS expect to earn a post-graduate degree.

	SLC					
	AHA	ACC	BIHS	CAS	CPA	SSJE
4-year college or university	48	83	150	33	36	18
	57.1%	47.7%	49.8%	67.3%	60.0%	69.2%
Professional or graduate school	19	75	121	8	12	7
	22.6%	43.1%	40.2%	16.3%	20.0%	26.9%

figure 66: Students' Perception of Value of Education

Students were asked to rate the utility of education in meeting different life goals.

*Percent of student who **strongly agree** or **agree** that education is important to:*

	AHA	ACC	BIHS	CAS	CPA	SSJE
Job security	69.0	72.4	74.0	79.6	61.7	65.4
Having enough money to lead a good life	78.5	77.1	77.2	79.6	83.4	69.2
Respect for other people	61.9	62.9	69.3	60.4	58.3	65.4
Interesting ideas to go on thinking about	66.2	67.8	69.9	67.4	63.3	73.1
A way to avoid discrimination	33.8	23.4	34.7	44.7	41.7	23.1
A way to give back to my community	54.7	49.7	53.3	52.1	59.3	61.5
Time to do fun things	50.0	55.5	51.8	57.2	63.3	38.5
A chance to support myself	84.5	91.3	90.6	89.8	88.3	92.3
A way to help out my family	79.8	82.0	81.3	91.8	83.4	80.8
A chance to contribute to society	65.4	69.0	72.0	75.0	59.3	76.9

figure 67: Student involvement in learning

Students were asked how frequently they participated in class.

	SLC					
	AHA	AC	BIHS	CAS	CPA	SSJE
Almost Never	4	8	19	3	5	1
	4.8%	4.6%	6.4%	6.4%	8.5%	3.8%
Rarely	20	41	75	10	13	7
	24.1%	23.6%	25.1%	21.3%	22.0%	26.9%
Half the time	31	52	81	17	11	7
	37.3%	29.9%	27.1%	36.2%	18.6%	26.9%
Frequently	21	55	91	9	18	5
	25.3%	31.6%	30.4%	19.1%	30.5%	19.2%
Almost Always	7	18	33	8	12	6
	8.4%	10.3%	11.0%	17.0%	20.3%	23.1%

figure 68: Students' Reported Level of Engagement

Students were asked how frequently they felt unengaged in class. The numbers below represent students who report **very low** or **low** engagement in class. Higher numbers represent less engagment.

	AHA	ACC	BIHS	CAS	CPA	SSJE
English	8.3	9.7	10.3	12.3	8.3	11.5
History	11.9	13.2	16.4	22.9	16.7	11.5
Science	22.6	21.6	36.3	10.4	11.9	23.1
Math	52.5	22.1	35.3	27.1	16.0	50.0
World Language	28.4	23.1	24.1	13.7	22.4	29.1

figure 69: Students' Reported Level of Comfort Discussing a Problem

Students were asked to rate how comfortable they felt discussing a problem with the following people …

51
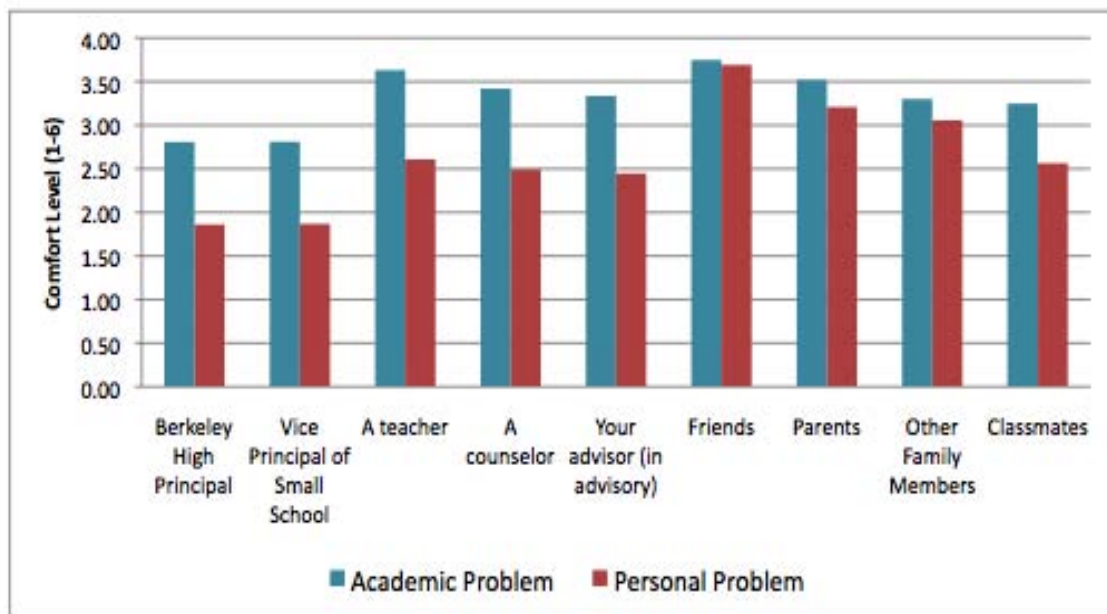
figure 70: Students' Reported Level of Support in Advisory

Students were asked if they had the opportunity to be supported by their advisor in the past year.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
African Amer.	13.1%	12.0%	31.3%	24.2%	19.4%
Asian Amer./Pac. Is.	13.2%	16.1%	28.7%	32.8%	9.2%
Euro Amer.	17.4%	16.5%	28.2%	25.3%	12.6%
Latino Amer.	10.6%	11.1%	29.3%	31.7%	17.3%
Native Amer.	33.3%	33.3%	16.7%	0.0%	16.7%
Mixed/Other	13.4%	21.8%	26.3%	24.0%	14.5%
Academic Choice	18.0%	13.7%	29.7%	25.2%	13.4%
Arts and Humanities	12.1%	17.1%	32.9%	26.4%	11.4%
Berkeley International	15.0%	17.2%	27.6%	26.8%	13.5%
Communication Arts and Sciences	10.4%	12.2%	22.6%	24.3%	30.4%
Community Partnerships Academy	12.0%	14.8%	29.6%	31.5%	12.0%
Green Academy	11.6%	14.4%	30.1%	27.4%	16.4%

SECTION IV --
Other Academic Programs and Instructional Support Programs

Newcomer / English Learners Program

There are currently 277 English Learners at BHS -- about 8% of the student population.   They speak 32 different languages. 52% are Spanish Speakers. Arabic and Urdu are the next biggest groups of students. Out of the 277 English Learners, 43 have IEPs. About a third are in the EL Newcomer Program and about two thirds are fully integrated in all of the learning communities. They do not receive ELD or SDAIE unless they are in the 9th grade Academic Language Development class. There are 27 students in this pilot class. It is on average the best-attended extended-course-offering class.

The EL Newcomer Program is for students recently arrived in the country. For the most part, they have education in their own language and many have studied English and another language in their country. It is a Structured English Immersion Program (SEI) This year there are 105 ELs in the Newcomer Program. Newcomer EL students are in ELD classes for two hours and are in Specially-Designed Academic Classes SDAIE for their core subjects. In addition, many of EL Newcomers take a 7th period tutorial for academic support.

Our goal in the Newcomer Program is to mainstream students as soon as possible. About 10-12 EL Newcomers mainstream every year as expected because they meet the district goal of improving one CELDT level every year.

The EL students causing the greatest concern for BHS are those who have been in US schools for over 5 years (usually since Kindergarten) and have not met reclassification criteria. These students are often called Long Term English Learners (LTELs). They are no longer making yearly progress on the CELDT, hovering at levels 3 & 4. Nor are they becoming proficient in English Language Arts based on the CST and CAHSEE, and have a disproportionately high course failure rate. BUSD has failed to meet the state's criteria for EL progress for three consecutive years.

figure 71: LTEL Fall 2010 D/F report

	Total LTEL Students	Total EL Students	Total Latino EL
Failing one or more mainstream class:	733	147	85
Failing mainstream English	292	55 EL	33
Failing 3 or more core classes (Risk of drop-out)	283	59 EL	44

Special Education

Berkeley High School offers a continuum of services and programs for its approximately 320 students with disabilities. The Special Education program is designed to meet the diverse needs of students with a wide range of learning needs; from mild to moderate learning disabilities to severe cognitive and physical differences. Three years ago BHS established a counseling enriched program on site for students with emotional challenges in a therapeutic environment where they continue to have access to general education curriculum. In accordance with our mandate to provide the least restrictive environment for all students, the Special Education Department is continually moving towards the most inclusive program possible. Students with IEPs are mainstreamed across all six learning communities to the extent determined by their educational needs through the IEP process. Students with IEPs are in mainstreamed classrooms for 72.3% of their classes.

The Special Education Department offers classes in Algebra and Pre-algebra, Literacy, Transition, and Consultative Learning Centers (CLC) where they receive specialized individual support around both their academic classes as well as their transition needs. Additionally, the department offers various supportive programs such as a structured and facilitated social group, cooking club, a transition class to community college for seniors, and outdoor educational opportunities.

Special education teachers are each affiliated with a learning community where they both case manage students within that program as well as serve as educational resources around broader school challenges such as addressing the achievement gap and increasing the use of differentiated instruction.

figure 72: Number and percent of students with IEPs, by grade, in 2010-11:

Grade	Number of students with IEPs	Total Number of Students	Percent Students with IEPs
9	91	838	10.9%
10	88	890	9.9%
11	60	834	7.2%
12	81	809	10.0%
Total	320	3371	9.5%

Summer Bridge Program
Summer Bridge is a program for students transitioning from 8th to 9th grade who were identified as struggling in middle school. Students attend a summer session and extra classes throughout the school year to help ensure they successfully transition from middle school to Berkeley High. Families also participate in workshops and events during the summer and throughout the year to better navigate BHS and enhance their own abilities to support their children academically. The program is voluntary and intended for students who have the desire to succeed academically but who can benefit from extra support and guidance. An added incentive of Summer Bridge is that students receive a laptop for academic purposes and are assured that if they meet the Summer Bridge expectations, they are given the privilege of retaining the laptop until their senior year.

Summer Bridge is currently in its second year; there are 34 sophomore Summer Bridge students and 25 freshmen. The primary goal of Summer Bridge is for students entering the program in the ninth grade to be eligible to attend a four-year college or university when they leave Berkeley High School.

Academic Support Programs
Berkeley High School has a comprehensive program of academic support. An important component of our academic support is free after-school tutoring in every subject. From Monday through Thursday students can drop into the Student Learning Center, open from 3:30 to 6:00 pm.   Tutors work individually and in groups with students in the learning center, which also offers computer access, and guidance in study skills. In addition to the learning center, BHS teachers have been recruited and paid to provide drop-in hours after school in their own classrooms for any student who needs subject-matter help. (See appendix "E" for tutoring list.)

In the 2011-2011 year, a new position of Academic Support Coordinator was created to be the point of contact for students, parents, counselors, general education teachers and school administrators regarding tutorial support, direct instruction and guidance in study skills, organizational development, and advising. The Academic Support Coordinator also builds connections with other academic support programs, such as R.I.S.E, Y Scholars, free SAT and ACT preparation programs and CAHSEE exam tutorials.

Advisory
In the 2010-2012 academic year, Berkeley High School added an advisory program as part of its commitment to provide all students with the tools for academic succes. The four advisory objectives are:
- Increase personalization for students
- Increase UC/CSU eligibility
- Improve graduation rates
- Increased rates of post-secondary education and training

Advisory meets once month in grade-alike groups. In most periods there is a set activity and individual check-ins.   For the check-in, students meet one-on-one with their advisor to discuss attendance, academic progress, and to set goals. For most students, their advisor is also one of their academic teachers and, thus, they see each other every day in class, too. Each teacher

receives a curriculum with activities tailored to each particular grade level. The curriculum was developed in house by BHS teachers and the PD coordinators. In the spring of 2010, the administration proposed doubling the number of advisory meetings for the following academic year. The proposal was narrowly defeated in a faculty vote.

Independent Study Program
Berkeley Independent Study (BIS) offers an alternative to the typical classroom environment. Students must be self-motivated and organized to succeed in BIS' academically rigorous courses. The program is considered a model by the California Department of Education because all the teachers are NCLB-compliant. Many different kinds of students attend BIS: those who excel academically, or are taking college courses, students who have jobs, students with children, students with major athletic or artistic pursuits, students with emotional or health related issues who need extra support, or students who for some other reason are seeking an alternative educational environment.

Students fulfill the same course requirements as at Berkeley High and earn the same high school diploma by meeting individually or in small groups with their instructors weekly. Each quarter, students at BIS complete ten hours of homework per course every week. They earn five semester credits for each quarter course they complete. Courses not offered on the Independent Study campus may be taken concurrently at the high school. Most BHS courses are offered at BIS.

The BIS campus is located near the main campus, at 2701 MLK Jr. Way.   The BIS campus has two large classrooms with quiet study areas and computers with internet access and printing capabilities. There is a tutor on site and Cyber High is offered. Students also work at various locations, including at home, at the library, and in the College Career Center at BHS.

The Home Hospital Instruction Program is tied to BIS. It is for students in grades K-12 who cannot attend a traditional school setting and who need a teacher to provide instruction at home or in the hospital.

Chapter 2: Student and Community Profile
Overall Summary From Analysis of Profile Data

An analysis of relevant Berkeley High School data is summarized below in terms of strength, areas of need, implications, critical academic needs, and questions.

Areas of Strength
(presented alphabetically)

Academic Performance Index
- ➢ As a result of increased participation rates in 2011, the high school now has an API score to use as a benchmark for future growth.

Activities and Athletics
- ➢ BHS offers a wide variety of clubs, organizations, activities, and sports for a wide range of students' interests and abilities.

Advanced Placement and International Baccalaureate
- ➢ In the past five years, number of AP + IB tests taken and number passed rose.
- ➢ Students in all BHS small learning communities took AP or IB tests.
- ➢ Of the 685 AP tests taken in 2010, 59% were passed with a 3 or higher.
- ➢ Although the IB program is still relatively new at BHS, the test scores for several of the tests in 2010 were above the world average. For example, in mathematics SL the BHS average was 5.27, while the world average was 4.48.
- ➢ A total of 188 BHS students took IB tests in 2010. 78% of the tests were passed with a score of 4 or higher.

Attendance
- ➢ ADA for first semester of 2011-2012 rose 1 percentage point compared with first semester in 2010-2011.

California Standards Test

- ➢ On the CST ELA, the school has scored above the county and above the state average for the past seven years.
- ➢ The subgroup of disadvantaged students has made gains in proficiency on CST ELA in past five years.
- ➢ Latino students also made gains in proficiency on CST ELA in same time period.
- ➢ CST life science students proficient and above jumped from 22% in 2009 to 49% in 2011.
- ➢ Overall participation rates in 2011 on CST tests increased to 95%.

California High School Exit Exam

- ➢ First-time pass rates on CAHSEE math and ELA tests rose between 2008 and 2011 for the overall group of BHS students.
- ➢ On CAHSEE tests for math, the subgroups of African Americans and Asians have seen gains in past four years for first-time pass rates.
- ➢ On CAHSEE tests for ELA, the subgroups of Latinos and Asians have seen gains in past four years for first-time pass rates.
- ➢ On CAHSEE tests for both math and ELA, the subgroup of White students had a higher first-time pass rate than the state average for first-time pass rates.
- ➢ On CAHSEE tests for ELA, the subgroup of Latino students had a higher first-time pass rate than the state average for first-time pass rates.

CSU/UC Eligibility

- ➢ Latino 12th graders who passed courses to be CSU/UC eligible rose from 37.3% in 2006 to 58.2% in 2010.
- ➢ African American 12th graders who passed courses to be CSU/UC eligible rose from 26.1% in 2006 to 35.6% in 2010.

Discipline

- ➢ In five year period, suspension rates dropped 1.5 percentage points.

Early Assessment Program

- ➢ The number of Asian BHS students considered ready for college math rose from 29% in 2010 to 50% in 2011.

Faculty

- ➢ All teachers have credentials; most have advanced degrees.

Facilities
- ➢ The campus is modern, safe, and well-maintained.   Construction is about to conclude on new bleacher project and construction will soon begin in the new gymnasium project.

Graduation Rates / Dropout Rates
- ➢ Overall graduation rates for BHS in 2010 were higher than county and the state.
- ➢ In 2010, 85.6% of the BHS Latino cohort graduated, versus 65.1% for the county Latino cohort.
- ➢ In 2010, 80% of the BHS African American cohort graduated, versus 55.3% for the county African American cohort.
- ➢ BHS dropout rates are much lower than those for the county and for the state, overall and for Latino or African Americans.

Scholastic Achievement Tests
- ➢ Overall SAT scores for both math and English are above county and state scores.
- ➢ Scores in math, writing, and critical reading have risen in past five years.
- ➢ Asian, Latino, and White subgroups at BHS outscored their ethnic/racial counterparts on SAT state averages.

Survey
- ➢ According to survey of BHS students, the majority expect to earn a university degree of some kind after BHS. This goal extends across ethnicities.
- ➢ Students report relatively high levels of engagement and involvement in their classes. Although participation rates varied from learning community to learning community, the highest rate of students who said they "*almost never*" participate was 8.5% in one of the small schools.
- ➢ In all the learning communities, students rated their level of engagement as high in their English and history classes.
- ➢ Students' self-reported level of comfort discussing an academic problem with adults on campus was relatively high – particularly with their teachers, advisors, or counselors.
- ➢ Majority of students either agreed or were neutral when asked if they had opportunity to be supported by their advisor.

Areas of Need

(presented alphabetically)

Academic Performance Index
- ➢ BHS' API of 713 leaves ample room to grow.

Advanced Placement and International Baccalaureate
- ➢ Pass rates by learning community varied widely. For example, the AP pass rate in AC was 62% in 2010, while in that same year the AP pass rate for CPA was 20%.
- ➢ Pass rates for Latino and African American students on the AP tests were 39% and 24%, respectively. Compare to Asians and Whites at 54% and 64%.
- ➢ When taking into account the school demographics, white students are disproportionately enrolled in AP and IB classes relative to all other ethnic/racial groups. In 2010-11, of those students enrolled in AP or IB course, 49% were white; 15% were African American; 13% were Latino; 11% were multi-ethnic; and 11% were Asian

Attendance
- ➢ Overall ADA was at slightly under 94% as of this writing.
- ➢ African American students had the highest rates of absences, comprising 51% of the students with 30+ absences last year.

California High School Exit Exam
- ➢ Although African Americans' ELA scores saw a significant rise from 2008 to 2009, this was followed by two years of lowered scores in 2010 and again in 2011.
- ➢ In the class of 2011, African American students' cumulative (ELA + math) pass rate was 76%, compared to 91% rate for African Americans statewide. All other BHS ethnic groups scored on a par with their state counterparts.

California Standards Test
- ➢ On the CST chemistry tests, there was an increase in students below basic and far below basic, from 35% in 2009, to 46% in 2011 .
- ➢ On the CST math tests overall, BHS proficiency dropped over the past ten years, while during that same period county and state proficiency rose.

- In 2011, only 3% of BHS students were proficient or above on the CST algebra 1 test, with 18% proficient and above on algebra 2. For African American students on the same tests, 1% scored proficient and above on algebra 1, with 0% proficient and above on algebra 2.
- Grade 9-11 CST ELA tests show a much lower proficiency rate compared to district for English learners, African American students, and students with disabilities.
- Overall grade 9-11 CST math tests show a much lower proficiency rate compared to district for Latinos, English learners, African American students, disadvantaged students, and students with disabilities.
- All racial subgroups have seen drops in proficiency in math compared to seven years ago.

California English Language Development Test
- CELDT scores show that students at or above proficient dropped from 51% in 2008 to 40% in 2010.

Discipline
- African American students appear in discipline incidents far out of proportion to their demographic representation. In 2010-2011, almost 56% of suspensions were of African American students.
- Fighting was the greatest category of discipline incidents in 2009-2010.

Disadvantaged Students
- The number of students eligible for free and reduced lunch rose from 25.6% in 2008-9 to 32.7% in 2010-11.

Early Assessment Program
- Early Assessment Program information shows that BHS students as a whole are less ready for college math and college English than county or state students.
- EAP English scores for BHS declined from 23% in 2010 to 21% in 2011.
- EAP math scores for BHS declined from 16% in 2010 to 13% in 2011.
- Only 4% of African American students were considered ready for college math or for college English in 2011.
- Only 5% of Latino students scored ready for math and 10% for English in 2011.

Grade Point Averages, D/F rates
- ➢ Achievement gap is glaring in analysis of GPAs and of D/F rate:
  - ❖ GPA cumulative averages in January 2011 show white subgroup as having an entire GPA point above African American subgroup, in all grade levels.
  - ❖ D/F rate for English in first semester of 2010-2011 was 30% for African American students; 29% for Latino students; 14% for Asian students; and 8% for white students. Math rates were similar.
  - ❖ When viewed by learning community, GPAs and D/F rates are unevenly distributed, with best GPAs in BIHS and in AC.

Long-Term English Learners
- ➢ The first semester in 2010-2011, 85% of LTELs failed at least one class.
- ➢ One third of LTELs were failing three or more classes.

Scholastic Achievement Tests
- ➢ While SAT total scores for Latinos are above the state average when compared only to that subgroups state-wide, they nonetheless remain below the state average for all groups together.
- ➢ African American students' total SAT scores at BHS were below the state average for African Americans. All other BHS ethnic groups scored on a par, or above, their state counterparts.

Survey
- ➢ Students' self-reported level of engagement in math and science classes was low in most of the learning communities (CAS and CPA were exceptions).
- ➢ Students' self-reported level of comfort discussing a personal problem with adults on campus was relatively low.

Implications

In looking for implications of our data, BHS followed an extensive process of data inquiry.   In the start of the 2010-2011 school year, faculty groups examined CST English and Math proficiency rates for the school overall, as well as for disaggregated subgroups. A month later the staff did the same with CAHSEE data.

The CST and CAHSEE analysis days served as a foundation for the month of January, when home groups examined the self-study's community profile. All Berkeley High School home groups read a rough draft of the first chapter of our report. Each home group chose what it found most compelling among the BHS data and those home-group lists were forwarded to our WASC leadership team. The leadership team examined the lists and discussed the data, and then winnowed all the home groups' submissions down to the following list of eight priorities:

1. We need to improve the writing skills of African-American and Latino students as measured by CAHSEE pass rates and scaled scores, SAT subject-area, and school-wide metrics.

2. We need to improve math skills for incoming 9th graders as measured by CST and common assessments within the math department.

3. We need to improve ELA skills for incoming 9th graders as measured by CST and common assessments (common assessments?).

4. We need to improve the academic writing and speaking skills of English Language Learners as measured by CAHSEE and CELDT.

5. We need to improve reading skills for all students as measured by CAHSEE, CST, and teacher-generated common assessments.

6. We need to improve the short and long-term success of African-American students in math as measured by improved first-time pass rates on CAHSEE, increased enrollment in AP/IB math courses, as well as SAT math scores.

7. We need to help students with transitions from 8th to 9th grade as measured by cumulative 1st semester GPA and credits earned at the end of the school year, (students on track to graduate 60 credits) as well as attendance rates. In addition, we need to support transitions for all students from 12th grade to post-secondary college and career as measured by graduation rates, completion of a-g requirements, and follow-up data on our former students' progress in post-secondary education.

8. We need to improve the science skills of all students, with a specific focus on students of color, as measured by greater levels of participation and pass rates with a C or better in upper level science classes and, and CSU/UC eligibility upon graduation.

Critical Academic Needs

Over a span of several weeks, the BHS WASC leadership team met twice to discuss the implications listed above. A smaller subcommittee also met to focus on the wording of the statements. There was also extensive conversation via email. Through additional examination of the data, the leadership team ultimately settled on the following two critical academic needs:

1.   We need to improve the math skills of all students, with a specific focus on African-American, English Learners, and Latino students.

Measurements will include BHS common assessments, CST math scores, first-time pass rates on CAHSEE, and increased enrollment in a third or fourth year of high school math.

2.   We need to improve all students' academic language development in reading, writing, and oral communication, with a specific focus on English Learners, African-American, and Latino students.

Measurements will include the CELDT, CAHSEE ELA, CST ELA, BHS common assessments, grades in core academic classes, and increased enrollment in AP/IB English classes.

The WASC leadership team felt that implementing strategies for these critical academic needs would benefit students of all backgrounds and abilities, across every discipline and every classroom at BHS.   The leadership team agreed that training would be provided to teachers in all disciplines so they understand the connection of the critical needs to their particular curriculum, as well as specific ways to support the critical academic needs.

Our two critical academic needs also directly address two of our ESLRs, the "S" and the "O" from our **SOLID** acronym. (The complete SOLIDs are in appendix A, and are also explained on page 2 of the first chapter.)

SKILLS:
- Use reading, writing, and math for meaningful projects.
- Use a computer, the Internet or other technology for learning.

ORAL AND WRITTEN COMMUNICATION:
- Speak confidently and clearly.
- Write essays or reports with few mistakes.
- Create or interpret something artistic.

Questions

The following questions have been raised from the data analysis and related to the critical academic needs.

- What policies can BHS implement school-wide to ensure that minimum participation rates are met each year in standardized tests and the school continues to receive an API score?
- What type of professional development is most appropriate to support our two new critical academic needs?
- How can we ensure that all teachers see the link between the critical academic needs and their particular curriculum?
- Do other similar-sized schools have successful programs that BHS can learn from in order to support our new critical academic needs?
- The number of disadvantaged students at BHS has increased significantly. What are we doing schoolwide to help this group of students be more successful?
- The number of English learners at BHS also increased. What are we doing school-wide to help this group of students be more successful?
- What type of support can BHS provide to assist low-achieving students in general?
- Is there an effective support system in place to address the large percentage of African Americans involved in discipline incidents? With attendance?
- How do we measure the effectiveness of different small learning communities / programs / departments at BHS? Is there a school-wide standard to which all learning communities are held accountable?
- What steps can be taken to improve the current system of student assignment?

Berkeley High School 2011-2012

Chapter 3: Progress Report

Chapter 3: Progress Report
<u>Report on School-wide Action Plan Progress</u>

INTRODUCTION

Since our last WASC visit in 2005, Berkeley High School has added two learning communities – Green Academy and Berkeley International High School – thus concluding our small-schools conversion process. Work has continued on our physical plant, with a significant demolition/reconstruction project currently underway on the south side of campus.

In the years since our last WASC accreditation, BHS has built a robust culture of professional development, with a network of teacher leaders supported by release time and two professional development coordinators. All departments and programs at BHS now have their own professional development plans, which are connected to our WASC critical academic needs.

The administrative team has changed since 2005, with our current principal now in his second year. All four vice principals and two deans have assumed their current positions since the last WASC accreditation visit.   The district's superintendent also assumed his position after the last visit. The BHS Shared Governance Council was reconfigured into a School Site Council, with a different scope and mandate.

This chapter contains a summary of our progress, organized into the eight sections of the BHS 2005 WASC action plan: **curriculum, ninth grade program, special education program, safety and discipline, attendance, general school culture, communication, and small-school conversion process.** This chapter also addresses recommendations from the 2005 WASC visiting team, as well as the 2008 midterm team's recommendations.

VISITING TEAM RECOMMENDATIONS

The WASC visiting team in 2005 made the following six recommendations:

1. *The leadership and instructional staff establish a systematic use of assessment data to inform instructional practices, as referenced in Curriculum Action Plan.*
2. *The leadership and instructional staff apply consistent high academic and behavior expectations for all students within the classroom and greater campus settings as referenced in the Curriculum Action Plan*
3. *The leadership and instructional staff examine and apply instructional strategies that engage all students in the learning process as referenced in the Curriculum Action Plan*
4. *The leadership, in collaboration with staff, provides on-going staff development to certificated and classified staff to support the BHS action plan as referenced in each plan area.*
5. *The leadership, instructional staff and other stakeholders provide proactive engagement of all students in available support services as referenced in the General School Culture Action Plan/*

6. *The instructional staff further develop clearly articulated benchmarks for student performance that are linked to academic standards and the essential schoolwide learning results as referenced in the action plan areas of Curriculum and the Ninth Grade Program.*

The WASC visiting midterm team made the following five additional recommendations in 2008:

1. *Continue to build capacity and skills of staff in facilitation practices to develop trust, build consensus around equity goals and high expectations, and enhance commitment to addressing student needs and eliminating the achievement gap.*
2. *Continue the process for implementing a well planned and active advisory program at Berkeley and assess the effectiveness of the Futures Committee exploration and decision making process for use with additional school and program priorities.*
3. *Continue to develop a robust school and district data system that provides accurate, focused and timely feedback to teachers regarding formative student achievement data and progress, as well as summative data. As the school leadership and staff continue to shape a school culture of examining and using data to guide their practices to address student needs to close the achievement gap, ongoing formative data based on the curricular and instructional priorities of the school programs will serve as a roadmap of sorts to chart a course toward achievement goals.*
4. *Continue to provide teachers with opportunities to learn and use culturally relevant pedagogy, within the context of the content they teach and the connected relationships among the students and staff within small schools and the large school programs. The continuous inquiry around best practices and strategies for eliminating the achievement gap needs to also inspire the trust, elicit the cooperation, stimulate the ambition, and support sustained engagement among all students at the school.*
5. *Continue to develop modified curricular strategies within the general education setting for special needs students that include pre-and post-secondary strategies. Continue to utilize community resources for mental health needs and begin to use data to track the success of various programs available.*

Excerpts from the recommendations from the visiting team's 2005 and 2008 reports are embedded below. They are <u>underlined</u>.

ACTION PLAN AREA 1: CURRICULUM

GOAL: "BHS will provide for an increasingly rigorous and challenging curriculum."

In our 2005 WASC report, we pledged to raise the level of rigor for all students, improve the academic outcomes for all students, and reduce the achievement gap. We planned to do so by raising expectations, strengthening the curriculum, improving students' support services, motivating and supporting professional development training, and using disaggregated data.

Improving Students' Support Services

A wide variety of after-school tutoring sessions are funded through the Berkeley High School Development Group. Participating teachers receive a stipend for tutoring from the development group. Available in almost every subject area, these free sessions are open to all students and held daily in teachers' classrooms and also in the student learning center, which is open from 3:30 to 6:00 pm, Monday through Thursday. (See appendix "E" for tutoring list.)

In the 2011-2012 year, a new position of Academic Support Coordinator was created to be the point of contact for students, parents, counselors, general education teachers and school administrators regarding tutorial support, direct instruction and guidance in study skills, organizational development, and advising. The Academic Support Coordinator also builds connections with other academic support programs, such as Y Scholars, R.I.S.E., free SAT and ACT preparation programs and CAHSEE exam tutorials. The PTSA lends crucial support to the school's program of writing coaches – dozens of PTSA coaches spend many hours at BHS every year supporting students to write.

In the 2010-2011 academic year, we began a new advisory program at BHS. <u>Getting an advisory program off the ground was one of the recommendations from the 2008 WASC midterm visit.</u> Now in its second year, advisory seeks to support student achievement through personalization and increasing students' access to college. Advisory sessions meet eight times a year, roughly once a month. Advisors' students are selected from among their academic classes, which means that in practice the advisor sees his/her advisees in class every day. An advisory team developed a comprehensive curriculum for each grade level that focuses on college preparedness and personalized check-ins.   At the end of the first year faculty voted whether to increase the number of advisory days. The proposal was narrowly defeated. Of those who had voted against the expansion, many said they did so to give advisory a chance to solidify and prove its worthiness before expanding it further.

The math and world language departments are in the process of developing diagnostic tests for all levels, and use them to assess proper placement for ninth-graders and students new to the district. The accelerated reading program uses information from middle schools, such as STAR tests, class grades, and referrals from middle-school teachers, to identify ninth graders who can benefit from added support for reading skills. Available to ninth graders for several years, BHS has also begun to include students from grade 10-12 in the accelerated reading program. The school's Summer Bridge program also provides significant support for ninth-graders who were identified as struggling in middle school. *More information on ninth-grade support is in the "Ninth Grade Program" section of this progress report.*

Academic support is also available through extended course offerings in 7th period classes. For example, last year 30 students were double-enrolled in math classes that met during the regular six-period day and again in a support class that met 7th period.   In an offering that is ongoing this year, a 7th period Algebra 2 augmentation class provides individual support and a computer component. These offerings make it possible to recruit and retain a wider diversity of students for higher-level courses.

Another key component for student support is the personalization made possible because BHS is composed of six learning communities – four small schools and two larger programs. The small schools at BHS can choose to use portions of PD time to discuss struggling students with each other and/or with a counselor.   The two larger programs – Academic Choice and International High School – have larger staffs that make teacher-initiated interventions more challenging so

these two programs have student support coordinators. The student support coordinators meet individually with students to discuss grades, attendance, and personal issues. The coordinators plan interventions when necessary and pull in resources from teaching staff and others on campus. In addition to the counselors, Berkeley International High School has grade-level teams and Academic Choice has implemented student-support teams of teachers.

As is the case with most California school districts, we have seen our summer school program shrink in the past two years. Where previously there was a wide gamut of classes available for students to take, this past summer we only offered EL classes, chemistry, math, and CyberHigh. As of this writing, the status of the 2012 summer school is uncertain.

Some programs at BHS strategically target class sizes to maximize support where student need is highest. In looking at student-achievement data, some of the departments and small schools concluded that their introductory-level classes would benefit most from smaller sizes, while their more advanced classes can succeed with slightly higher numbers. Thus, the world language department opened more first-year sections in order to create slightly lower student-to-teacher ratios in those introductory classes; AP language classes are slightly larger as a result.

All teachers are required to write syllabi and share with students, administrators, and during back to school night, with parents. Grades are updated and available online through PowerSchool so that students and their families can track them regularly. Teachers are required to update PowerSchool grades about every four weeks -- for semester, quarter, and midterm grades. There is no school-wide policy covering frequency of updates outside of marking periods. Some teachers update grades in PowerSchool every few days and other teachers do so only in the required marking periods. This inconsistency has generated complaints from some parents and students.

All the small schools and BIHS have a requirement either for an internship, for community service, or for service learning. The one exception is Academic Choice, which does not yet have such a requirement, but is in the process of developing a service-learning program. Presently all AC honors math students do eight to 24 hours of community service.

Raising Expectations and Increasing Rigor

The visiting WASC committees in 2005, and again in 2008, urged BHS to build consensus around high expectations. Berkeley High School had already shifted toward an all-college-prep focus at the time of our last visit, but the change had not percolated through the whole school. Since that time, the college-going culture has continued to deepen and has taken root in our school community. In a survey last year of BHS students, results showed some variation between learning communities when students were asked about their post-secondary aspirations, but in all learning communities the percentage who wanted a college degree was high, ranging from the low of 80% in one group, to the high of 91% in another group. The complete survey is in appendix "D."

The great majority of classes at BHS are now college preparatory. Our 2005 Action Plan called for the creation of a "Math A" course, which we instituted shortly after the last WASC visit. However, upon examination of the outcomes, we realized that a college-going culture was best supported by discontinuing the "Math A" class. In the balancing act between supporting needs of low-performing students and establishing clear college pathways, we have not reached consensus among all staff. In the years since our last WASC visit, the administration has moved away from placing freshmen who lack basic skills into all introductory-level courses. Rather, the approach is to encourage students to aim for higher level courses and provide foundational support. There are some exceptions to this, such as Algebra 1 for freshmen, which seeks to bolster students who lack basic math skills when they enter BHS.

Almost all courses at BHS are now year-long classes, with the exception of a few electives and semester classes, such as Government/Economics. At the time of our last WASC visit, many classes were semester courses, which meant that students were re-scheduled midyear. Keeping the same group of students all year has allowed teachers to push farther with their curriculum as they get to know their students' strengths and weaknesses better.

Since the time of our last WASC visit, two new learning communities were added, both with rigorous, college-focused outcomes: Berkeley International High School and Green Academy. Now in its sixth year, Berkeley International High School prepares all of its students to participate in the International Baccalaureate Diploma Program in 11th and 12th grade – an inclusive and rigorous characteristic that makes us unique among IB schools.

Now in its second year, Green Academy is an outgrowth of a previous small school started in 2005 that focused on social justice and ecology.   In its present configuration, Green Academy has two pathways. SEED (Sustainability, Ecology, and Environmental Design) focuses on renewable energy, transportation, green building, sustainable agriculture, water quality, and waste management. HEAT (Human Energy and Appropriate Technology) focuses on the science of energy sustainability; electricity and electronics; energy conservation; and energy generation through solar, wind, geothermal, bio-fuels and other energy sources.

Small schools also bolstered their previously existing curricula through the addition of some new pathways, in particular the health pathway in Community Partnerships Academy (CPA), which includes health-focused courses and new Career Technical Education (CTE) sections. Several AP and AP augmentation courses were also added throughout the school.

Supporting Professional Development

Improving staff development was a recommendation from the WASC visiting team in 2005, as well as the midterm team in 2008.   All departments and programs at BHS now have their own professional development plans. These plans are developed through the use of data examination, they have a measurable achievement goal, a measurable equity goal (defined as a target to reduce the achievement gap), and they are connected to WASC goals. Selected PD plans are reproduced in appendix "B".

The PD plans are developed collaboratively in each learning community and the teacher leaders receive significant support from the school's two professional development coordinators. The teacher leaders have an additional period of release time, in addition to their prep time, during which they can collaborate with each other and attend the weekly Tuesday-morning PD meetings. Every Monday is a late-start day during which the entire teaching staff meets in departments or small schools for 90 minutes, with the exception of a handful of science teachers with 0-period labs, who usually must leave the Monday meetings early.

One result of the regular professional development time has been an overall strengthening of the BHS curriculum. Although each learning community has brought its own particular focus to the task, as a school we have seen an increase in use of data, use of standards, use of common and formative assessments, analysis of student work, and discussion of best practices. Much of the funding for our PD pullout time and PD coordinators has come from a multi-year, multi-million-dollar federal small-schools grant, which is set to end in two years. In anticipation of the sunset of this grant, the school's administration has begun to marshal support for the school district to pick up the PD funding when the federal monies expire.

Another crucial component of professional development has been BHS's support for our WASC critical academic needs. For example, one of our new critical academic needs is the development of students' use of academic language. Supporting this goal, the administration and district funded professional development from a research-based program, headed by Susana Dutro and Ellen Levy, called *Constructing Meaning*, to train teachers how to incorporate concrete academic-language development strategies into their content teaching for Long Term English Learners and other struggling students. Teacher leaders or other teachers from all BHS learning communities were encouraged to attend a summer two-day workshop in these Academic English Instruction techniques (and were paid a stipend or got university credits to do so). During the 2011-2012 academic year, portions of two all-faculty professional development days have been dedicated to expanding the pool of teachers conversant with explicit Academic English Instruction. As of this writing, all BHS teachers had received at least one of the trainings. All our learning communities are including academic language in their professional development plans and have time set aside to deepen the work during some of their Monday late-start meetings.

One aspect that professional development has touched on only briefly in the past years is culturally responsive pedagogy (CRP). The 2008 midterm team advised BHS to continue providing teachers with opportunities to learn and use culturally relevant pedagogy. BHS provided a CRP training several years ago, but there has been no follow up to date.

Strengthening the Curriculum

Professional development support and time has given BHS programs and departments the opportunity to examine their respective curriculum offerings – adding new courses where needed and enriching the content of existing courses.

At the time of our 2005 WASC report there was uneven acceptance at BHS of the need for meeting state standards at BHS. <u>The 2005 visiting team advised us to develop clearly articulated benchmarks for student performance linked to standards.</u> Since then our school has taken strides in making our various curricula standards-based. By now several departments and programs have completed or are in the process of writing standards-based pacing guides. Some, such as BIHS, have also mapped out a vertically-aligned curriculum that links all courses from introductory level to advanced, and uses teacher-created formative assessments throughout, in addition to the mandated IB assessments. The math department has developed pacing documents with standards for geometry, Interactive Mathematics Program (IMP) 2 and IMP 3, algebra 1, and algebra 2, and has started to align current curriculum to the new incoming common core standards. In Green Academy, articulated programs are being developed linking 10th and 11th grade courses of study in environmental science and energy science. As the various learning communities at BHS deepen their use of benchmarks and standards, the next logical step for our school will be to establish school-wide benchmarks that link all the learning communities. Although this work has begun with some benchmarks, such as the newly created 9th grade ELA tests, much of the progress with benchmarks has been specific to learning communities, as opposed to school-wide.

The use of formative assessments and common assessments has increased since our last WASC visit. For example, this past summer the administration paid a stipend to a team of BHS English teachers that included representatives from every program and small school. This team designed a new English common assessment that this year is being administered to all ninth graders. In the world language department, two years ago Spanish teachers began a pilot program to write, use, and examine results of common assessment. As of this writing the Spanish teachers have added two levels of Spanish to their common assessment and are working on the third year. Likewise, the math department has been building a growing portfolio of common assessments. To date there are math common assessments in algebra 1, algebra 2, geometry, IMP2 and IMP3. The science department is also using common assessments. All science classes where multiple teachers are involved have developed some form of common assessment. Chemistry and biology teachers give a semester final in which 70% of the questions are common. In physics 100% of the assessment is common.

Using Disaggregated Data

<u>The 2005 WASC visiting team recommended that BHS establish systematic use of data, and the 2008 visiting team echoed this recommendation, exhorting the school to give teachers tools to examine formative and summative data.</u> In the time since our last WASC self study, the use of data has increased to involve all departments and learning communities at BHS. The district purchased Datawise and made it accessible to staff. Through Berkeley Evaluation and Assessment, the district's data office, administrators and teacher leaders receive regular updates on school-wide data, disaggregated by subgroups. More crucially, BEA implemented a year-long series of data workshops in the 2010-2011 academic year. These workshops took place during teacher leaders' common prep and the objective was for teacher leaders to gain knowledge of data analysis that they could then take back to their respective departments and small schools. As a result, many BHS learning communities have now incorporated use of

student-achievement data in their planning and in their assessment of their own success. Several departments now score their tests on Datawise so the results can be examined collaboratively by teachers, who can then find patterns and search for best practices. Different BHS learning communities are located at different points in the spectrum of data analysis, with a few departments still in the initial stages of data use. Some of this year's new teacher leaders have yet to be trained in Datawise; there is a need to continue data training whenever there is turnover in teacher leaders to further deepen and spread the use of data school-wide.

Reducing Achievement Gap and Improving Outcomes for All

The school has taken significant strides toward increasing the academic achievement of all students, with a particular focus on traditionally underserved populations. <u>Enhancing commitment to eliminating the achievement gap was one of the 2008 midterm team's recommendations.</u> The school is proud of strides made so far, particularly our impressive graduation and student retention rates, which are considerably above state averages for the school population in general, and for Latino and African American students in particular. For example, in 2010, 80% of the BHS African-American cohort graduated, versus 55.3% for the county. We believe that a key component for this success is the personalization and support we have been able to provide through our structure of six learning communities. To cite just one of many examples, all students in the Arts and Humanities Academy (AHA) and in the Communications Arts and Sciences (CAS) smalls schools are required to take an honors science class – a requirement that is possible through the extensive personalized support that AHA and CAS are able to extend to their students because of their smaller size.

Despite advances so far, the achievement gap continues to loom large at BHS, appearing repeatedly in the data of this self study. To cite one sobering set, our D/F rate for English in first semester of 2010-2011 was 30% for African American students; 29% for Latino students; 14% for Asian students; and 8% for white students. Data such as D/F rates, participation in higher-level classes, suspension rates, and scores on standardized tests underscore the disparity in outcomes and opportunities that students experience depending on their race, ethnicity, class, language ability, or learning disabilities. It is painfully clear that closing the achievement gap is a major challenge that deserves utmost attention and resources.

ACTION PLAN AREA 2: NINTH-GRADE PROGRAM

GOAL: "Continue to strengthen the 9th grade academic program that imparts a strong foundation of knowledge that will help students not only in 9th grade but throughout their academic careers as well."

In our 2005 WASC report, we planned to ensure that students transition successfully into the 9th grade and be successful throughout their career. We planned to do so by better meeting the academic and emotional needs of incoming ninth graders and by providing the necessary resources and support for these students throughout their freshman year.

Early Identification / Early Intervention

Working in conjunction with middle-school teachers, and through analysis of testing data and grades, BHS in recent years has spent more resources identifying and supporting ninth-grade students who might lack basic skills. One example of early intervention is Berkeley High School's Summer Bridge program. Established in 2010, the program now has 34 students in the first cohort and 25 students in its second cohort. Starting in the summer before their freshman year, students from our district are identified and recruited to join a voluntary two-week course for students and a series of workshops for their parents. The support continues throughout the school year with extra after-school classes to help with the transition from middle school to successful high school student. Students in the summer session receive a laptop computer, which, if they complete the two weeks of summer, they are allowed to keep until they graduate from BHS. The primary goal of Summer Bridge is to help make students college-ready by the time they graduate.

Another important component of ninth-grade support is placing new students in the right courses. The math and world language departments have been developing diagnostic tests and using them to assess proper placement for ninth-graders and for students new to the district. Such testing begins in the spring of the year before students join BHS, with further tests offered during the summer.   Although several classes and levels now have diagnostic tests, math and world languages teachers still have courses that need a diagnostic test developed or refined. The math and world language departments reached out to form partnerships with the district's middle school teachers who administer our placement tests to their own middle school students, help us interpret the results and give input about proper placement through recommendations and class grades.

Information from middle schools is crucial to placement in our Accelerated Reading program, which was established as a result of our last WASC action plan. Now in its seventh year, Accelerated Reader identifies likely 9th grade candidates through analysis of STAR tests, middle-school grades, and referrals from middle-school teachers. The students have been primarily 9th grade African-American or Latino students who struggle with reading. The highly scaffolded program helps students become stronger readers. As stronger, more confident readers, they are more prepared for success in their other classes as well as on standardized tests. Although demand for Accelerated Reading is strong, over the years enrollment has fluctuated between three to five sections, primarily as a result of uneven outreach and lack of communication with counselors.

Another important transition support is the Academic Language Development classes offered for 9th grade Long-Term English Learners. The course supports students in developing accurate oral fluency leading to accurate written fluency, emphasizing academic vocabulary -- all of which helps students to succeed in their other courses.

Support for Academic and Emotional Needs

Our structure of six learning communities is an important scaffold of support for ninth graders and other students new to the school. Because one of the founding principles of small schools is

personalization, this means that community-building is a leading objective and making newcomers feel safe and welcomed is an essential part of what we do at BHS. Each learning community at BHS handles it their own way, but all make an effort one way or another to reach out to ninth graders. For example, Communications Arts and Sciences (CAS) holds a yearly assembly in the fall in which the new students are welcomed. Green Academy has an all-school field trip for community building where upperclassmen lead underclassmen in activities.

As mentioned in the "Curriculum" section, the small schools' teachers at BHS schedule time after school or during part of PD time to share information about their students with each other and/or with a counselor. When teachers identify a student as struggling, they can build a team approach to intervention. This intervention can be solely academic in focus or it might include referrals for emotional support, such as with our school's student health center. The two larger programs – Academic Choice and International High School – both have student support coordinators. Although neither of these systems is designed exclusively for ninth graders, they fit neatly into a network of support for freshmen. AC's resource coordinator identifies incoming 9th graders with Ds or Fs before they arrive at BHS. Among the support offered is a 7th period academic skills class.

The school's new advisory program is another key component for ninth-grade support. <u>The 2008 midterm report urged BHS to "continue the process for implementing a well-planned and active advisory program.</u>" Now in its second year, our advisory program groups students in advisory classes by grade level. The curriculum for ninth grade advisories emphasizes support for transition into high school. In addition to the advisory curriculum activities, there is usually time built into advisory for the teacher to conference individually with students about their grades and/or attendance.

As stipulated in the 2005 action plan, BHS implemented a library orientation program. Ninth grade English and most history classes participate.

An approach that was attempted and revisited was the creation of a Life Academy to support students who had been identified as lacking basic skills in middle school. BHS set up this program with a small cohort of ninth graders, much as if it were a very small school. Although there were some notable successes, primarily in the arena of support for social and emotional needs, there was little evidence that the program had a strong impact on students' academic success. Thus, Life Academy was disbanded at the end of the 2010-2011 year.

Taking the place of the former Life Academy, the school's intervention counselor identifies at-risk ninth graders and coordinates support for them. The intervention counselor works closely with the On Campus Intervention office, with the students' counselors and teachers, with the students' vice principals, and with the dean of attendance. This ninth-grade-support team tracks grades, attendance, and discipline referral incidents.

The student activities director and the student government carry out welcoming and orientation

activities for freshmen, in which they are introduced to clubs, activities, and organizations at BHS. The student government also promotes mentoring activities that pair freshmen with upperclassmen.

ACTION AREA 3: SPECIAL EDUCATION PROGRAM

GOAL: "Continue implementing, evaluating, and improving an inclusive special education program. By continuing to develop an inclusive model, BHS will allow all students to access a rigorous, rich curriculum and achieve their highest potential."

In our 2005 WASC report, we aimed to allow all students to access a rigorous, rich curriculum and achieve their highest potential. We planned to do so by continuing to implement, evaluate and improve an inclusive special education program.

Inclusive Environment

At the time of our last WASC visit in 2005, in some respects our special education program functioned as if it were another small school within BHS. Since then we have implemented a clearly articulated continuum of services so that students are placed in the least restrictive environment, based on individual needs. Berkeley High School students with disabilities are accessing the appropriate curriculum, ranging from vocational activities for students with the most severe disabilities, to AP classes with modifications or accommodations for other students. These changes speak to the recommendation in the 2005 report for BHS to apply instructional strategies that engage all students, which was echoed in the 2008 midterm team's recommendation to modify curricular strategies within the general education setting for special needs students.

An important step taken to provide support for the least restrictive environment was the creation of a learning-center class to teach students executive functioning skills such as organization, keeping a homework planner, and prioritizing assignments. The learning center also supports completion of general education assignments, allows students more access to accommodations, and provides a forum for tests in alternate settings.

In the time since our last WASC visit, the school added a Counseling Enriched Class and has also established alternative opportunities for credit acquisition, including work experience, CyberHigh, and field studies. Special education students are also supported with inclusion in clubs with typically developing peers, such as Best Buddies.

Access to Rich and Rigorous Curriculum

Because they are mainstreamed whenever possible, the majority of special education students at BHS are in some general education classes and have access to a rich curriculum. Their teachers are encouraged to challenge them at a rigorous level. To make sure this happens, special education students and their teachers are provided with appropriate support. Students learn to advocate for themselves. For example, they are taught how to use email to check in with

teachers and how to request classroom, homework, and testing accommodations.

Technology provides an important tool for students with disabilities at Berkeley High. The special education staff has continued to develop assistive technology such as Kurzweil, audiobooks, Inspiration, and alternative-format texts. Other examples are CAHSEE Revolution, iMentor, and Cyber High.

Partnership with General Education Staff

The special education department has established links and an ongoing presence with all the different learning communities in Berkeley High. Special education case managers are assigned to each small school and program, where they work in tandem with the counselors. Case managers have been given more time for consultation in exchange for less direct teaching time. This allows case managers to collaborate with teachers on differentiating curriculum, planning classroom activities, and supporting individual needs.

Through a combination of formal and informal activities, the special education staff has trained and supported their general education colleagues' growth in the area of special education. Two noteworthy examples are the trainings provided by special education teachers on the subjects of differentiation and staged questioning. These extensive trainings have been offered over the past years to teachers in different learning communities as a way for them to incorporate teaching strategies that benefit all students but, in particular support the needs of students with disabilities who are mainstreamed. In addition, some of the learning communities at BHS have completed the *All Kinds of Minds* training, in which teachers learn that each student has a unique learning profile that reflects particular learning strengths, weaknesses, and affinities.

The application of special education strategies and use of special education support has been uneven school-wide among general education teachers. Some learning communities and many individual teachers use all or most of the above-mentioned support systems, but there are also pockets of teachers at BHS who have not yet incorporated full support for special education teachers into the range of their curriculum. In part this is due to the large size of the teaching staff. In some cases, it is a matter of getting the word out more effectively. For example, the special education staff developed a flipbook for teachers to respond to student needs as they appear in the general education classroom. The flipbook was popular among teachers who received one when it was passed out a few years ago, but many of the current cohort of teachers are not aware of its existence.

As suggested in our 2005 action plan, we piloted the use of team teaching by pairing special education teachers with general education teachers. Success was mixed, with more positive results in the smaller schools, particularly with teachers who already had a working relationship. Currently there are no plans to expand the use of team teaching at BHS. As a variation on team teaching, in cases where a general education classroom had a large number of students with IEPs, we have assigned support staff to assist.

Transitions

An important component of the special education department's professional development plan is to support transition services. For the past two years, the staff has concentrated on identifying features linked to good transition outcomes, transition rubrics, and transition strategies for special education students when they leave BHS. Thus, we have increased the use of Workability Services, Berkeley Community College classes, Bridges, and Ala Costa, a post-secondary transition program for students with moderate/severe disabilities through age 22. All students complete a career-interest assessment as part of planning their post-secondary goals.

ACTION AREA 4: SAFETY AND DISCIPLINE

"Establish discipline procedures that emphasize early intervention, student support, and positive school culture as a means to reduce and/or prevent negative behaviors."

In our 2005 WASC report, we agreed to develop a culture of high expectations behaviorally and academically. We planned to do so by establishing support mechanisms, by focusing on data analysis, positive early intervention, and on prevention.

High Expectations for Behavior

In our 2005 action plan, we agreed to establish a safety and discipline committee, which was formed the following year, as a subcommittee of school governance. Over the past years, this subcommittee has made annual evaluations of our campus safety and discipline, and produced a comprehensive safety plan. Several of the changes detailed below are a result of this committee's recommendations and/or the 2005 action plan itself. The safety subcommittee meets regularly and includes representatives of staff, parents, community members, and law enforcement.

The visiting WASC committee in 2005 recommended we apply consistent high behavior expectations. In an effort to prevent discipline issues before they arise, Berkeley High School has implemented strategies designed to establish a positive learning environment. We start the year with assemblies in which students are welcomed and the behavior expectations are explained. BHS is fortunate to have an energetic student government that helps lead these assemblies. For example, in this year's assemblies, student leaders modeled positive behavior as part of the kickoff to their theme for this year, "positivity." As part of the fall push to establish a positive environment, the vice principals visit classes in their assigned learning communities to make presentations about expectations for behavior. The principal reinforces these schoolwide expectations with letters and emails to parents/guardians. Teachers are included through email communication, in staff meetings (infrequent), and via our weekly Monday late-start meetings. The Monday meetings are a venue for teachers to give feedback on school policies to their team leaders, who in turn can bring the feedback to the school leadership meetings.

Most of the small schools and programs have some form of proactive classroom management system they use to create atmospheres in which disruptive behavior is less likely to occur. For example, Community Partnership Academy uses S.L.A.N.T. (**S**it straight, **L**ean forward,

Activate your thinking, **N**ame key information, **T**rack the talker).   Another example is the training most learning communities received from special education staff on how to incorporate differentiated instruction.

Most teachers articulate their classroom behavior expectations in their syllabi, although there is considerable variation from teacher to teacher. Each learning community adheres to slightly different standards. There is no school-wide system of classroom management, which can be a challenge for teachers in the departments of African-American studies, art, physical education, and world languages, because the are not included in any small school or program and, as a result, teach classes composed of students who arrive together from several different learning communities for each class.

Intervention and Support

The 2005 WASC visiting team's report urged BHS to provide proactive engagement of all students in available support services. In the years since our 2005 visit, Berkeley High School has bolstered previously existing support systems and put in place new supports for students.

For discipline-related support, there is the school's On Campus Intervention (OCI). Overseen by a dean of students, OCI's counselors and safety officers focus on ensuring a safe learning environment for all students. When a teacher's classroom interventions do not succeed in defusing misbehavior, safety staff bring the student(s) to OCI, to meet with a counselor. OCI staff has a range of options from a supportive conversation, or a referral to services, to punitive consequences. When necessary, a behavior contract is put together for the student to sign. It is the policy of Berkeley High to bring parents/guardians into the discipline conversation whenever possible and in a timely fashion. Teachers, too, are included. When an incident occurs in a classroom, teachers are encouraged to use the BHS referral form, which has a duplicate copy that is returned to them later with follow-up notations from OCI.

OCI staff identifies and tracks students involved in multiple discipline incidents, and the intervention counselor reaches out to them and/or their families. When a determination is made that the behavior is related to academic issues, the student is connected with tutoring or other academic support available on campus. When a determination is made that the student needs social or emotional support, we have access to many professional services for students, such as our on-site student health center, where students can speak privately with professionals about physical or mental health issues.

The BHS Health Center is central to student physical and mental health. Funded through a partnership with the city of Berkeley, the health center is located on our campus and open to students every day of the school year. In 2010-11, the health center provided 8,148 visits to 1,800 students -- more than half of the 3,417 students enrolled at the school. The health center serves a diverse group of students, but the two largest groups were identified as African American (34%) and White (26%).

The most frequent type of visit to the health center is for first aid. In 2010-11, the health center had 4,323 visits from students for first aid. First aid services keep students from going straight home when they get injured or feel sick. That same year the health center had 2,666 visits for medical and health education. Also in 2010-2011, the health center received 1,159 visits for mental health. These visits help students deal with a variety of issues, including emotional issues, substance use, and helps them stay in class and be more focused on their school work.

Berkeley High School also partners with city agencies and several non-profits. For example, this year the school has partnered with Males in Motion, a program that works with students who have both low grades and poor attendance.

Berkeley High School also has a student court. Established as an alternative to suspension, student court is overseen by an adult, but most of the actual judging is done by student peers. In 2010-2011, the student court heard 70 cases.

In 2010-2011, BHS was faced with four incidents involving handguns – three on our campus and one across the street. Even though there were no injuries, the administration and district quickly added more safety staff. Those temporary staffing additions were made permanent in 2011-2012, and we now have two additional safety officers and four campus monitors, which has allowed BHS to more closely monitor entrances/exits to our school. Our visitor intake process was revised as well. Previously visitors could enter through several doors at school, but as of this year all visitors come through the main door, which now has a buzzer and camera. Concurrent with these changes has been an increased collaboration with the Berkeley Police Department (BPD). At the suggestion of BPD, the campus safety officers were given jackets to wear identifying them as BHS safety staff. After the gun incidents last year, vice principals visited classrooms to talk about violence prevention and the school established an anonymous hotline where students could call or text if they knew of a student in possession of a weapon. As of this writing, there have been no gun incidents in 2011-2012.

Technology
Our action plan in 2005 committed us to a greater use of technology to support safety and discipline. Since then the school has increased the number of working cameras on campus, as well as ensuring that the majority of classrooms have access to an intercom for announcements and a landline phone for emergencies. Because of space constraints, there still are a handful of classes that meet in rooms with no phone or intercom, such as the advisory groups that meet in the cafeteria. However, these rooms are in close proximity to the administrative offices, in case of emergency.

With the purchase of PowerSchool, administrators and intervention / counseling staff now have an easier way to input and access student logs with reports of incidents, as well as to track data such as attendance patterns and groups of at-risk students. PowerSchool has online access for parents to students' grades and attendance, as an important way of keeping them informed. All safety officers and all members of the administrative team now have their own walkie-talkies and

the protocol for radio communication is clear.

As of this year, all district emails are handled through Google's Gmail, and much of our online sharing is done through Google Docs. Safety and discipline forms are readily available from the online version of the teacher handbook.

ACTION PLAN AREA 5: ATTENDANCE

GOAL: "Continue proactive and responsive measures to increase the attendance rate for all students leading to increased achievement outcomes for all students while working towards eliminating the achievement gap."
In our 2005 report, we aimed to continue measures to increase the attendance rate for all students leading to increased achievement outcomes for all students. To do so, we planned to bolster procedures for daily attendance taking, informing parents and staff about absenteeism, maintaining accurate records and being accountable for the daily occurrence of these procedures.

Increasing Attendance Staff

At the time of our last WASC visit, Berkeley High School's attendance was handled by one classified employee. In the 2010-2011 academic year the attendance staff was increased to two. This allowed the school to clear absences more quickly but still did not allow for significant interventions such as SART meetings. Taking his case to the school board, the new principal secured district backing to increase the attendance staff to four in the 2011-2012 year. We now have three full-time classified employees and one half-time dean of attendance. With its increased staff, the attendance office is now better able to support staff, students, and families with attendance. As a result, BHS has been able to make attendance a major new focus in our ongoing efforts to increase achievement for all students.   In the first semester of 2011-2012, average daily attendance increased by one percentage point over the previous year's first semester.

Procedures for Attendance Taking

The district modernized its software in 2009/2010, acquiring PowerSchool for scheduling, grading and attendance. Via PowerSchool teachers can now take attendance on their classroom computers, on their home computers, or even via smart phones for those teachers who own an Android or an iPhone.   PowerSchool gives teachers and staff a quick snapshot of student attendance, as well as daily attendance for the whole year. Contact phone numbers and email for parents/guardians, when available, are also easily accessible through PowerSchool.

Attendance staff supports teachers with problems they experience taking attendance and holds them accountable for doing so. Teachers who forget to take attendance are contacted by the dean of attendance.

Maintaining Accurate Records

Berkeley High has expanded its capacity to track attendance accurately. The expanded attendance staff now keeps absence clearance up to date and provides teachers, administrators, and district officials with timely attendance data in a variety of formats.

Ongoing analysis of attendance data allows the school to target individuals for intervention and to tailor larger-scale interventions based on patterns. Attendance patterns are discussed regularly in the administrative-team meetings. Individual students' attendance is shared regularly with On Campus Intervention staff, advisors, counselors, and special-education case managers.

Informing Parents

As part of the push to bolster attendance at BHS, the attendance staff reaches out to families through a variety of communication channels. At the start of year, each family receives a printed packet in the mail explaining attendance procedures. This same information is also sent electronically via Etree, and is available in flyers distributed at Back to School Night. All of these publications are bilingual in Spanish and English. The dean of attendance has spoken about the attendance process to the PTSA, ELAC, and the Latino parents association.

PowerSchool allows parents to check online their students' daily and cumulative attendance. Parents without internet access are encouraged to make use of our parent resource center, where computers are available and bilingual staff can explain how to use the attendance program.

Report cards and progress reports include attendance information and also include optional codes for teachers to insert attendance-related comments.

A cornerstone of BHS's new attendance policy is an emphasis on rapidly identifying truant students and making contact with their parents as soon as possible. Every day our autodialer calls parents of any student who was absent or tardy to class. Every two weeks we make personal phone calls to families of all students with five or more unexcused period absences. These phone calls are made by a team composed of the attendance staff, the counselors, special-education case managers, the administrative team, and the principal himself.

Holding Students Accountable

BHS' new attendance focus emphasizes student accountability. When a student starts to accumulate tardies or absences, teachers are encouraged to speak individually with the student and also to call home. Advisory classes are held once a month, and in these sessions the advisor has a chance to confer individually with students to discuss grades and/or attendance.

Individual attendance meetings are held with students, the dean of attendance, counselors, and parents. Students are encouraged to come up with a personal plan or to sign an attendance contract.

This year BHS began to make use of the SARB process. Student Attendance Review Board panels were not used by the high school in the past due to lack of personnel. With expanded staff this year, the attendance office was able to begin referring students to SARB. Six students had been referred as of this writing. This year the school began off-campus neighborhood truancy sweeps every other week, in cooperation with the Berkeley Police Department. BHS also increased the frequency of tardy sweeps on our campus; they are now scheduled weekly.

The school also encourages attendance through incentives. For example, during spirit week in October, student leadership sponsored an "attendance cup," competition between grade levels. The school is also in the process of putting together a more comprehensive package of rewards and incentives for attendance.

Some areas of attendance policy are in the process of revision and clarification. For example, in previous years the BHS planner stated that students' grades were to be lowered if they had five unexcused absences or 15 tardies in a class. However, this policy was applied inconsistently. Parents and students reported confusion about which teachers applied it and under what circumstances. Teacher leaders and the administration discussed the possibility of abolishing or modifying the rule, but were not able to reach a decision. The matter was referred to the school board, which in early 2012 decided to overturn the grade-reduction rule. As of second semester this year, teachers were encouraged to incorporate attendance as part of the class-participation component of their grades.

ACTION PLAN AREA 6: SCHOOL CULTURE

GOAL: "Establish and agree to systems, policies, and organizations that foster collaborative cultures and encourage stakeholders to trust each other, share information and accountability, serve all students effectively, and continue to contribute to a positive academic, social, and physical environment."

In our 2005 WASC report, we strove to build positive relationships and community at BHS; to increase student support (especially for at-risk students) and student ownership of their social activity, behavior, and academic expectations at BHS; and to create a culture with the underlying goal being high academic and behavioral standards. To do so, we planned to establish systems, policies and organizations that foster collaborative cultures and encourage stakeholders to trust each other, share information and accountability, serve all students effectively, and continue to contribute to a positive academic, social and physical environment.

Staff Climate and Culture

The first task in this section of the action plan was a commitment to evaluate and develop our professional development plan. This goal has been accomplished and professional development is a priority in working to meet our school goal of increasing academic outcomes for all students while eliminating the achievement gap.

The "Curriculum" section of this progress report has a more extensive explanation of professional development at BHS, but to summarize -- all departments and programs at BHS now have a professional development plan with a measurable achievement goal, a measurable equity goal, and a connection to our WASC areas of critical academic need. Two professional development coordinators help to support the team of teacher leaders. Teacher leaders receive release time to meet with the coordinators and to plan meetings for their learning communities. Every Monday is a late-start day in which the entire teaching staff meets in departments or small schools. This new PD structure has impacted staff climate and culture, affecting what teachers choose to focus on in their work together and, even, how teachers collaborate. What's more, by empowering teacher leaders to take the reins of professional development decisions, the school has supported the growth of distributed leadership on campus and a more inclusive model of decision-making.

Professional development has also included trainings in the technological systems used by BHS, such as PowerSchool, Datawise, Moodle, Gmail and Google Docs.

Yet to be developed is our school's professional development plan for classified staff. In contrast to the solid site-level support for certificated staff, the professional development for clerical and other non-certificated staff has been directed mainly at the district level, with some exceptions, such as increased PD for safety officers.

Another important task noted in our 2005 action plan was for BHS to establish and communicate clear expectations of systems and policies, as well as to implement them consistently. In this regard we were fortunate to have our previous principal on the job for seven years. A strong personality who did not shy away from difficult challenges, the previous principal's tenure brought clarity and focus to a campus that previously had much inconsistency.

Our present principal brings strong communication skills to the job, and he has deepened the process of clarifying and conveying school-wide policies to all stakeholders. This focus on open communication has meshed with the growing school culture of distributed leadership. For example, our present principal meets every other week with the leadership team, which is composed of teacher leaders from every learning community. The teacher leaders serve as conduits of information to and from their colleagues. Teacher leaders can bring discussion topics back to their colleagues during late-start meetings and then return to leadership meetings with a pulse of their colleagues before voting on a decision. Much of the policy-making at school takes place via this process. We also have all-faculty meetings, but with less frequency – usually two or three a year. These larger meetings are more geared toward information sharing, welcoming new teachers, celebrating veterans, and other community building activities. The school also makes use of online forums for feedback. An example of this is advisory: after every monthly session the PD coordinators send a link to an online poll where teachers are asked their feedback on the content / organization / support they received, as well as a space for their suggestions. For the past two years, the PD coordinators have solicited input from staff via a year-end survey of the PD offered in that academic year.

Although there is agreement and consistency around most of the major policies and systems of the school, there are areas that need to be clarified. For example, personal electronics are not allowed during class time, but there are teachers who ignore the policy and permit students to use their phones or personal music players during class activities.

Progress has been made in diversifying the staff to more closely reflect the racial/ethnic/gender composition of our student body. Most significant are changes in the makeup of the BHS administrative staff and the counseling staff. Teaching staff remains more homogeneous than the rest of staff, although some learning communities have seen demographic shifts in recent years. The world language department, for example, made a concerted effort to hire native speakers of Spanish and, as a result, ended up with a larger Latino staff. There have been conversations in the leadership team about the need to actively recruit and retain teachers of color and the administration supports this priority.

Our 2005 action plan suggested holding all-staff retreats, but this task has not attempted. On reflection, we realized that with a staff of 180+ adults, the size would not be conducive to community building. Instead, we have held retreats by learning communities. Almost all the learning communities at BHS hold some form of retreat during the summer. The teacher leaders and the administrative teams have held separate annual summer retreats, and this year they joined forces to hold a joint teacher leader / administrator retreat.

We also began experimenting with teacher evaluations by students. In the 2010-2011 year, student leaders put together an evaluation process, which was piloted on a voluntary basis by teachers who opted to participate. Student government plans to continue with the evaluations this year, too.

Student Climate and Culture

As noted already in the Safety/Discipline section, we start the year with assemblies in which behavior expectations are explained. The student government helps to take the lead in these assemblies. This is supported by the vice principals, who visit classrooms in their learning communities to discuss expectations. The principal reinforces these school-wide expectations with letters and emails home.

A key ally in creating our school culture has been the school's student leadership. BHS has a full-time director of student activities. Now in his third year at BHS, the current director of activities has supported student leaders to become a central body in the school. School leadership meets every day during lunch to plan a myriad of activities. Student leaders act as an important conduit of information from their peers to administration and work actively to support to school-wide goals. To cite one example, in kicking off advisory, student leadership made enormous posters listing every student's name and their advisor and advisory room number and then posted them at key points in the school. This year the student leadership's theme is "positivity" and one of the activities they sponsored was an "adopt-a-freshman" competition, in which upperclassmen had to find and connect with a new student on campus.

Student leadership helps to bridge the gap between staff and students on campus through structured activities that can involve teenage and adult participants. In the fall of 2010 the student government got BHS into the Guinness Book of World Records by sponsoring the longest-ever Soul Train dance, with 211 participants.

In discussing student culture at BHS, it is worth noting the sea change in attitude toward college. At the time of our last WASC visit, a college-going culture had not yet thoroughly permeated our student body. These days, most students at BHS say their goal is to graduate and go on to some form of higher education. Berkeley High School has demonstrated that this is not merely a goal to which it pays lip service. Many resources have been shifted to bolster our college-going culture, for example the integration of college advising in small schools with Destination College advisors. The college counselors and the individual learning communities sponsor sophomore college visits to CSUs, UCs, and private colleges.

Some aspects of school culture remain unclear. For example, there is no clear school-wide dress code for students. Visitors to our campus are sometimes surprised by permissive attitudes toward teenagers' appearance at BHS. Some teachers enforce dress codes in their own classrooms, but these are individual policies.

Student Support

As discussed in greater detail in the Safety/Discipline portion of this progress report, BHS offers a wide spectrum of student support in the Health Center, where counselors offer first aid and mental health counseling, among other services. In addition to the health center, students at BHS can seek support from their academic counselors, the college and career center, the tutoring center, On Campus Intervention, and their advisors. Students who speak English as a second language have additional support from the EL/Newcomer program and the Special Education department has extensive services for students with special needs.

Facilities

Our 2005 action plan recommended BHS develop a clear custodial and maintenance plan, which we can report has been done effectively. The maintenance staff has earned kudos from colleagues for transforming Berkeley High over the years into a clean, safe, and well-maintained facility. With a staff of 14 full-time custodians and one part-time custodian, the head of maintenance sits on the school's administrative team and participates in policy making.

Several medium-scale and large-scale projects are currently underway to improve facilities at Berkeley High School. The community theater was recently renovated to improve access for people with disabilities. On a larger scale is our "South of Bancroft" plan, which is a multi-year project supported by bonds from the city of Berkeley. Already under construction is the first phase, which is a renovation of the old bleachers next to the football field, along with construction of "bleacher buildings" that can house offices and sports-associated rooms. This phase is expected to be completed by the beginning of our next academic year. The second phase of this project is larger and includes the demolition of our old gym building and its

replacement with a modern gymnasium building that will also include several new classrooms. The end result of all these projects will be well worth it, but in the meantime, construction has brought logistical challenges, such as student access to the portable classrooms on the southern side of campus. Formerly located in the old, seismically unsafe building, several athletic offices and classrooms had to be relocated to "temporary" locations for the next two or three years.

Another task in our 2005 action plan was to promote the display of student art work and create a student art gallery. Today, student art is visible in display cases in almost every building of the school and some, such as the "C" building, also boast mini art galleries.

Whereas in the past some of the small schools and programs at BHS were scattered at different points on campus, a concerted effort has been made to identify contiguous space. Where possible, teachers who are in the same learning community are now assigned classrooms near each other to bolster community building and professional collaboration. Although there are still a few teachers who need to move from classroom to classroom, by now most learning communities are located within proximity to each other.

ACTION PLAN AREA 7: COMMUNICATION

GOAL: "Improve communication among all members of the BHS community through various media and many languages."

In our 2005 WASC self study, we agreed to improve communication among all of the stakeholders in the BHS community; and to collect data concerning the needs and wants of the various member groups towards increasing academic outcomes for all students.

Groups and Organizations

Berkeley High has a dynamic mix of support systems for the families of our students. For example, we have groups for English Learners' parents, African American parents, and Latino parents – all supported by BHS faculty and/or staff. BHS also has an active, supportive PTSA. In addition to considerable fund-raising, the PTSA plays a key role in communicating from school to parents, and vice-versa. The Berkeley High School Development Group also raises money for the school.

BHS' school governance structure includes active participation of parents, students, community members, and staff. Shortly after the 2005 WASC visit, BHS experimented with a modification to school governance that we called the Shared Governance Committee. This SGC fused a traditional School Site Council with the school's Leadership Team, which is composed of teacher leaders. The intent was to involve parents and students in school decisions not traditionally open to non-staff members. However, some community members questioned the unorthodox interpretation of education code, and the SGC experiment was disbanded at the end of the 2009-2010 year. The following fall the school returned to a traditional structure with a School Site Council and a Teacher Leadership Team that meet separately from one another.

The school's principal is a member of the SSC, which he attends regularly. He and his administrative team make regular appearances with all the other above-mentioned groups as part of a concerted effort to reach out to as many families as possible.   The school also reaches out to parents via Back to School Nights, Curriculum Nights, and other on-campus events, such as open-forum safety meetings. Most of these events are translated into Spanish, the majority language of BHS's English learners. BHS solicits student and parent input through meetings and through surveys, such as the Worrell Report, which is an extensive annual survey conducted for the school by a research team at the University of California, Berkeley (see appendix "D" for full results from survey).

Each of the six learning communities has its own advisory council, which includes teachers, students, and parents. Most of these advisory councils meet on a regular basis and are a forum for information distribution, in addition to being vehicles for decision-making. However, not all of the learning communities' advisory councils were fully composed in 2011-2012. As of this writing, one of the learning communities' advisory councils was not meeting regularly due to lack of participation.

A Spanish-speaking liaison has been hired, as stipulated in our 2005 action plan. The school also has a parent resource center, where our students' guardians/parents can go for support that includes translation services, connection to resources, learning how to access grades online, and help communicating with teachers. Computers are available there for parents with no online access.

The College Career Center has a wide array of services for parents and students, including support with all aspects of university admissions, such as testing, online applications, financial aid. The college advisor also sends regular bulletins to parents.

Technology and Media

The school makes use of a wide variety of media to communicate. At key points in the year, all families receive mailings with relevant information in paper form. This information is duplicated electronically via eTree. The principal communicates frequently with parents via email to inform them about upcoming events, school expectations, and to keep them abreast of incidents involving student safety. The BHS website is another source of information for the community. The school and the district website were remodeled in 2011-2012 to include, among other new aspects, a translation function.

In the summer of 2011 the district and the high school shifted all email to Google mail. In addition to teacher accounts, all students received a free school email account. This has expanded teachers' abilities to communicate electronically with colleagues and with students, because class groups are easily formed on Gmail.

Another powerful tool for communication with students and parents is PowerSchool, which the district acquired in 2009/2010. All students and parents have access to PowerSchool, which gives them an updated snapshot of grades and student attendance. Parents and teachers can easily contact a teacher using the email links.   For teachers who wish to contact parents, phone numbers and email addresses, when available, are easily accessible through PowerSchool.

As stipulated in the 2005 action plan, the school bought several large screen TV screens and mounted them at strategic points in the school, where passing students can read reminders of important school messages. We continue to use the PA system for daily reading of the bulletin during second period. One task in our action plan that remains unmet is the goal of ensuring that all students are listening to bulletins read over the PA. In some classes student noise drowns out the announcements.

ACTION PLAN AREA 8: SMALL SCHOOL CONVERSION PROCESS

GOAL: "Continued implementation and assessment of the Guiding Principles for BHS Small School Initiative established by the Berkeley Unified District School Board."

In our 2005 WASC report, this item was presently simply as a desire to retain the action plan in our 2003-2004 site plan that had called for design teams to implement, support, and design one or two small schools. In subsequent years, our school site plan expanded upon this action item and added goals to improve personalization and academic outcomes for all students, and eliminate the achievement gap. We planned to do so by developing small schools that: support high student achievement and equity; strengthen equity-centered professional learning communities; strengthen the collaboration and partnership among staff, students, parents and community; and support struggling students, increase post-secondary opportunities, and create an equitable school culture.

New Learning Communities

Since our last WASC self study in 2005, two new learning communities were added -- Berkeley International High School and Green Academy. Now in its sixth year, Berkeley International High School prepares students to participate in the International Baccalaureate Diploma Program in 11th and 12th grades. The integrated four-year study of humanities focuses first on the study of geographical regions and elements of culture, including literature, art, history, economics and beliefs. It then progresses systematically through the study of nations and the dynamics of global relationships, building in complexity each year.

Now in its second year, Green Academy is an outgrowth of a previous small school started in 2005 that focused on social justice.   In its present configuration, Green Academy has two pathways. SEED (Sustainability, Ecology, and Environmental Design) focuses on renewable energy, transportation, green building, sustainable agriculture, water quality, and waste management. HEAT (Human Energy and Appropriate Technology), focuses on the science of energy sustainability; electricity and electronics; energy conservation; and energy generation through solar, wind, geothermal, bio-fuels and other energy sources.

With the inclusion of Green and BIHS, Berkeley High School has six learning communities. Four of these learning communities are considered small schools: AHA, CAS, CPA, and Green. Two of the learning communities are larger and known as programs: AC and BIHS. *More information about each learning community is on pages 3-5, in chapter one of our self study.*

The division of Berkeley High School into six distinct-yet-connected parts forms the basis of our approach to equity and high achievement for all. It is our shared belief that students and their families are better served when some degree of personalization is present. It is also just as true that giving students a range of academic choices makes it more likely for them to connect and engage with school in a more significant way.

In order to assess the effectiveness of our school's division into different parts, all small schools, programs, and departments are required to have a professional development plan that includes measurable equity and achievement goals. Monitoring these goals is one of the tasks stipulated in our updated action plan.

Another task in our action plan has been the creation of leadership councils for each learning community. This has been accomplished. Each of the six learning communities has its own advisory council, which includes teachers, students, and parents. These advisory councils meet on a regular basis and are a forum for information distribution, in addition to being vehicles for decision-making. As noted in the previous section, one learning community has had trouble meeting with its advisory council this year.

Another change to the school that came about as a result of small schools conversion was the establishment of the Teacher Leadership Team. This team meets every other week with the principal, and includes a teacher leader from every small school, department, and program. The considerable impact this structure has had on distributed leadership is documented in the professional development subsection of the "Curriculum" action plan.

Student Assignment (Lottery System)

The BHS lottery system that places students in one of the six learning communities does not always ensure that all BHS communities reflect the diversity of our student population at large.

The school assignment system takes into consideration multiple factors, including family background and student preference. When indicating their preferences, students are instructed to rank their top choices, but they are not obliged to pick one of the four smaller schools as their choices. Some families list the two large programs as their only choices, thus making it harder for the administration to balance the student population evenly across all six learning communities. How (and even if) to address this imbalance has been an ongoing conversation for many years at Berkeley High. There are those at BHS who argue that students benefit from a certain degree of homogeneity, while others advocate for more diversity. In the fall of 2011, the district's school board convened a subcommittee to further examine student assignment at BHS; the subcommittee had not issued any findings as of the time of this writing.

Chapter 4: Self Study Findings

CATEGORY A:
<u>Organization: Vision & Purpose, Governance, Leadership & Staff, and Resources</u>

Focus Group Leaders:
Ben Neumann—Special Education Teacher
Glenn Wolkenfeld--Science Teacher

A1: ORGANIZATION

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that

all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by

expected school wide learning results and the academic standards?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
A1 Findings:	A1 Evidence:
Berkeley High School's mission statement is to educate and inspire all students in a safe, respectful and supportive environment. The mission statement is listed on the school website, but is not widely known or discussed among teachers, students and parents.	• BHS Mission Statement • http://bhs.berkeleyschools.net/
The BHS mission statement is complemented by the the mission of the Berkeley Unified School District, which is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.	• BUSD Mission Statement • http://www.berkeleyschools.net/

Berkeley High's mission statement is supported through the six learning communities: Academic Choice, Berkeley International High School, Arts and Humanities, Green Academy, Community Partnerships Academy and Communications Arts and Sciences. Each learning community has a mission statement aligned to school wide goals. Each learning community has an advisory council -- composed of staff, parents, and students – that helps to develop policy and assess progress toward goals.	• Learning Community advisory councils • Profiles of each learning community
At the heart of each learning community's academic goals lie the professional development plans. Each learning community has a PD plan that incorporates an achievement goal and an equity goal. Furthermore, these PD plans are expected to have a direct link to our WASC critical academic needs.	• Professional development plans • PD archives for past three years
Berkeley High's vision and purpose are supported by a well-developed governance structure that includes teacher-leaders from each learning community, representatives from specific academic programs, parents and students. Previously, all of these stakeholders were represented in one governing body known as the School Governance Council. In 2010-11, the SGC was split into two governing bodies: the School Site Council (SSC) and the Leadership Team. The SSC, which consists of elected teachers, parents and students, focuses on reviewing the school's plan for student achievement, the school's safety plan, school funding allocations for the Berkeley Schools Excellence Program (BSEP) and funding for the English Learners / Newcomers Programs. The Leadership consists of teacher-leaders from each learning community and focuses on school operations. The principal sits on both the SSC and the teachers' leadership team.	• SSC bylaws • Leadership Team bylaws • Meeting agendas • Meeting/minutes

This present self study led us to conclude that our Expected school-wide Learning Results were wordy and often ignored by students. The student WASC group led a study of and revision to the ESLRs, which we renamed SOLID:
 	
       Skills
       Oral and written communication
       Learning together
       Independence
       Discovering Community.
	• new SOLID / poster
	• results of faculty analysis of ESLRs
	• sample lessons linked to ESLRs
	• agenda from student WASC group

Teachers are familiar with the five ESLRs/ SOLIDs and on a PD day teachers identified where the ESLRs are embedded in their curriculums. Two of our learning communties -- Arts and Humanities Academy and Berkeley International High School -- have mapped connections between the ESLRs and their community's learner profiles.	• SOLID / ESLRs posted in classrooms • ESLR student assessments • AHA's studio habits of mind • BIHS profile of an IB learner.

A2: GOVERNANCE

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
A2 Findings:	A2 Evidence:
Our 2005 WASC plan has driven the changes that have brought Berkeley High where it is today. For example, we have two new learning communities -- Green Academy and Berkeley International High School – as called for in that plan. We have designed and begun implementing an advisory program, and we have instituted support for English Language Learners, among other accomplishments. The 2005 plan, and its subsequent iteration as a site plan, provided vision for the school in administrative meetings, leadership team meetings, and School Site Council meetings.	• School - Site Council (SSC) WASC Plan review work submitted to board (see minutes, April 2011) • Administrative meeting agendas, team leader meeting agendas, Professional Development Plans

The BUSD school board takes an active interest in our WASC process. One of the school board members is a member of our school's WASC Leadership Team. The full board has been kept abreast with WASC updates from the principal and the self-study coordinator's visit to board, and through email. The board has approved, in the last six years, the newest Green Academy (with additional California Partnership Academy funding), advisory, and other elements of our redesign, as called for by our WASC plan.	● School board minutes
The school's WASC vision filters down through the teacher leadership team, the administrative team, and School Site Council (SSC). Our school board has delegated implementation of the WASC plan to the BHS administration, who in turn delegate to staff. Teacher leaders return to departments with goals. The principal has emphasized in staff meetings that action items in our new WASC plan will drive resource spending.	● Administrative meeting agendas, teacher-leader agendas, PD agendas ● Updates to Single Plan for Student Achievement (SPSA)
BHS staff are required to make reports to the School Board to get approval for any new programs, such as the Green Academy Request For Authorization, or the advisory plan. BUSD Board meeting agendas and minutes are regularly posted through school wide email and the BUSD school board website provides information on board decisions.	● Board meeting agendas, minutes
The agenda for the School Site Council (SSC) is disseminated to members one week prior to meeting. The SSC focuses on such topical issues as the safety committee and is responsible for English Learner funding allocation. The SSC has also received regular updates from the WASC coordinator and provided input on each chapter of the self study. The SSC has an open format - the larger community is encouraged to submit questions to this group. There is an opportunity for parents to have their voices heard at various levels of governance including the SSC and BUSD meetings, during public comment. Parents are very involved in the SSC but there is need for more diversity in membership; thus there has been broad outreach and participation to minority parent and Spanish speaking parents in the SSC. The BHS Parent Resource Center provides direction to parents wanting to be involved in school governance.	● SSC Agendas
The BHS Teacher Leadership Team has broad oversight over	

many decisions related to teaching and learning. Leadership within this team is organized to focus on tasks of teaching and learning, organization, and reporting back findings. In addition, each learning community and department develops a specific equity goal, and the leadership team facilitates the development of these goals, with the input of Advisory Councils specific to to each learning community's needs. (e.g., individual equity goals).	● Leadership team agendas ● Advisory council agendas ● Department agendas ● Learning community agendas
Monday morning late-start and WASC meetings provide an opportunity to review ESLRs and the school-wide vision. In 2010-11, we re-entered the WASC self-study process when team leaders facilitated input from teachers on the WASC plan and our ESLRS at a series of school-wide meetings.	● WASC meeting agendas ● Monday late-start agendas
Our professional development team made up of PD leads from each SLC/Program facilitates professional development meetings for the year, and coordination between programs provides direction for individual SLCs with support from the National Equity Project. The PD Leaders then create their own agendas and communicate goals to their respective learning communities. PD is driven by school-wide parameters, but tailored to meet the unique needs of diverse departments and learning communities.	
Teachers leaders and SSC members are selected via elections. The Berkeley Federation of Teachers (BFT) manages the election of teacher leaders, with teachers voting directly for one representative per department / learning community. The administration ratifies the choice and retains right to turn down selected leaders. For the SSC, there are a few slots reserved for learning communities and two at large seats for teachers.	● Memorandum of understanding with teachers' union (BFT) ● SSC bylaws
The BHS administrative team has a list of administrative duties disseminated to teachers in the staff handbook. There is a clear "chain of command" for community input to the administration. The administration communicates information in most cases through email and the staff bulletin, particularly around school safety issues. Within administrative meetings, there is a data-driven focus when dealing with issues such as the achievement gap. Teacher leaders plan and lead most of the professional development activities, freeing administrators to support teachers and students. Successful delegation is the reason our administrative team can devote so much of their time to	● Administrator duties page from BHS Handbook

substantive school improvement.	
Outside of the classroom, parents and teachers are aware of the district's uniform complaint process that is available to them, including requirements for written complaints and timely response.	● Complaint form
Berkeley High School is working to align our school wide vision and purpose to a clearly defined plan for measuring outcomes - we are moving toward a data-driven school culture. At present, learning communities are required to report extensively to the state on student achievement. Additionally, accreditation processes mandated by various other bodies (for example, International Baccalaureate, College Board Advanced Placement Audit.) require data collection. Guided by the Berkeley Evaluation and Assessment Office, the professional development team provides data to teachers/groups for use in developing instructional strategies. Data from standardized tests are often provided to teachers to analyze/discuss and subsequently to guide instruction. Each learning community's professional development plan has measurable growth targets, including an achievement goal and an equity goal.	● CPA Grant Application; annual reports ● Professional development plans ● PD archives for the past three years ● AP audits

A3: SCHOOL LEADERSHIP

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to* *Develop the findings.*
A3 Findings:	A3 Evidence:
Berkeley High School is improving its capacity to examine data, analyze findings, and use those findings to guide instruction. Every learning community has an Advisory Council comprised of parents, teacher leaders, and community partners, which examines student data and makes recommendations for course and program offerings; these decisions are then brought back to staff. Monday late-start meetings provide an opportunity for teachers in their learning communities to examine student data in the context of learning results and academic standards. There is variation across the school in this regard. Some BHS learning communities regularly use their Monday meeting time for deep analysis of data, while other learning communities are more in the beginning stages of student data analysis. All of the BHS learning communities have spent time analyzing standards relevant to their disciplines, as well as the expected schoolwide learning results but, as with data analysis, a few learning communities still need to deepen this further. Now in his second year, the principal's has emphasized and supported data analysis and standards. Due to teacher input, more collaboration time has been built into our annual professional development calendar, so that regularly-scheduled subject-area days allow for the development of vertically aligned curricula and common assessments. The California Partnership Academy grant mandates all small	● Advisory council agendas ● Data provided to leadership /advisory councils ● Monday meeting agendas ● PD archives for the past three years ● School-wide PD calendar ● Individual PD calendars for each learning community

schools to have parent, community leadership meetings. BHS's six learning communities all have their own advisory councils composed of parents, teachers, and students.	● Small school leadership council and advisory board sample meeting agendas
Data from STAR Tests, CAHSEE and Common Assessments give teachers and teacher leadership the opportunity to apply teaching strategies to address low scores, the achievement gap, and special education/ELL student preparation. Equity goals give each learning community a common focus. Equity goals are discussed in Leadership meetings to give each SLC an opportunity to be aware of changes and challenges that impact our school as a whole.	● 2010-11 PD plans ● 2011-12 PD plans ● Executive summaries of the plans
As stated above, the 2005 WASC plan and the single school wide action plan were used extensively to drive decisions, such as small-school conversion. However, the schoolwide action plan was not monitored and revised every year. Between 2005 and 2010, there were two years when the plan was not monitored/updated. The present SSC and the present administration have made the commitment to review the single plan for student achievement (SPSA) yearly from now on.	
There was extensive participation of students, parents, faculty and staff in this iteration of the WASC action plan. In a series of meetings, stakeholders analyzed BHS data and gave input to the WASC Leadership Team, which was careful to consider and incorporate stakeholder suggestions.	● WASC meeting agendas

To what extent does a qualified staff facilitate achievement of the academic standards and the ESLRs through a system of preparation, induction, and ongoing professional development?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
BHS's staff is highly qualified. All teachers are credentialed in their areas and NCLB compliant. Out of the 180 total, 179 teachers are certified to teach English learners through CLAD or CTEL certification. 154 teachers have a master's degree or higher. The principal, the four vice principals, and the two deans are all graduates of the Principal Leadership Institute at the University of California, Berkeley. Teachers of ROP-funded career/industry focused classes must have additional ROP credentials. The BUSD contract offers a $1000/year bonus for teachers who hold a Ph.D. and a $1,000 bonus for teachers who receive their national board certification. Staff investment is maintained and encouraged through a course assignment system which uses teacher input to request placement in a learning community and/or course assignment(s), although the administration makes the final decisions, matching teacher strengths with students' needs. Some BHS learning communities make a priority for each teacher to have both an advanced and a beginning-level course load, but this is not a school-wide policy. Committees comprised of teacher leaders and administrators review teacher qualifications to encourage appropriate placement based upon specific expertise. Teachers who teach AP and IB courses are provided training during the summer. Maximum use of staff expertise occurs in several ways. First, BHS has a well developed teacher leadership structure, where lead teachers are provided with release periods to help lead their particular learning community or department. Second, teachers from each learning community are chosen to sit on a school-wide professional development team, and to design professional development programs that align with standards, ESLRs, and BHS's overall goals of promoting equity and achievement for all students. Within some learning communities and departments, frequent peer observation and	● BUSD contract ● NCLB required data on teacher qualifications ● Human resources data ● Course assignment forms ● PD team roster ● SLC PD Goals

lesson study has become a norm for teacher practice, but this is not yet a school-wide practice. Teachers occasionally shadow students, sometimes even making home visits, and report to their colleagues about student experience. Additionally, in line with BHS's overall goal of promoting personalization, some learning communities encourage looping of teachers with students.	● Peer observation forms
The present administration has promoted identifying exemplary teachers and paying them a stipend to design and present professional development for their colleagues. This year a science teacher led a well-received series of after-school workshops on teaching techniques from the book "Teach Like A Champion."	● Agendas from teacher-led PD
BHS has clear, written policies, practices, and decision-making processes; these are clearly communicated to staff. Upon entering BHS, all new teachers receive a faculty handbook and orientation. The handbook is also provided online for all teachers to access. Each learning community and department is overseen by an administrator who evaluates staff and helps manage the school, in addition to lead teachers who help with management and leadership issues.	● BHS faculty handbook ● Evaluation forms
Over the past two years, our professional development coordinators collaborated with teachers and students to design an advisory curriculum and have now provided a full curriculum, with lesson plans, teacher guides, and student workbooks, to all teachers and students. The week before each advisory session, teachers within each learning community discuss the advisory lesson for each grade level and make any necessary changes to better match their particular group of students.	● Advisory teacher guides, student workbooks
Our PD team meets weekly and involves teacher leaders from all learning communities and departments; they collectively consider strategies, such as meeting facilitation, data inquiry, and the implementation of advisory. Each academic program and department develops a PD plan to support student learning, equity, and achievement goals. Surveys are used as a method to get feedback regarding staff development meetings	● PD team leader agendas ● PD feedback sheets, ● PD plans ● PD survey data
Some teachers request student evaluations at the end of each term, but this is not a widespread practice at BHS. Our student leadership team designed and piloted a form to allow students to give feedback to their teachers in the spring of 2011. At present there is no formal mechanism for teachers to give feedback about their administrators.	● Teacher evaluation forms

A5: LEADERSHIP AND STAFF

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
A5 Findings:	A5 Evidence:
Our PD Leadership Team is comprised of one representative from each learning community and department, resulting in a group of workable size that meets weekly. Professional Development team leaders create yearly PD plans related to the needs of their department and learning community; these include equity goals based on identified student learning needs of the learning community or department. Staff are expected to use data-based inquiry in this process. To develop the Equity Goal, groups use and analyze data to ensure that PD is tied to an overall goal of decreasing the achievement gap at BHS. Meeting time is used to facilitate development of PD agendas, troubleshoot PD challenges, and discuss current research applicable to PD goals. Our staff approved the current structure for PD, including the PD lead teachers and "late start" Mondays. BHS teachers meet for PD in manageable sized groups (especially now that the larger school programs have been split into houses) comprised of either learning communities or departments. Staff meets weekly on Mondays for an hour and a half. These meetings alternate between learning community time and department time. The schedule presents a difficulty for four science teachers, who have to miss part of the meeting to teach their zero-period lab classes. Teachers spend a considerable amount of PD time examining and analyzing data, though there is a variation in the way each learning community utilizes data. For example, some departments examine student work to determine PD team needs, while others undertake a process of assessment, analysis and follow-up instruction. Teachers have an opportunity to give feedback on these meetings on paper feedback forms as well as in online evaluations. PD plans for each SLC and Department are housed in binders in the PD Leadership office. Each binder contains detailed agendas from each meeting,	● PD Lead Roster ● PD Calendar ● PD plans ● PD Team Lead Agendas ● PD Binders ● PD Agendas ● Survey data ● PD Evaluation forms

teacher evaluations of the meetings and supporting documents. The PD Team is also planning to use an annual survey of BHS students conducted by UC Berkeley researchers to evaluate some of the PD goals. In addition, the administration every year awards several TIP grants (Teacher-Initiated Professional Development) for further PD needed to fulfill specific learning community goals. The TIP proposals are reviewed and decided by a subcommitte comprised of the principal and the professional development coordinators. In 2010-2011, $18,000 was granted for TIP requests. Additional funds are available for teacher-led workshops. Now that our new WASC critical academic needs have been set, TIP requestors must make explicit connections to addressing our critical academic needs. Teachers are evaluated not only based upon California Teaching Performance Expectations, but also upon the professional development they undertake. New teachers are evaluated and supervised by administrators and BTSA support providers, and tenured teachers are periodically evaluated by administrators or through the alternative evaluation process, such as peer evaluation implemented by some small schools. Teachers with patterns of particular challenges or unsatisfactory evaluations are referred to the Berkeley Peer Assistance and Review (B-PAR) Program (sponsored by the Berkeley Federation of Teachers Union) for coaching. In addition, a group of teachers have recently begun piloting a voluntary coaching program on site. Overall, staff has seen improvements made in the area of supervision and evaluation. The principal has encouraged closer contact between administrators and teachers through more frequent walk-throughs and more meaningful evaluations.	● TIP grant proposals ● Teacher-led workshop proposals ● Teacher evaluation forms ● B-PAR materials ● Alternative evaluation materials

A6: RESOURCES

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school wide learning results?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to* *develop the findings.*
A6 Findings:	A6 Evidence:
Berkeley High School's leadership has demonstrated a commitment to student achievement through its decisions about resource allocations. For example, when a group of teachers approached the principal in June 2011 about developing a school-wide common assessment for English/Language Arts in ninth grade, the project was embraced by our administration and fully funded from the initial planning stage through delivery and data analysis. All ninth grade students have taken the test, and English teachers have now been offered paid time to link assessment results to instruction. In addition to funding regular staffing, material and facility needs, our general fund FTE also supports the Accelerated Reading course, our pilot Academic Language Development program, our intervention counselor and our student leadership program. Ninth grade long-term EL Learners now participate in a pilot program called Academic Language Development in order to meet state compliance for ELD. The process for making a budget plan for EIA/ELL money includes having the ELAC recommend a budget to the principal, which then is taken to the SSC for discussion and approval; finally, the state and federal departments take it to the school board for discussion and approval. To supplement Berkeley High's funding needs, the city has consistently voted to tax itself through local measures that support our enhanced curriculum. The Berkeley Schools Excellence Project (BSEP) committee allocates this additional funding so that students from BHS can benefit from class size reduction and programs such as student court, science labs, and AP augmentation. Administrators and staff have input on these allocations through the BSEP committee, which proposes and	● Ninth grade ELA assessment ● School-wide results ● Assessment link meeting agendas ● Accelerated Reading ● Academic Language Development syllabi, informational materials ● BSEP Annual Report ● BSEP meeting agendas ● BSEP budget

implements its budget annually. Teachers can also write grants for individual classroom needs and programs of a larger scope. BSEP-supported programs also includes the Student Learning Center and the two college advisors.

Our school facilities are now more than adequate to meet the school's vision and purpose. Recent renovations have modernized our campus to incorporate a design that is both practical and aesthetically pleasing. There is a sense on our campus of a value for both old and new, from the classical bas-relief sculptures on the G and H buildings to the memorial grove and murals honoring those students who have passed away, to our state-of-the-art athletic facilities and library. Our food court encourages community and value of diversity in both its circular seating pattern and its warm wooden decor surrounded by flags of every country represented in the international population of BHS. Demolition of unstable campus buildings as well as construction of a new athletic center currently underway serves to make our campus significantly safer and further enhance school and community spirit. These projects connect us to the larger community we live in through the city of Berkeley's parcel tax participation.

- Building plan

- City parcel taxes

A positive operating relationship exists between BHS and BUSD regarding the development of an annual budget as well as audit and accounting practices. Our superintendent has made open communication a priority in his administration, so our administrators are regularly informed about FTE funding levels and impact of state budget allocations on the general fund. Teacher leaders would like to see these lines of communication open more effectively between district staff and non-administrative teacher leaders as well.

- BUSD budget
- BHS budget

Our current decentralized leadership structure, which allows learning community leaders a degree of autonomy in making internal funding and hiring decisions, is a key part of BHS's support for students in accomplishing academic standards and meeting our SOLIDs (aka ESLRs). The leadership structure is made possible by a federal small-schools grant that extends through the end of school year 2012-2013. BHS staff are currently in the process of securing new funding to maintain this structure, and appealing to the district and board to recognize its value by committing whatever resources are needed to close funding gaps when federal funds run out.

- SLC grant

Our requisition/finance manager handles all funding requests, which must be approved by the principal. The district purchasing department then authorizes the requisition before sending it through the fulfillment process. The Student Body Accounts Bookkeeper handles all monies collected by organizations such as yearbook and student leadership. These practices ensure against mishandling of institutional funds. Instructional materials and equipment are all ordered through the requisition/finance manager's office; procedures for acquiring these materials are adequate as long as orders are placed well in advance.	● Purchasing, materials request procedures from BHS handbook ● Requisition forms
Maintenance procedures for technological equipment have vastly improved with the implementation of the district's online "Help Desk" support. Through this system, requests are routed to appropriate personnel who help teachers troubleshoot problems, install software, and make repairs when necessary. Requests are closely monitored, and teachers can track progress on particular requests.	● BUSD "Help Desk" website
BHS hires and nurture a well-qualified staff. Our leadership model provides for committees comprised of administrators, teacher leaders, students and parents to give hiring input. Our Professional Development coordinators oversee an instructional coaching program and support for teachers undertaking the National Board Certification Process. In addition, the BFT (teacher's union) has initiated a support system for teachers of color, with a focus on recruitment and retention. This organization was partly the result of exit interviews from teachers of color, who stated that a lack of substantive evaluation from the administration was a significant factor in their dissatisfaction.	● Coaching pilot announcement ● Teachers of Color Network information - BFT website
When placing new students into one of the six learning communities, we use a lottery system that takes into consideration multiple factors, including student preference and family background. Although one of the goals of the lottery is to facilitate diversity within each learning community, some do not mirror the demographics of our student population in regard to ethnicity, socioeconomic status, and parent education level. As a result, some learning communities have disproportionately higher numbers of struggling students, which can mean a larger challenge for their teachers. In 2011-2012, the school board formed a subcommittee to analyze the present lottery assignment system, including concerns about its impact on the demographics of the six BHS learning communities.	● School Board minutes ● Student Assignment System materials

Areas of Strength for Category A: Organization

➢ Revised ELSRs (aka SOLIDs) are in more student-friendly language and format.
➢ Communication within BHS and with the larger community has been strengthened under current administration with more frequent use of email, eTree, announcements, and in-person visits by administrators to parent groups, teacher meetings, and classrooms.
➢ The newly designed website is easier to use and includes a translation function.
➢ Parents are active in school governance, such as the SSC and the various advisory councils for each learning community.
➢ The parent resource center actively reaches out to and supports caregivers who don't speak English, who don't have computer access, or who have questions in general about accessing decision makers or services at BHS.
➢ The current professional development structure at BHS provides a solid foundation for data analysis and curriculum development based on standards, ESLRs, and equity goals.
➢ Comprehensive professional development plans are developed by each department / learning community and updated yearly.
➢ The high school has a positive relationship and open communication with the school district and the school board.
➢ The physical plant is clean, modern, and safe. Significant renovations are under way that will further bolster conditions for student learning.

Areas of Growth for Category A: Organization

➢ The demographics of the entire parent population are not mirrored in some governance structures and committees, such as the SSC.
➢ BHS has developed a culture of data analysis, but it is applied unevenly throughout the school. A few learning communities need to deepen their use of data.
➢ The connection of curriculum to standards is also uneven throughout the school. While most departments' / learning communities' curriculums are now tied to standards, a few need to finish this task.
➢ The single plan for student achievement needs to be monitored yearly.
➢ A few classrooms do not have working phones or intercoms.
➢ The school board is currently examining the lottery system used for student assignment to the different learning communities.

CATEGORY B:

Standards-Based Student Learning: Curriculum

Focus Group Leaders:

Susannah Bell—Professional Development Coordinator

Kate Trimlett—Science teacher

B1: CURRICULUM

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results?

B1 FINDINGS	B1 EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
Students at Berkeley High School participate in a rigorous, relevant, and coherent standards-based curriculum set by the state of California. In most departments and learning communities within BHS, curriculum, textbooks, and student materials are aligned to the standards. In a few departments and learning communities, the process of alignment is underway, but not yet complete.	• Course catalog • Curriculum maps • Syllabi
The division of Berkeley High into six learning communities, and eight subject-specific departments requires adherence to additional standards. For example, students in Berkeley International High School (BIHS) must demonstrate mastery of International Baccalaureate (IB) standards, in addition to state standards. The science department has also incorporated national science standards into its curriculum development. Small schools also develop curriculum according to thematic standards as well as CA state standards, and teach them through both traditional and interdisciplinary instruction.	• International Baccalaureate standards • SLC curriculum maps • National Science Education Standards • AHA Studio Habits of Mind • CPA Habits of Mind/ Expectations
During department meetings, teachers review key content standards and share best practices on how to teach these standards. Multiple opportunities for professional development have allowed teachers within learning communties and	• PD schoolwide outcomes

departments to effectively plan and incorporate standards-based lessons.	• PD plans
The math department has used the process of developing common assessments to generate curriculum discussion and reflection. Science teachers meet frequently in subject-area groups (e.g., biology) to align curriculum across learning communities and to develop common assessments. In the summer of 2011, a group of English teachers from across all learning communities was paid a stipend to meet and create a standards-based common assessment for 9th grade English that, as of this school year, has been used both formatively and summatively. Used formatively, these assessments provide an opportunity for planning that incorporates specific instructional needs for the year, informs teachers of student proficiency, sets a direction for course scope and sequence, and fosters a common experience across classes.	• Mathematics common assessments • New 9th grade English common assessment • First-year Spanish assessment • Common assessments in French and Latin • Other common assessments
In recent years teachers have begun using, on a more regular basis, the release questions and model tests from the California Standards Test (CST) and the California High School Exit Exam (CAHSEE) to make sure that key content standards are taught and practiced in class before the tests themselves. In 2010-2011 BHS had a day of in-service professional development in which teachers gathered in subject-alike groupings to study examples of CST release questions, map connections from the CSTs to their own subjects, and to prepare model lessons. The administration has emphasized that external standardized tests such as the CSTs and the CAHSEE are important tools to be used, along with locally created assessments, to inform instruction. This represents a change in the school's general relationship with standardized testing.	• PD agenda for CST analysis day
Teachers across all learning communities and departments develop lessons according to research-based methodologies shared by teacher leaders and professional development coordinators. Staff draw from contemporary pedagogical research to inform their teaching practices. To cite just a few examples, teachers in recent years have attended workshops or conferences with programs such as the Bay Area Writing Project, the Bay Area History Project, the San Francisco Exploratorium Teacher Institute, and the East Bay Foreign Language Project in order to to keep current on educational strategies.	• Teacher lesson plans • Roster of teachers attending conferences • Agendas and brochures from workshops
Through the professional development of some learning communities, peer-coaching has elicited tools for observing	• Teacher observation instruments

student engagement on a daily basis; this is a measure that teachers use to guide instruction. In some learning communities, teachers use student feedback on ESLRs to determine whether student goals are being met.	• ESLR feedback forms
Teachers at BHS use a variety of teaching strategies to explain the course content and engage all the many kinds of student learners that we serve. These strategies are explained in greater detail in the "*C: Instruction*" section.	• Classroom observations • Student work
Teachers in all small schools and within AC and BIHS houses meet to integrate curriculum across disciplines, create formative assessments, and/or design project-based learning experiences that culminate in public exhibitions. Cross disciplinary collaboration is part of the fabric of BHS teaching. This is particularly so in the smaller schools, which often only have one teacher per content area and have more opportunities and incentives to collaborate with teachers of other disciplines.	• Meeting agendas • Interviews with teachers
Some of the departments at Berkeley High School have formed partnerships with the district's middle schools and, in some cases, even with local private middle schools. For example, the BHS math department head meets with middle schools about aligning math curriculum. In 2010-2011, the BHS World Language department created Spanish diagnostic tests in conjunction with the middle school teachers, who administered them to their students at the end of 8th grade and helped analyze the results as part of the placement process for 9th grade. In 2011-2012, the middle school and high school world language teachers planned and participated together in a professional development day.	• Agendas of middle-school / high school meetings • Diagnostic placement tests
All students at Berkeley High School are now able to access either Advanced Placement (AP) or International Baccalaureate IB classes. Academic Choice has made it a priority to diversify students in their AP classes, and has begun a program in which all students who wish to take AP are given the support they need to do so. All BIHS students take rigorous IB History and English courses. In addition, students in all four small schools can take AP courses through the AP Augmentation program. Of the students taking AP augmentation courses this year, 80% are students of color.	• Course catalog
Berkeley High School provides a wide support for learners of different backgrounds and different needs. Our	

Newcomer/English Learner program and our Special Education department offer support for students in general education classes, as well as sheltered instruction. More details about both these programs are in the next section, "*B2: Curriculum*."	• Course descriptions for SPED and EL/Newcomer programs
In addition to meeting Berkeley High School graduation requirements, all learning communities meet the University of California's A-G requirements. Students learn about the A-G requirements through advisory sessions, College and Career Center presentations, academic counselor meetings, and internship classes.	• Advisory curriculum • College and Career Center website, student handbooks by grade level
The relevance and rigor of our textbooks are examined by department chairs with their team of teachers. Requests to change a book or adopt a new book must go through a formal process that includes the vice principal for that community, the district's assistant superintendent, and the school board. While most departments and learning communities review their textbooks every few years, there is no school-wide policy stipulating the frequency with which this must be done.	• District form for new book order
BHS vice principals collect course syllabi from teachers and review them at the start of each year (or semester, in case of a semester class). A few weeks before the end of the semester, teachers are required to submit their final exams for their vice principal's review.	• Syllabi • Semester finals
During meetings, learning communities and departments discuss grading and homework policies, to varying degrees across the school. A few BHS learning communities have agreement on common practices among their teachers, while at the other spectrum, a few learning communities leave most grading and homework questions to the individual teacher.	

B2: CURRICULUM

Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

B2 FINDINGS	B2 EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
Berkeley High School provides multiple pathways in pursuit of our students' personal goals. Through our advisory program, students have begun developing "five year plans" that in some learning communities are updated and evaluated yearly. Course offerings in all small learning communities provide a rigorous college preparatory curriculum to support student success in post secondary education and careers. All of our students across our learning communities can access the core curriculum through college preparatory, Advanced Placement or International Baccalaureate levels. Extensive blended online learning is available through Moodle, an online service purchased by the school that allows teachers to post content, link to other content, and manage online discussion threads in which students reply to a prompt and to each other. Students can also use summer school to make up missing credits or avoid scheduling conflicts during the school years. However, with state budget cuts we have seen our offering of summer school classes decline in the last two years. This past summer courses were limited to sophomores and juniors. As a result of cuts to summer school, more students in need of credit recovery have turned to our online learning program, CyberHigh. In addition, students take courses at Berkeley City College or at Berkeley Adult School to meet graduation requirements, UC/CSU requirements or to pursue career goals. All students are encouraged to consider post-secondary education in some form, and students are made aware that college is not only for those students pursuing four-year degrees. Frequent in-state college trips are made available throughout all SLCs. Through concurrent enrollment at Berkeley City College, students become familiar with college level work while earning units for high school graduation and college pre-requisites. In addition, counselors discuss	• Advisory five-year plans • Course catalog • School profiles • BHS' Moodle site • Summer school course catalog • Cyber High course catalog • College trip announcements, rosters • Concurrent enrollment forms

vocational options during check-in sessions with students. A survey of BHS students last year showed that slightly over 80% aspired to go on to college and get a bachelor's degree or a graduate degree.	• Worrell survey of BHS students
A wide variety of coursework is made available for the diverse needs and interests of the typical Berkeley High student. Such varied coursework as Theory of Knowledge (Berkeley International High School), African American Studies, African-American Literature, Bible as Literature (Academic Choice), our nationally renowned Jazz Ensemble, our award-winning drama program, world languages from Spanish for Native Speakers to Kiswahili to Mandarin to Latin, CPA's Health Pathway and ROP (Regional Occupational Program) courses such as Biotechnology, CAS video, and sports medicine all demonstrate this diversity. Advanced Biology and Chemistry Lab Enhancement offerings allow students to see scientific theories come to life in a laboratory setting.	• Course catalog
Teachers throughout our learning communities have begun planning together to address articulation of skills between grade levels for some courses taught. Different learning communities are at different points in completing this task. For example, Berkeley International High School has completed a full vertical alignment of its entire humanities programs for all grades, as have other departments and learning communities.	● Academic Choice English Curriculum Alignment ● Vertical skill alignment in BIHS Humanities programs (9-12 grades) ● Vertical alignment of AHA Humanities classes, grades 9-12 ● CPA curriculum maps, grades 9-12
In taking concrete steps to close the achievement gap, Berkeley High staff has put in place a wide variety of supports for students who lack basic skills. Special education case managers attend professional development meetings to help teachers differentiate curriculum. Some of the additional supports and programs for struggling students include the IB Prep class in BIHS, the Academic Choice Support Class, AP Augmentation in all small schools, the Academic Language Development course in the EL/Newcomers Program, the Summer Bridge Program, Upward Bound, RISE, Y Scholars, and the Accelerated Reading Program.	● Course catalog ● Syllabi for: IB Prep, AP augmentation courses, ALD courses, Summer Bridge, Upward Bound, Summer Bridge, Accelerated Reader
The district started using AVID in middle school two years ago and plans to introduce it at the high school level in 2012-2013.	
Berkeley High School has a comprehensive program of academic support, including free after-school tutoring in every subject. From Monday through Thursday students can drop into the Student Learning center, open from 3:30 to 6:00 pm. Tutors	● Tutoring list

work individually and in groups with students in the learning center, which also offers computer access, and guidance in study skills. In addition to the learning center, BHS teachers representing each subject area are recruited and paid to provide drop-in hours after school in their own classrooms for any student who needs subject-matter help.	● Logs of students attending tutoring
In the 2011-2012 year, a new position of Academic Support Coordinator was created to be the point of contact for students, parents, counselors, general education teachers and school administrators regarding tutorial support, direct instruction and guidance in study skills, organizational development, and advising. The Academic Support Coordinator also builds connections with other academic support programs, such as R.I.S.E, Y Scholars, free SAT and ACT preparation programs and CAHSEE exam tutorials.	● Academic Support Coordinator's job description ● Logs of students using tutorial services
In addition to the above-mentioned tutoring resources, the BHS Athletic Department facilitates tutoring for its athletes throughout all sports programs.	● Athletic dept's tutoring schedule
Our new student information system, PowerSchool, helps facilitate communication between parents, students, and teachers with reports provided on attendance and grades. During the monthly check-in time, advisors are expected to survey their students about their knowledge of PowerSchool and to teach those who haven't accessed PowerSchool how to do so.	● Berkeley High website / PowerSchool portal
Our Parent Resource Center helps parents navigate our large school and connect them with resources, including how to use the parent portal to PowerSchool. The Parent Resource Center is staffed by both English and Spanish-speaking members. Parent volunteers are one of our most valuable resources, especially when they donate their valuable time and expertise to career panels, helping our students become knowledgeable about paths they may choose for their futures. These panels are part of the small-schools-sponsored Career Days/Weeks. Teachers include career education throughout curricular areas, especially in the four small schools (AHA, CAS, CPA, and GREEN).	● Parent resource center brochures, website link ● List of speakers for career events
Awareness of career and college options is promoted through our College and Career Center, staffed by two full-time college	● Berkeley High School website / College and Career Center

advisors, an assistant, and volunteers to help students with their personal statements (students are also assisted with preparation of college personal statements and scholarship essays in English classes) and the college application process.	● College and Career Center student handbooks
College representatives visit campus throughout the year, and advisors provide outreach and scholarships for qualifying students to attend on-site college experiences, including tours of historically black colleges. The advisors hold informational sessions and visit all classrooms of juniors and seniors to provide updated information about college application, testing, and financial aid requirements. They provide a personalized student folder, including the student's transcript, calendars, and a detailed handbook appropriate for their grade level. They also meet one-on-one with juniors and seniors to discuss post-secondary options.	● College trip announcements, student rosters ● List of visiting colleges
The UC Berkeley student-taught People's Test Preparation Service provides free on-campus SAT and ACT test preparation for all students. The College and Career Center also holds periodic parent and student information nights on the application process. In addition, students participate in statewide college trips, although the frequency and range of such trips varies considerably across the school, depending on the student's learning community. Our advisory curriculum also includes activities for college and career planning. Seniors are given exit surveys to monitor post-secondary plans of BHS graduates.	● PTPS brochure ● Exit survey ● BHS school profile
Support services are available to assist our students with issues that may interfere with their ability to perform well in their studies. The City of Berkeley provides a free on-site health center to our students, which includes comprehensive services for students' physical wellness, vaccinations, pregnancy and STD-prevention, grief counseling, individual mental health counseling, and group counseling sessions for drug and alcohol addiction, body image concerns and eating disorders, anger management, and other issues. Berkeley High School firmly believes that students best succeed in an environment that not only helps them deal with concerns such as these, but also reaches out to include them in the school community, recognizes their achievement and develops student leadership. These goals are supported by our structure of six learning communites, as well as by our student leadership body (ASB).	● Berkeley High School website / Health Center ● Health Center's report

Students at Berkeley High are fortunate that Berkeley citizens have taxed themselves to support our award-winning healthy lunch programs from the district's "edible schoolyard," as well as free breakfast for the entire student body. The program's use of fresh, organic meals cooked on site makes it a model studied by many other districts in the nation. Low SES students are provided with free and reduced lunches. All of our students have access to adequate nutrition so that they may have a better chance to succeed in their learning experiences. However, not all eligible students take advantage of the free / reduced lunch. The administration is exploring ways to increase participation rates in our free/reduced program next year.

Special Education at Berkeley High provides comprehensive academic support through study skills classes, literacy support, subject-specific differentiated instruction, and counseling-enriched classes for students with specific needs. All students who qualify for Special Education have Individual Education Plans, which incorporate individualized academic and personal growth goals. These plans allow students to use the same texts, and have access to the same content standards as general curriculum classes.   Case managers also provide in-class support for students in some situations.

Support for CAHSEE is also provided through teacher-designed CAHSEE math practice computer programs and updated test-preparation materials.   In addition, the Special Education department, as part of its Professional Development plan for 2011-2012, developed comprehensive rubrics to support students as they transition from high school to post-secondary institutions. Our special needs students also receive school-to-work assistance through our comprehensive ROP and TPP programs. Students with disabilities who do not qualify for Special Education can be assessed for 504 coverage. Teachers are informed of any accommodations needed to enable more students to be successful in the general education classroom. Non-disabled students experiencing learning difficulties can access the Student Study Team (SST) process, and classroom teachers with concerns about specific students, parents or counselors can initiate an SST meeting, where specific problems are discussed and strategies are agreed upon.   Our SST meetings are in compliance with the law, including participation by general education teachers, but BHS teachers's busy schedules make participation in SSTs a challenge.

- Berkeley High School website / Food Court

- Data on student eligibility vs participation

- Special Education Professional Development Plan, 2011-2012

- Special Education rubrics for effective transitions

- CAHSEE prep materials

Support for our growing English Language Learner population is provided not only within our ELL and Newcomer programs, but throughout the whole school. Translated mailings and voicemail messages aid communication. English learners are supported appropriately according to their CELDT scores, both within the Newcomer program and in the larger school, where English teachers of mainstreamed English Learner students monitor their progress in reading, writing and speaking standards. Teachers schoolwide are CLAD certified and trained in SDAIE strategies, and a teacher-led body last year determined that this area of critical need be addressed by a comprehensive program. To that end, our entire faculty has begun training in *Constructing Meaning* strategies to improve academic language function of not only our EL students but also our other struggling populations, such as African American students. (PD support for *Constructing Meaning* is detailed in the "C: Instruction" section of this report.)	● ELL/Newcomer Professional Development Plan 2011-2012 ● ELL progress benchmark cards
Students' learning plans are reviewed and adjustments made when necessary. English Learners are assessed in their language skills yearly. Depending on results, students are moved from sheltered classes to mainstream classes.	
Continuous improvement through data analysis is the goal of professional development at Berkeley High School. Focused attention toward improving curriculum, including ensuring access for all of our students, have been addressed through individual professional development plans and evaluated by administration. Teachers share best practices and materials to teach, engage and include all students in the learning process.	● BHS Professional Development Outcomes 2011-2012 ● BHS SLC/ Department Professional Development Plans

B3: CURRICULUM

**Upon completion of the high school program,
students have met all the requirements of graduation.**

B3 FINDINGS	B3 EVIDENCE
Students at Berkeley High School must complete 220 credits to graduate with a diploma. This includes 40 required credits in English, 40 in Social Studies, 20 in Mathematics, 20 in Science, 10 in either World Language or Visual/Performing Arts, 20 in Physical Education, and 70 in Electives. Graduation requirements are explained in the BHS Course Catalog and the Student Handbook that is sent annually to all students and their parents. BHS' graduation rates are higher than the state or the county average. This is true overall for all students, and also true for disaggregated subgroups. For example, in 2010, 80% of the BHS African American cohort graduated, versus 55% for the county African American cohort.	● Course catalog ● 2010 Graduation data
Our advisory program, now in its second year, promotes personalization between teachers and students. The design is the result of collaboration between teachers, counselors and students. The program allows advisors to check in with their students around attendance, grades and progress toward graduation requirements. Advisors also periodically meet with students, to discuss their schedules, transcripts, and BHS graduation and A to G requirements.	● BHS Advisory Curriculum
Our eight academic counselors regularly meet with students and parents to review transcripts, making sure all students are on track for graduation. Students work with their counselors to develop four-year plans that guide them toward their goals. Grade reports are issued quarterly, with progress reports issued at the midpoint of each quarter. Parents and students are able, through the online PowerSchool parent/student portal, to view assignments, grades and attendance information. Direct teacher-parent contacts through phone calls and emails, as well as parent-teacher conferences and SST meetings also keep parents informed.	● Four-year plan outline ● PowerSchool
A variety of programs are designed to improve student achievement on the CAHSEE. Support classes (English and Math) are taught as both special and general education classes, available in the summer as well as in the regular school year. Booklets of sample CAHSEE questions and explanations are distributed to sophomores, and teachers often incorporate sample materials into lessons. The advisory curriculum also	● Support classes' syllabi

incorporates test-taking strategies in several lessons.	
Berkeley High has a commitment to supporting students, and offers many support options for students, both in class and outside of class. Students who struggle to pass academic courses or the CAHSEE are supported in a number of ways. Many students take advantage of after-school tutorials, taught by credentialed teachers in every subject, or the Student Learning Center, which provides homework help and college mentorships. Other academic support programs available to students include Academic Pathways (AP Project), Berkeley Scholars at Cal (BSC), RISE, Writer-Coach Connection, Berkeley School Volunteers, and Y-Scholars. The new YMCA Teen Center, directly across from Berkeley High School, also provides study groups and tutoring for BHS students.	● BHS website student support ● List of tutors ● Info from support programs
Students at Berkeley High School have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum. For example, BIHS includes mandatory requirements for "Creative Action Service" projects. Green Academy connects educational interests in alternative energy to a rigorous curriculum, Interactive Math Program (IMP) teaches math within the context of real world scenarios, AHA, CAS, Green and CPA all offer internships in the local community, providing students with authentic experiences as well as an early network for future career support. Small schools (as well as clubs such as YMCA Youth in Government) provide students with an opportunity to influence decision makers at the state and local levels, with research on current legislation and Sacramento lobby days at our state capitol. In CPA, students research bills, write persuasive letters to state senators and assembly members, and then personally visit these lawmakers to advocate their positions. The Drama Department creates touring educational shows for middle schools as a service learning project.	● Course catalog ● Small Learning Communities websites ● School garden ● Theatre for Social Change program materials
Students throughout our school also have the opportunity to participate in global service, through experiences like last year's trip to Israel and Palestine, the ecology trip to Costa Rica in summer 2012 with Ecology Program International, and the Global Glimpse trip to Nicaragua, where students in summer 2011 taught English to elementary school children and built a library for the school using funds they raised. Throughout all of these programs, the emphasis on writing is strong. Participants in these trips fundraise for many months in advance to ensure that students of all income levels can participate.	● SLC websites
Arts programs at Berkeley High offer a wide variety of real world application, such as a design-based curriculum. The World Language	

department offers programs that seek to give students the ability to communicate with people of a different culture and language. Another language that gives students real-world applications is within our Computer programming strands, where students can learn C++ and Java. The Science Department also stresses real-world applications through such experiences as frequent AP Environmental Science field trips including habitat restoration and monitoring with local community groups. In addition, the Biotechnology course enjoys a close partnership with Bayer and other local biotech companies. These partnerships not only give students experience in the field, but also provide opportunities for further education and employment after graduation.	● Course catalog

areas of strength and growth are on the next page ...

Areas of Strength for Category B: Curriculum

➢ Counselors monitor student progress toward graduation, supported by our student advisory program.
➢ A strong support system exists for students who need to make up credits in order to graduate.
➢ Staff is committed to creating and using assessment data to improve student achievement.
➢ More vertical alignment within learning communities is promoting better preparation for IB/AP/high level courses.
➢ BHS offers a wide and rich variety of courses. Access is afforded to all through support such as AP augmentation and other support classes.
➢ There is solid support for students with special needs, English learners, and students who lack basic skills.
➢ There is solid support for parents, such as through the Parent Resource Center.
➢ BHS has created a college-going culture in which the great majority of our students now aspire to post-secondary learning.
➢ Our graduation rates are above rates for county and for state – an indication of student engagement with their teachers' curriculums.
➢ Some departments have established strong partnerships with Berkeley's middle schools.

Areas of Growth for Category B: Curriculum

➢ Increasing numbers of students with limited English skills throughout our school emphasize the need to support students struggling to master academic language.
➢ Math curriculum changes have pushed advanced math topics into earlier grades.
➢ Budget cuts have forced a reduction in summer school offerings.
➢ BHS presently has no trade school / vocational education preparation, outside of the ROP classes.
➢ Advisory support for students' graduation progress would be stronger if advisory met more than once a month.
➢ Not all BHS learning communities have completed their work of alignment with standards.
➢ BHS is still shifting its school culture toward universal agreement on the importance of standardized testing.
➢ Not all departments have established partnerships with local middle schools.
➢ There is a lack of school-wide agreements on some common grading practices, such as policy of unexcused absences/tardies.

CATEGORY C:
Standards-Based Student Learning: Instruction

Focus Group Leaders:
Amy Burke--Math Teacher
Amy Crawford--English Teacher

INSTRUCTION, C1.
To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
C1 Findings	C1 Evidence:
Instruction at Berkeley High School adheres to the California Content Standards and the University of California/California State University A-G requirements. Student achievement is a fundamental priority of instructional decisions and policy. Challenging learning experiences are supported in BHS classrooms with activities that promote individual engagement and group cooperation. As part of our WASC self study, an examination of student work and peer observations of classroom teaching revealed widespread use at BHS of different modalities of teaching and learning. In addition to direct instruction, students learn core concepts and subject matter through a variety of individual and group projects. Berkeley High students deepen their understanding of academic content through collaborating and cooperating with peers. Classroom observations reveal frequent use of group and pair work, such as peer editing and "four-heads-together". These strategies are used to promote student engagement and also to meet the "L" in our SOLID goals: "**L**earning together." Although peer collaboration strategies are used extensively throughout the school, there is no school-wide policy mandating their use. Thus, there are a few individual teachers who rely more heavily on direct instruction.	• Standards-based curriculum • Course catalog • Results of observations • Interviews with students • Student work • ESLRs / aka SOLIDs

Classroom observations reveal that a majority of BHS teachers use strategies of engagement, such as cold-calling or random name-calling. In formal and informal meetings, colleagues share successful strategies. The science department in 2010-2011 focused its professional development on student engagement techniques from the book "Teach Like A Champion." Science teachers have been effective advocates among their non-science colleagues, with teacher-led PD, and via discussions in meetings. As a result of the science department's success, in 2011-2012, the World Language department adopted "Teach Like A Champion" as part of their professional development. The administration has encouraged this process by funding teacher-led PD on student engagement.

As part of making sure all students are involved in challenging learning experiences, the administration and the district have directed significant support and funding for professional development from a researched-based program called *Constructing Meaning (CM)*. CM trains teachers to incorporate concrete academic-language development strategies into their content teaching for Long Term English Learners and other struggling students. Although designed for struggling students, the CM strategies benefit all students and, thus, the administration moved to make it a cornerstone of this year and of next year's PD. In fact, one of the two critical academic needs selected for this new WASC self study is support for academic language development. In addition to supporting a critical academic need, the CM strategies address the "**O**" in our S**O**LID goals: "**O**ral and written communication."

Starting in the summer of 2011, teacher leaders and teachers from all BHS learning communities were encouraged and paid a stipend to attend a summer three-day workshop in CM's Academic English Instruction techniques. During the 2011-2012 year, portions of two all-faculty professional development days were dedicated to expanding the pool of teachers familiar with CM. As of this writing, all BHS teachers have been to either the two-day summer workshop, or to one of the in-service PD day trainings. The administration has promised to continue funding the summer trainings in 2012 as well. Learning communities are including academic language in their professional development plans and most have also set time aside to deepen the work during some of their Monday late-start meetings.

One of the cornerstones of the CM approach is for teachers to present students with academic language objectives for each lesson

- Results of observations
- Interviews with students

- "Teach Like A Champion," by Doug Lemov
- PD agendas from Science and World Languages departments
- agenda for teacher-led PD

- EL Achieve's *Constructing Meaning*

- critical academic needs in this self study
- SOLID (ESLRs)

- roster of attendees in summer PD
- summer PD agendas
- in-service PD agendas

that are separate from (but tied to) the lesson's learning objectives. Starting this year, teachers have been encouraged to start using this approach. Not yet a mandate for this year, the use of split academic/learning objectives will be required for teachers starting in 2012-2013. The principal has emphasized the posting of agendas and learning objectives, which was not the case with previous administrations. As a result there has been a shift to greater use of agendas and objectives, but classroom observations reveal that there are still individual teachers who do not post agendas or objectives every day.	• sample objectives and agendas from teachers' lessons
	• classroom observations
In order to make sure that all students are involved in challenging learning experiences, teachers employ a range of differentiated instruction strategies, such as staged questioning. The BHS special education department is a fundamental partner for general education teachers. Special education case managers work with individual teachers and also provide PD for learning communities. In the past three years, all learning communities and departments at BHS have received at least one PD training from the BHS special education staff.	• agendas for staged questioning workshops • agendas from PD provided by special education dept
When necessary, special education students are provided with instructional aides. Wherever possible, special education students are placed in general education classes, but for students who need more individualized attention, we offer basic skills classes and special day classes, depending on the student's IEP.	
AP and IB courses are offered in each of the six learning communities at BHS. Students can choose from a wide gamut of high-level courses that are open to both high performing and struggling students, who receive extra support through tutoring or augmentation.	• course catalog
All students (including special education students) participate in a structured advisory once a month with one of their own teachers, intended to monitor academic progress, attendance, and provide consistent information about the college process.	• advisory curriculum

C2: INSTRUCTION

To what extent do all teachers use a variety of strategies and resources,

including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills,

and help them succeed at high levels?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
C2 Findings	C2 Evidence:
At Berkeley High, teachers are current in the instructional content taught and research-based instructional methodology. Our professional development team facilitates a program that meets the varied demands of our six learning communities and eight departments. Teachers constantly work to improve their practice by attending research-based trainings and conferences around the state, bringing these new methodologies into the classroom. Just a few examples of the many conferences attended by BHS teachers in this past year include: -IB Level 1 and 2 training -TPRS Technique for teaching languages -National Equity Project Institute trainings -Interactive Mathematics Program In addition, BHS offers in-service professional development opportunities led by outside consultants and by our own teachers. To cite one example, the PD focus for 2011-2012 has been *Constructing Meaning*, (explained in detail in C1). Two-day workshops in CM were offered during the summer, followed by two days of in-service professional development during the academic year. These are being further supplemented by ongoing support from the district's Academic Language Coordinator, who is available for presentations to learning communities and to work with small groups of teachers or individuals. The idea of teachers as coaches to their peers is very much alive in Berkeley High School. It can be seen most clearly in our distributed leadership model in which every department and learning community has a teacher leader elected by his/her peers. These teacher leaders get a 0.2 FTE release time to meet with other teacher	• Agendas from conferences attended • Roster of teachers who attended conferences • PD calendar • EL Achieve's *Constructing Meaning* • Teacher leader job description

leaders and, under the guidance of the professional development coordinators, plan and lead PD sessions for their colleagues. In addition to leading PD, some teacher leaders have also taken on the role of mentors for new teachers in their learning communities.	- Agendas for PD meetings - Agendas for team lead meetings
Although not all BHS teachers see themselves as coaches for their adult peers, they all work as coaches for their students' learning. Few teachers at BHS limit themselves to being deliverers of content. Most see themselves as coaches in every sense of the word – helping students to succeed with subject matter content, but also with emotional and social support. This is particularly true in the four small schools at BHS, which are all under 300 students and whose small size allows for more personalization. The two larger programs at BHS have been moving to greater personalization by subdividing into smaller houses and experimenting with teams of teachers. Some of these teachers use assessment data not only to inform their instruction, but also to focus more attention on students who need it most. Extra help is provided for struggling students, both in structures set up within each learning community and department and for the large school.	- Interviews with teachers
Our advisory program provides an extra opportunity for teachers to work as "coaches" of students. All full-time teachers are also advisors. The expectation is that advisors will have one-on-one check-in meetings with their advisees to discuss attendance, grades, and progress toward graduation. Most teachers are unable to meet individually with all 20-25 of their advisees in one session per month, but over a period of a quarter, each student should have a chance for at least one personal check-in with the advisor. Because their advisees come from their regular classes, advisors also have opportunities for quick, informal check-ins outside of the advisory sessions -- 90% of advisors reported doing so in a staff survey.	- Advisory description - Advisory handouts for teachers - Staff survey of advisors
Our Student Learning Center is staffed by our Student Support Coordinator and volunteers from UC Berkeley, providing two hours of general homework help every afternoon. In addition, for students needing subject-specific support, tutoring is provided by teachers at no cost. Teachers receive a stipend for after-school tutoring. From September to November 2011, BHS tutors logged 535 unique student visits and a total of 1,200 visits for tutoring help.	- List of tutors - Learning Center brochure - Tutoring logs of visits
Berkeley High has a plethora of academic opportunities for all students. Classes range from remedial classes to Advanced Placement classes, in an effort to provide a challenging range of curricular options to different learning proficiencies. In addition to core classes, BHS students have access to an extensive variety of	- Course catalog

electives, experiential learning opportunities, and ROP courses.	
At BHS, a range of teaching strategies are used in the classroom, in order to actively engage students, emphasize higher order thinking skills, and help them succeed at higher levels. These strategies address all learning styles, including language learners and students with special needs.	● Classroom observations ● PD agendas
Representative samples of student work at BHS demonstrate structured learning and that students have ample opportunities to research, inquire, gather, discover and invent knowledge on their own. Throughout all learning communities, there are daily opportunities for students to connect content to broader issues, and to discuss and share their own learning with classmates. In all these arenas of learning, students are supported to work toward the "**S**" for **S**kills in our SOLID Graduation Goals (aka ESLRs).	● Examination of student work ● Interviews with students ● BHS SOLIDs (aka ESLRs)
Most teachers at BHS make their subjects accessible using lessons that are structured and relevant. Many teachers at BHS use scaffolded instruction or chunking. Others use graphic organizers in their instruction to more clearly structure learning and ideas. Some teachers use portfolio assessment, which students use to practice reflective learning and make connections to their own learning process in light of the standards. Some BHS teachers require a multi-step research paper, in which students learn organization and synthesis skills. The use of the above-mentioned strategies varies considerably from teacher to teacher. Some learning communities at BHS have agreed upon common strategies that all their affiliated teachers will use, while other learning communities leave it up to individual teachers to decide. There presently is no school-wide policy that requires any particular set of strategies.	● Classroom observations ● Interviews with teachers
Technology use in BHS classrooms also varies depending on the teacher, but the majority of teachers are conversant with educational technology and have incorporated it into their curriculum. BHS has a director of technology who supports teachers and there is a solid cadre of teachers who are tech buffs themselves. As a result, students can expect considerable use of technology in several of their classes, if not all.	● Job description for director of technology
For example, teachers in many classes use video and audio clips from the internet to present different perspectives to the students.	● Classroom observations

Many classrooms at BHS have LCD projectors that can be used to project clips, students' PowerPoint presentations, and other media. Many teachers have created their own websites, or they use the school's Moodle service, where students can access materials beyond the textbook and participate in online forums. Innovative teachers at BHS push their students to move beyond being passive consumers of technology. With creative hands-on projects, students are challenged to use technology to demonstrate their knowledge of the content. For example, some teachers at BHS have used the iPadio website, where students can record oral presentations via their cell phones, with the recording then downloaded onto Moodle, where their classmates can listen to it and then leave written comments in an online thread that is later graded by the teacher. Students without computer access can access these sites at computers provided in the Student Learning Center or in the school's library.	● BHS Moodle site ● Student work samples online ● iPadio recordings by BHS students
The BHS library is extensive and is used frequently by teachers who bring their classes to access research materials and resources other than the textbook. The school has two full-time librarians who work actively with teachers to create library lessons to supplement the classroom units. The library has a computer lab, one of two on campus.	● Observations of classes in the library ● Interview with librarians
All learning communities at BHS now have some form of capstone senior project. Small schools and BIHS students all complete an independent research project. In the small schools the project is connected to a service learning field study or internship. Academic Choice is in the midst of developing and planning a structured research project for seniors. Additionally, teachers in the small schools and within some departments in the larger programs frequently use service learning experiences to enhance instruction. All of these options support the "**D**" for **D**iscovering Community in our SOLID Graduation Goals (aka ESLRs).	● Course catalog ● Class syllabi ● Community service handouts ● SOLID (ESLRs)
Within the four small schools, there are plentiful opportunities for real-world experiences such as shadowing, apprenticeship, internships, and other community projects that support the "**I**" for **I**ndependence in our SOLID Graduation Goals. . Students are required to do some level of community service in nearly all the learning communities; this usually translates to a service learning component in a course's curriculum. Peer tutoring is required in the math department, with documented hours a course	

requirement in advanced courses. Documented internships with community partners and corresponding classes are required for students in all small schools, and these experiences must include a corresponding senior year research component (senior thesis) in most small schools. All integrated projects in small schools end in a public exhibition authentically evaluated by community partners.	
Some of the small schools sponsor trips abroad. Students and community members fundraise throughout the school year so that students can go regardless of income limitations. Some recent destinations have included Washington DC, Nicaragua, China trip, Israel and Palestine.	● Fundraising brochures ● Trip summaries

areas of strength and growth are on next page ...

Areas of Strength for Category C: Instruction

➢ There are ample opportunities for BHS teachers to learn new strategies and concepts through attending conferences off campus or via in-service PD led by outside consultants and also by their peers.
➢ On campus PD is focused around goals related to student achievement, for example, the two-year support of *Constructing Meaning* PD.
➢ The teacher-leader model supports the development of teachers as peer coaches.
➢ The professional development coordinators support development of appropriate PD. This is further supported by the release time for teacher leaders and the weekly Monday morning meeting time.
➢ BHS teachers use a wide range of teaching strategies and learner modalities.
➢ There is incorporation of technology in many teachers' curriculum.
➢ Students have access to a wide range of curriculum.
➢ There is a network of support for struggling students, English learners, and students with special needs.
➢ The library has many resources, and the two librarians are active partners with teachers who plan lessons with them.
➢ The school offers a variety of experiential learning, including community service, internships, and school travel.

Areas of Growth for Category C: Instruction

➢ Across the school there is an uneven use of effective teaching strategies, largely left to individual teacher preference or agreement among teachers in a particular learning community or department.
➢ There is also uneven use of differentiated instruction in all subjects across the school.
➢ Advisory only meets once a month. Personalized support of students would benefit from more frequent meetings.
➢ Course websites are voluntary. Administration has not taken a position on whether teachers need to post homework online, for example.
➢ Students' access to variety of experiential learning depends on their learning community.

CATEGORY D:

Standards-based Student Learning: Assessment and Accountability

Focus Group Leaders:

Carl Rogers--English Teacher

Dave Stevens—Professional Development Coordinator

D1 & D2: Assessment and Accountability

To what extent...

a) does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?

b) do teachers employ a variety of assessment strategies to evaluate student learning?

c) do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
D1 & D2 Findings:	**Evidence**
Berkeley High School uses a wide variety of assessment processes to collect, disaggregate, analyze, and report student performance data to the parents and other stakeholders within our community. Assessments are examined from the perspective of the individual student, the learning community, and the school as a whole. Within the larger groups data is disaggregated by subpopulations such as English Learners, students with disabilities, age groups, and ethnicity, to monitor our progress within targeted groups.	• Analysis and disaggregation of CST and CAHSEE results by school data staff for counselors,teacher leaders, Special Education staff, and the Newcomer program
Each year shortly after the student assignment process has been completed for our incoming cohort of 9th graders, each learning	• Recruiting of students for Summer Bridge Program

community has access to a snapshot of their future students. This information is regularly used to provide students who may benefit from additional academic support course selection counseling so that they may access classes that will support them during their transition year. Additionally, the cohort snapshots are used by the learning communties' lead teachers to plan summer retreats, where teachers plan curriculum and activities targetted to their student population .	• Recruiting of students for Accelerated Reading by all small learning communities • Summer retreat agendas
During the school year a variety of common assessments are used within the learning communities as well as across the entire school. For example, this past year, all BHS 9th graders took a common pre-assessment aligned with ELA standards. Each English teacher was provided with a detailed report for each of his or her sections that showed student performance on each of the standards. Because the information is uploaded into Datawise, we are able to more thoroughly analyze variables such as ethnicity, EL status, disability, parent education level, and student transcripts. Part of the Academic Choice PD Plan directly addresses the ELA assessment, and it will be utilized to plan future meetings based on those results and identified areas of need as measured by that assessment.	• ELA Common Assessment • 9th Grade English Teacher reports • Datawise reports • Common Assessment Inventories • AC PD Plan • BIHS common formative assessments (pre- and post- measures), summative assessments and progress monitoring instruments
School-wide common assessments also exist in Spanish 1/2, Algebra I, Geometry, Special Education Transition Outcomes, Biology, and all levels of IMP Math. Other math assessments are in varying degrees of development and use, but they exist and are continuing to be developed and implemented. Within many of the learning communities there exist additional common assessments designed around the specific foci of the SLC. The Math Department is collaboratively developing and analyzing common formative assessments with a language component and common rubric included. Within small schools such as CPA and CAS, teachers use portfolio assessment to evaluate student progress according to small school principles / habits of mind.	• Special education outcome rubrics • Math PD Plan • Math assessments • CPA/CAS/AHA portfolio samples • Portfolio rubrics
Challenges that remain regarding the assessment process include finding sufficient time for developing staff capacity to effectively use available data. Also, some staff say that Datawise, the district's data analysis tool, has limited application and is not user-friendly; many staff would like easier access to individual student and cohort scores on standardized	• Datawise

tests. The district's data office is currently researching other vendors with an eye toward replacing Datawise with a more user-friendly alternative. More professional development is needed to provide teachers with training in Datawise (or its replacement). In 2010-2011 the district's data office offered a series of trainings in Datawise to all teacher leaders, some of whom have gone on to train their colleagues. But some of the 2011-12 teacher leaders are new this year and did not receive the training.	
Over the past several years we have made great strides in aligning curriculum to standards, but do not have school-wide agreement around how grades should be calculated relative to student progress on the standards. However, within the small learning communities greater progress has been made due to their work on aligning courses and course sequences. For example, Academic Choice History is developing common Document-Based Question (DBQ) assessments for each course.	• DBQ assessments
Berkeley High teachers employ a wide variety of methods for allowing students to demonstrate progress on learning outcomes. These include portfolios (used by English and Visual Arts Departments), standard assessments, student performances, projects (both group and individual), essays, interviews, and additional assessments for EL students. Many of our staff have participated in professional development over the past several years around differentiation, staged questioning (a strategy for providing all students with a rigorous assessment), and using rubrics to improve the quality of teacher made assessments. During the current year's professional development calendar we have set aside two days for reviewing our assessments prior to the semester one exams and analyzing the data after giving the exam.	• samples of student work • samples of assessments • PD calendar
Areas of challenge around this issue include the comfort level of some staff around using authentic, performance-based assessment tools and the time required to vet assessments for quality.	
Many Berkeley High teachers use the findings from formal and informal assessments to inform the development of lessons. In varying degrees, learning communities use the data for incoming freshman from both state and district made assessments in designing their lessons for their freshman class.	• Sample lessons based on assessments

In this way they are able to address the general level of student need at the macro level. In 2011-12, we began giving all 9th graders a standards based assessment in ELA during the first several days of school. This assessment also included a rubric to assess writing skills that can be used across all grade levels. All 9th grade English teachers were provided with both class-wide as well as individual student information as to how students performed relative to each standard. Within classes teachers use a variety of methods to do in-the-moment assessments of student learning. These range from class and individual check-ins through a variety of methods, to electronic "clickers" where student answers are aggregated via computer to let the teacher see how well students are able to solve problems, to the regular use of exit slips. In addition to course grades, BHS reports individual student performance data to the parents and other shareholders of the community. Parents / caregivers are supplied with copies of their children's scores on external standardized tests, such as the CSTs and the CAHSEE. Aggregate data results are presented to the SSC, parent groups, and the board.	• 9th grade ELA assessment results • Interviews with teachers • Agendas/minutes from board, SSC, parent meetings.

D3 & D4: Assessment and Accountability

To what extent…

A) does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?

B) does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
D3 & D4	**Evidence**
Berkeley High School has a variety of methods for assessing and monitoring student progress towards achievement of the academic standards as well as the expected school wide learning results. Several times during the year the high school and the district's office of data (Berkeley Evaluation and Assessment) present findings for the school board and for our School Site Council. During this presentation disaggregated information is provided on CST, CAHSEE, AP and IB scores, discipline, attendance, as well as additional data requested by the community. These reports are archived at the district web site. With less frequency, but at least once a year, data presentations are also made to other parent groups, such as the Black Parents' Association, the English Learners Advisory Committee (ELAC), and the Latino Parents' Association. As part of the WASC process, our self-study coordinator visited all these groups to make data presentations using results of standardized tests. The coordinator also set up a parent WASC group and a student WASC group with whom standardized test results were shared and discussed in the context of our self study. BHS provides students and their parents regular feedback every 4.5 weeks in the form of a progress report or quarterly report card which is mailed home and also posted online. Our new PowerSchool student information system (described in more detail in D1, D2) provides	• School board documents and meeting notes • SSC documents and meeting notes • WASC coordinator's documents / agendas for parent meetings • Progress reports • Power School grades

feedback to students and parents on individual assignments and marking period grades. In the first semester of this year, 88% of BHS students, or their parents, accessed online grade reports at least once. Many teachers update their grades on PowerSchool on average every two weeks, but other teachers do so with less frequency. There is no school-wide requirement for frequency of posting grades, aside from the requirement for semester, quarter, and midterm progress reports.	• Power School logs of user access
Berkeley High mails home standardized testing results to the families of its students. One drawback is that parents who have not attended a data-explanation meeting at school can sometimes be at a loss to interpret the test results data that arrives in the mail. The school plans to write a mini-manual with explanations of how to read the data.	
Parents and community members also have access to the BHS school accountability report, which contains information regarding our school, such as demographic data, standardized testing results, school safety, school/district resources, and school expenditures. Although available each year, this informative document has not always been disseminated widely among the BHS community.	• BHS SARC
Berkeley High School regularly uses the results of assessment of student achievement relative to both academic standards as well as the ESLRs to drive the school's design, inform professional development, and allocate resources.	
For example, results of the 2011-2012 ELA Assessment led to a more thorough examination English teachers' standards-based instruction. Our principal allocated resources for an "Assessment Link," a series of workshops designed to foster collaboration among English teachers on standards-based instruction and provide training in Datawise to further analyze student results the creation of interim assessments used to monitor student progress on standards.	• ELA Assessment • Assessment Link
Results of common formative assessments created across all SLCs have led to a more data-informed process in professional development. PD leaders are reading and discussing the book *Driven by Data* and some are already applying its principles.	• Driven by Data (Bambrick-Santoyo, 2010)
As part of the process for this WASC self study, our leadership team (and, to a lesser degree, the whole staff) studied assessment data disaggregated by subgroups to come up with our two critical academic needs, which were selected in spring 2011. Since then, the school has	• WASC meeting agendas

been allocating resources and studying the best resources to support our two goals of increased mathematics skills and academic language development.	
Support for the latter is already in full swing with the school's adoption of a a researched-based program called *Constructing Meaning*. (Explained in greater detail in section "C: Instruction".) Starting in the summer of 2011, teacher leaders and teachers from all BHS learning communities were encouraged and paid a stipend to attend a summer two-day workshop in CM's Academic English Instruction techniques. During the 2011-2012 year, portions of two all-faculty professional development days were dedicated to expanding the pool of teachers familiar with CM. As of this writing, all BHS teachers have been to either the two-day summer workshop, or to one of the in-service PD day trainings. The administration has promised to continue funding the summer trainings in 2012 as well.	• EL Achieve's *Constructing Meaning* • workshop agenda • roster of teachers attending
An important change made since our last WASC visit in 2005 was the adoption of our current professional development structure. Motivated in large part by a desire to move toward a culture of greater data usage, our present structure includes a weekly Monday morning late-start meeting for departments and learning communities; pullout time for teacher leaders elected by their learning communities / departments; and two TSAs who share a position as professional development coordinator.	• PD archives • PD Blog

areas of strenghth and growth are on the next page ...

Areas of Strength for Category D: Assessment and Accountability

➢ The six BHS learning communities use state and district assessment data in designing their programs, informing their courses, and allocating resources.
➢ Recent years have seen a trend of increasing use and belief in the value of common assessments at BHS.
➢ There has been an increased use of data to inform the development of both department and learning community professional development plans.
➢ There has been increased support from the school district to provide resources for making data available, including FTE and trainings.
➢ There has been an increased sharing of data with community members through both the school site counsel and school board presentations.
➢ There has been an increased use of formative assessments.
➢ Teachers of all disciplines in Green and AHA are collaborating around rubrics and math assessments.
➢ All teachers post grades on PowerSchool and majority (88%) of students access those accounts online at least once a semester.

Areas of Growth for Category D: Assessment and Accountability

➢ There is an inconsistent use of state and district assessments among learning communities.
➢ Some staff need more support in data literacy. For example, new teacher leaders among this year's cohort were not provided with the same Datawise training that last year's teacher leaders received.
➢ Not all staff have agreed on the importance and need for common assessments.
➢ In a few cases, some BHS learning communties' common assessments were developed without first identifying common outcomes.
➢ There is a limited use of pre-assessments towards course outcomes that could be used to measure student growth, and inform instruction towards areas of need.
➢ There is lack of calibration around the relation of grades to course outcomes.
➢ There is difficulty among learning communities in agreeing on common curriculum.

CATEGORY E:
School Culture and Student Support

Focus Group Leaders:

Christina Mitchell--English Teacher (2010-2011)

Chris Young – Director of Student Activities (2010-2011)

Wyn Skeels – Academic Support Coordinator (2011-2012)

E1: School Culture and Student Support
The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
E1 Findings:	E1 Evidence:
Berkeley High School employs a wide range of strategies to encourage parental and community involvement. Aside from the PTSA (which provides volunteers, sponsors numerous activities throughout the year, and publishes a monthly newsletter), we have several points of parent connection at our school. For example, the Writer Coach Connection, a volunteer group of parents and community members who provide feedback sessions on student writings. BHS Leadership Team and Administration has been supportive in helping learning communities secure funding for this program.	• PTSA Newsletter • Writer-Coach connection website
BHS has all the mandated forums for parental involvement, such as School Site Council (SSC) and English Learners Advisory Council (ELAC). These forums have active participation and meet more frequently than required. The SSC, for example, meets twice a month. Although parent participation rates are high, the school is making an effort to reach out to additional families so that participants more closely mirror the demographics of our parent population.	• SSC bylaws • ELAC bylaws

There are many other venues at BHS for parent participation, such as the Latino Parents Association, the Black Parents Association, and the advisory councils associated with each learning community. These advisory councils are comprised of parents, students, teachers, and community partners. In these meetings, stakeholders are able to provide guidance and input on course offerings and practices that positively impact the teaching/learning process. Many of these community partnerships have led to mentorships and internships, which have provided students with real-world experiences and transitional activities to college and the world of work. In addition, some of the small schools hold extensive career day/week programs, inviting speakers from the professional community who hold occupations related to small school themes. Student access to these career events varies depending on the student's learning community. Some learning communities offer these events with more frequency than others.	• Small School Leadership Council / Advisory Board meeting agendas CPA internship connections with Children's Hospital, Alta Bates, BYA, Berkeley Youth Alternatives, Fast Response (EMT) • Green Career Week / CPA Career Day brochures • AHA: KALA (local arts organization), guest teachers, field trips
The Student Learning Center (SLC) employs a large number of tutors from UC Berkeley for after-school study hall. UC Berkeley students and parents also assist students in college-essay writing sessions. BHS has its own website that keeps parents informed of school activities, but the Berkeley High e-tree is the primary vehicle for eliciting parent involvement as it is updated on a daily basis. The school also frequently sends home "phone blast" messages and mailings for all important announcements so that families without internet access are kept updated. The school also mails all essential documents in paper copies – for example grade reports and informational packets about school and events at school.	• Student Learning Center brochure • eTree; mailings home
BHS has strong communication with parents who are already internet-literate, and for those who are not, the Parent Resource Center (PRC) supports parents in accessing school-related electronic resources, such as PowerSchool. Within the PRC, a Spanish-speaking Parent Liaison communicates with Spanish-speaking parents and translates much of the home-school communications.	• Parent Resource Center brochure • PowerSchool grades and attendance • PowerSchool logs of user access
The EL/Newcomer program is also affiliated with organizations such as Berkeley Congregations Organizing for Action (BOCA) – an interfaith community that supports BHS	• BOCA website

families – and Chicanos and Latinos for Academic and Student Success (CLASS) – a Latino community that supports BHS families. These organizations support families and students as they navigate the BHS landscape, which can sometimes be complex, especially for a newcomer.	• CLASS brochure
Among the many jobs that parent volunteers do at BHS is to work at the front desk taking phone calls and directing visitors. Parent volunteers also lead prospective students on tours of the campus.	• Parent tour packet
Twice a year the school hosts open-house meetings. Although the format can vary from year to year, usually the parents hear a large-group presentation from administration, and then they follow a mock schedule of their children's classes, in which they get to hear small-group presentation from each of their child's teachers. Course syllabi are available and there is a chance to review a small sample of student work.	• Back to School Night /Open House (guidelines/ exhibition programs)
The four small schools also host yearly exhibitions of student work and performance that is the result of interdisciplinary teaming and project-based learning. In these forums, the staff discusses student achievement of the academic standards and our ESLRs.	
BHS is fortunate to have two organizations comprised of family and community members supporting the teaching and learning process. The Berkeley Public Education Foundation (BPEF) annually honors teachers for distinguished service and provides hundreds of thousands of dollars in grants to teachers and programs throughout the district. In addition, BPEF partners with Berkeley School Volunteers to provide classroom support to teachers. The Berkeley High Development Group (BHSDG) is comprised of parent volunteers and provides grants to teachers at Berkeley High (including an annual $200 grant to each teacher for supplies they have purchased throughout the year.)	• BPEF website • BHSDG website, annual report
There are many community-supported tutoring programs. The Berkeley Schools Excellence Project (BSEP) also funds a .6 FTE position to coordinate subject-specific daily after-school tutorials and a daily after-school two-hour study hall staffed by UC Berkeley volunteers.	• BSEP website

In addition, many community programs at Berkeley High exist to support students in non-academic ways that impact their learning process. The Berkeley High School Health Center, a City of Berkeley entity, provides students not only with preventive care and first aid for physical needs, but also mental health counseling, addiction, eating disorders and domestic violence support groups, as well as resources for additional help.	• Health center brochures
The principal uses the e-tree to send messages home to parents (in English and Spanish) about the monthly advisory topic, so parents can be kept abreast of advisory activities and can communicate about them with their children as a way to reinforce advisory goals.	• Principal's Etree messages
Special Education at Berkeley High maintains parental and community involvement through the IEP process and other community resources. The Counseling-Enriched Class (CEC) is staffed with teachers and counselors from the Seneca Center, and helps support students with emotional disturbance. Clubs and organizations like Best Buddies, Build On, and the Outsiders Club help to keep students in special education programs well-integrated in the BHS mainstream student population.	• SPED course descriptions
The Special Education department has focused its professional development over the past two years on key skills and knowledge correlated to a successful transition from high school to education and/or work. Curriculum is being developed to support students' growth in post-secondary education, self-advocacy, and pre-vocational skills. "College Preparation COUN 224 " is offered through Berkeley City College (BCC). Approximately 60% of all seniors with IEPs participate in this class, which supports students in their transition from high school to post-secondary education through curriculum addressing study skills, career awareness, and self-advocacy. The course is available to all BHS students but primarily supports students with disabilities, EL students, and others at-risk of not graduating. Approximately 75% of the targeted students are found to be enrolled in a post-secondary program the following year – about 70 to 80 students each year.	• BCC class enrollment profile • SPED transitions documents • SPED transitions rubrics • Exit data • SPED data

E2: School Culture and Student Support

The school is …
… a safe, clean, and orderly place that nurtures learning and
… has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

FINDINGS	EVIDENCE
Using the criteria guide questions and suggested evidence, listed below are the self-study findings.	*The evidence listed below was used to develop the findings.*
E2 Findings:	**E2 Evidence:**
The Berkeley High campus is a safe, clean and orderly place that nurtures learning. For the most part, students take pride in our school and keep it clean. Our zero-tolerance policy regarding graffiti means that our custodial staff are fast responders to any acts of vandalism - when graffiti is reported, it is erased within twelve hours. The custodial and maintenance staff is available during school hours, after school and on weekends.	• Custodial maintenance request forms
Non-classroom spaces are also well-maintained, due to accountability procedures. For example, teachers must complete a reservation to secure a computer lab, and are required to check lab with students before and after use. The librarians have consistent expectations about keeping the library, its materials, and equipment in good condition.	• Reservation process for computer labs
In 2010-2011, there were three incidents involving guns on campus, and one across the street from the campus. There were no injuries, but in one of the cases a gun was discharged in a bathroom by mistake. The district immediately agreed to fund new temporary safety officers, whose positions were made permanent in the following year. The superintendent also convened an advisory safety committee that made several suggestions, such as the ones detailed below.	• Incident logs, police reports
New policies instituted in 2011-12 brought a proactive approach to violence prevention. There are now only two student entrances to the school, both supervised at all times. When students enter during class time, they must provide BHS	• BHS Safety Policy 2011-12

identification to gain entry. The main entrance is for staff and visitors only, and is equipped with a security buzzer. The administration also implemented an anonymous "tip line" for students to report suspected weapons on campus. These policy changes have been successful, witn no gun reports so far in 2011-2012.	• OCI data for this year
There are also fewer students in halls between classes. Students are not to use passes in the first or last ten minutes of each period. Although this rule had existed for many years, it was not enforced strictly until 2010-2011. The change has helped maintain an orderly hallway when previously there were mainy students wandering out of classes. Students are more consistently held accountable by administrators, school safety officers, and teachers, and systems and procedures are well maintained.	
BHS School Safety Officers have a prominent presence on our campus. Their role transcends that of "security guard," however. Our safety officers are regarded by our school community as intervention assistants, providing counseling and resources to students in need. Their professional influence often acts to prevent as much as respond to crisis situations. BHS also has an on-campus liaison from the Berkeley Police Department who works to support our Dean of Students and safety officer staff and intervenes when any legal issues arise.	● Interviews with safety officers and teachers
All BHS Learning Communities provide nurturing environment and team teaching opportunities. This is especially true of small schools, but the larger school programs have also increased their atmosphere of trust, respect and professionalism since splitting into "houses" that allow for subject-specific collaboration, team planning, and greater opportunities for personalization. All learning communities work hard to welcome their students at the beginning of the year, with orientation sessions for freshmen, schoolwide welcome picnics, and student leadership retreats. Small schools promote a "family" atmosphere, largely due to community building efforts, retreats, interdisciplinary units, and teacher/cohort looping.	
The AP Augmentation program in the small schools has demonstrated an increasing level of rigor and high expectations since its inception in 1997. These factors provide evidence of caring, concern and high expectations for students in an	● AP augmentation syllabi ● AP Augmentation enrollment data

environment that honors individual differences and is conducive to learning. Among the results has been increased minority participation. In 2011-2012, 80% of the AP Augmentation students are students of color.	
At BHS, many teachers open their classrooms before and after school and at lunch to provide help to students, and many teachers can be seen outside their doors greeting students as they enter, encouraging a safe, welcoming environment. BHS teachers are CPR-certified and aware of their roles as mandatory reporters. Veteran teachers at BHS know about the myriad student-support resources provided through the BHS Health Center and other district and city services but not all new teachers are yet aware of the gamut of services available to students.	● Interviews with teachers
Our Associated Student Body (ASB) Student Leadership Program is a highly active and positive presence on campus. With the current Activities Director now in his third year, the BHS Student Leadership program has evolved to have an increasingly significant impact on building school community. A program that was very homogenous is now robustly diverse, representing the true heterogeneity of our school community in ethnic background, ability levels and interests. The voices of all students are represented much more authentically in the school community then they were in the recent past.	● ASB Rosters ● ASB Agendas
Student leaders and the activities director are now organizing thirty to thirty-five events or campaigns that previously did not occur at BHS, all with the aims of increasing student achievement, attendance, and safety, helping students to positively identify at school, and to build community. Examples include an annual multicultural show, election convention, club fairs, staff appreciation reception and humanitarian campaigns that have unified the community and brought over $50,000 to disaster relief in Haiti, Japan, Pakistan as well as to help the local homeless and hungry. Staff and students who have been at BHS through this transition are often quick to note the changes in general climate of the school, attitudes of students, and relations among administrators, staff, and students, resulting in a higher level of social integration.	● Flyers, brochures, and videos of ASB events
BUSD signals respect for young leaders with a slot reserved for an elected high-school student on the district's school board.	• Board bylaws

E3: School Culture and Student Support

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Greater student access to an individualized learning plan has improved through the development of our advisory program, which began in 2010-2011. In the past, our eight counselors were tasked with the daunting responsibility of creating an individualized learning plan with all freshmen, and then reviewing that plan from year to year with students on their caseloads. With the creation of a five-year plan in the advisory program that students review and adjust from year to year with the help of their advisors, students can have a greater opportunity for feedback from a caring adult now that they have an advisor responsible for 25 students (as opposed to a counselor responsible for approximately 400 students each). In this way, academic counselors can still review individualized learning plans of students on their case loads, but can also be freed up to deal with more pressing student concerns.	● Advisory curriculum ● Sample five-year plans
Having the Berkeley Schools Excellence Program (BSEP) funding is a great strength for BUSD. This voter-approved parcel tax provides funding to the school district, allowing us to keep high school class at an average of 28:1, which is small relative to most other schools in California.	● BSEP website
As mentioned in greater detail in section "E1," the Berkeley High Health Center is an often-utilized resource allowing students to get help with physical, mental, and sexual health issues. Likewise, the College Career Center is a source of student support.	● Health Center ● College Career Center
Support for students with IEPs and English Learners is strong at BHS. Specific areas of strength include small EL classes, SDAIE classes and CLC classes.	
Support for academically struggling students is growing in significant ways. As of 2011-2012, the school has an Academic Support Coordinator who helps academically struggling students; the school has many after-school tutoring and support programs; the advisory program is intended to give more attention to students that might fall through the cracks. An area for improvement would be to increase	● Academic Support Coordinator job description

participation in after-school tutoring programs for the students that need it most.	
Individualized Educational Plans (IEPs) are set up to help students who qualify for special education services. Students are monitored by special education case managers and classroom teachers. If a student has a disability but does not qualify for special education services, a PL 504 plan meeting is convened by the student's academic counselor, who with the help of parents, teachers and other support staff craft an individualized learning plan to best meet the student's needs.	● IEP, 504 procedure
When a student is found to be at-risk academically, teachers may first set up parent-teacher conferences to meet a specific academic concern. If the problem continues, or if the academic concern is more widespread, a Student Study Team (SST) may be convened. The result of an SST can be a behavior modification plan, a review of the student's individualized learning plan, or a referral to be evaluated for special education services.	● SST procedure
Historically, average daily attendance at Berkeley High has been lower than the state average for comparably sized schools. The district allocated funds this year to add a new 0.5 FTE administrative position, the Dean of Attendance, as well as another new clerical position, bringing the number of classified staff working in attendance to three. With increase in staff has come an improved ability to work proactively with students and their families, including individual communication with students and parents, truancy enforcement and the use of SARB panels.	● Attendance office handouts
Students who are not on track for graduation can enter a credit recovery class. This class may include a blended online learning component, CyberHigh.	
Finally, another school culture strength is our small learning communities with their efforts to align curricula, develop common assessments, "loop" teaching assignments to create more student-teacher connections, and foster more personalized instruction.	● CyberHigh brochure

E4:   School Culture and Student Support Criterion

To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

All students have access to a challenging, relevant and coherent curriculum. BHS offers a comprehensive array of support services for students, including academic counseling, college advising, career and vocational advising, social and personal guidance, intervention, peer mediation, scheduling of classes, and parent/teacher/student conferences.	● Course catalog
Students who may need extended counseling are referred to the BHS Health Center mental health counselors. They offer individual counseling as well as support groups for grief, chemical dependency, abuse recovery, anger management, and self esteem.	● Health Center flyers
Academic counselors also provide classroom visits to help students schedule classes. In addition, teachers can request counselors to visit classes to teach topic-specific workshops (anti-bullying, etc.)	● Interview with counselors
Our two College and Career Center (CCC) advisors provide extensive support to students and their parents, offering one-on-one college planning meetings, classroom visits, personal statement help, scholarship searches, and financial aid workshops. Planning materials are distributed to students and flyers announcing college information nights and financial aid workshops are posted in classrooms, on the e-tree, mailed to parents, and announced over the public address system. In addition, the College and Career Center offers an extensive library of catalogs for colleges and universities, as well as test preparation materials. More than 100 representatives from colleges across the U.S. provide an introduction to their schools for interested students. Notices about college visits are posted on the e-tree and announced on the public address system, and students have the opportunity to sign up for presentations of their choice.	● CCC materials ● CCC website
Other services that support student success include:	

- ● Workability Program / TPP
- ● Internships
- ● Regional Occupational Programs (ROP)
- ● Annual hearing and vision testing, on-site immunizations (schoolwide Pertussis immunization this year)
- ● An on-site athletic trainer provides preventive care and injury treatment; teaches Sports Medicine class
- ● The Student Court provides alternatives to suspension
- ●

BHS has one of the largest varsity sports programs in the U.S., and belongs to the Alameda Contra Costa Athletic League. Some of our sports include the following: badminton, baseball, basketball, crew, cross country, field hockey, football, golf, lacrosse, soccer, softball, swimming/diving, tennis, track and field, volleyball, wrestling, water polo, and wrestling.	● List of athletics
The drama, music, and dance departments, including African dance, Baile Folklorico, and Advanced Theater Projects, put on major productions each fall and spring. The Jazz Ensemble places consistently in the top three in West Coast competitions. The BHS Pep Band has performed in Japan.	● Flyers and syllabi from fine and performing arts department
The newspaper and yearbook have received national recognition. The newspaper, *The Jacket*, has won numerous awards, including first place for the National Scholastic Press Association and Quill and Scroll.	● www.bhsjacket.com
In the 2011-2012 year, there are more 73 registered extra-curricular clubs at BHS, including the California Scholarship Federation and Honor Society, which serve approximately 400 students. Other clubs include the Black Student Union, Junior Statesman of America, Mock Trial, Raza Unida, Asian-Pacific Islander Union, DJ Club, Gay/Straight Alliance, Chess Club, Anime Club, Robotics Club, and the Jewish Student Union.	● List of BHS clubs
In addition to clubs, there are many other venues for student involvement, such as math competitions, community art festivals, and the Model U.N.	

Areas of Strength for Category E: School Culture and Student Support

➢ There is a great variety of well-attended community events for parent and community involvement.
➢ There are many venues for parents and community to get involved in school governance or school leadership at BHS.
➢ BHS offers a wide variety of programs and interventions to support students academically, and emotionally.
➢ Campus safety has been increased through the use of security gates, more security officers, and attendance tracking.
➢ Students are in class during class periods. Very few are in the hallways as a result of enforcing the no-passing rule in first and last 10 minutes of class.
➢ There is a gamut of cultural, political, and social clubs available to all students.
➢ The BHS list of athletic teams/options for students is one of the largest in nation.

Areas of Growth for Category E: School Culture and Student Support

➢ BHS needs to reach out to and recruit parents of color to join school governance venues such as the SSC.
➢ Some students in need are not connected with the myriad of resources available to them.
➢ There is a lack of clarity / enforcement on school policies regarding student participation in athletics and clubs.   Some students with poor attendance and low grades continue to participate on teams and in clubs.

Berkeley High School 2011-2012

Chapter 5: Action Plan

Chapter 5:
School-wide Action Plan

GOAL 1: **Increase proficiency and performance of all students in academic language, while accelerating the proficiency and performance gains of African American, English Learner, and Latino students in academic language.**

Growth Targets:

- Increase first-time CAHSEE ELA pass rates for all students by 2% each year for the next three years. *(Baseline pass rates for 2010-2011 = 83.6%)*
- Increase first-time CAHSEE ELA pass rates for African American, 5% each year for the next three years. *(Baseline 58%)*
- Increase first-time CAHSEE ELA pass rates for Latino students by 2% each year for the next three years. *(Baseline 83%)*
- Increase first-time CAHSEE ELA pass rates for EL students by 5% each year for the next three years. *(Baseline 41%)*
- Increase average score on the English portions of the SAT by 5 points annually each year for the next three years. *(Baseline reading 565; Baseline writing 553)*
- Increase all students scoring proficient on the ELA CST by 5% each year for the next three years. *(Note that the state assessment system may change in 2014)*
- Increase African American, EL, and Latino students scoring proficient on the ELA CST by 7% each year for the next three years. *(Baselines disaggregated for each subgroup)*

Action Items	Responsible Person(s)	Resources Needed	Timeline	Monitoring / Follow up
1.1 Ongoing support for Academic Language using research-based instructional strategies for English Learners through professional development, coaching and collaborative planning. • 1.1.1 Continue to offer 3-day workshops for *Constructing Meaning* and related trainings.	district academic lang coordinator; admin team; EL staff; SDAIE teachers	pd time during year; stipends for summer PD; stipends for staff to analyze and implement most current research	ongoing	number of teachers completing CM training; teacher surveys on the PD
1.2. Support teachers to learn and to increase use of academic language strategies: • 1.2.1 Scaffolding • 1.2.2 Structured oral language practice	PD coordinators; district academic lang coordinator; PD team leads; SDAIE teachers	pd time during year; teacher-led training sessions; pd coordinator sends out a monthly research-based	ongoing; one training per quarter beginning in second quarter of 2012-13	vice principal's walk-through data; peer observations

		article supporting development of one of these instructional-based strategies		

• 1.2.3 Access and build prior knowledge
  • 1.2.4 Frontloading vocabulary
  • 1.2.5 Teaching language for writing
  • 1.2.6 Use of sentence frames.				

1.3 Teachers' daily agendas to include academic language learning objectives.	Teachers	pd time during year; EL resource coach, Continuous training and examples available for all teachers	summer 2012 workshop; agenda expectation begins fall 2012	vice principal observations; peer observations

1.4 Increase the average amount of expository writing across all subjects across the school, particularly the humanities.
  • 1.4.1 Establish minimum expectations per grading period.
  • 1.4.2 Design rubrics aligned to common core standards.
	PD coordinators; language arts & social studies teachers; administrators	pd time during year, Research-based guidelines on quantity and volume of writing that most benefits improvement of student composition skills	Minimums established and submitted to admin team by winter 2013. Rubrics designed by June 2013.	Admin team reviews minimums and rubrics.

1.5 Increase collaboration between Spanish for Native Speakers program and the English Learners program.	Teacher leaders for EL and WL depts	Common meeting time, Create roadmap for integration of the departments and clear learning outcomes	First meeting by winter 2012-13; plan completed by June 2013.	Report to VP

GOAL 2: Increase proficiency and performance of all students in mathematics, while accelerating the proficiency and performance gains of African American, English Learner, and Latino students in mathematics.

Growth Targets:

- Increase first-time CAHSEE math pass rates for all students by 2% each year for the next three years. *(Baseline 83.5%)*
- Increase first-time CAHSEE math pass rates for African American, by 5% each year for the next three years. *(Baseline 59.4%)*
- Increase first-time CAHSEE math pass rates for EL students by 5% each year for the next three years. *(Baseline 59%)*
- Increase first-time CAHSEE math pass rates for Latino students by 2% each year for the next three years. *(Baseline 78%)*
- Increase average score on the math portion of the SAT by 5 points annually. *(Baseline 575)*
- Increase all students scoring proficient in all math subject area CST (Geometry, Algebra 2, Summative Math, etc.) by 5% each year for the next three years. *(Baselines disaggregated for each subject area)*
- Increase African American, EL, and Latino students scoring proficient on the math CST by 7% each year for the next three years. *(Baselines disaggregated for each subgroup)*
- Increase the percentage of African American, EL, and Latino students participating in higher level math courses: algebra 2, IMP3, math analysis, and IMP4, by 5% in each of the next three years. *(Baselines disaggregated for each subgroup)*
- Increase the percentage of African American, EL, and Latino students passing higher level math courses: algebra 2, IMP3, math analysis, and IMP4, by 7% in each of the next three years. *(Baselines disaggregated for each subgroup)*

Action Items	Responsible Person(s)	Resources Needed	Timeline	Follow up
2.1 Explore option of full-time math coach to enhance math instruction, math specific-PD, and student outcomes in mathematics •2.1.1 Ongoing professional development in research-based instructional strategies for math teachers.	district staff, principal, District Curriculum and Instruction Staff	pd time, district funding for a full-time math coach at BHS; access to latest secondary mathematics instructional research for all math teachers; instructional trainings; travel time and funds for math teachers to observe model programs	ongoing	surveys of PD participants; articulated strategies observable in math classrooms
2.2 Create common study packets for alg1, alg2, and geometry.	math teachers, team lead	pd time	Summer 2012	packets reviewed by VP

2.3 Opportunities for math CST / CAHSEE test-taking practice: • 2.3.1 Model tests • 2.3.2 Release questions • 2.3.3 Test-taking strategies	math teachers, math team lead, Intervention team, academic support coordinator, parent resource center (for distribution)	CAHSEE math prep programs and resources made available to all families of students scoring BB/FBB on 9th grade CST prior to 10th grade adminstration of test in February	ongoing	cst / cahsee data; follow up on product presented to admin and teacher leadership team
2.4 Improve accuracy of student placement in math courses, including reverse verifications.	VP, math teachers, math team lead, counselors	coordination between VP + counselors + math team, funds to build in full August work-day to review math placements; parties involved should include math department representatives, VP over master scheduling, and clerical staff supporting master schedule	every spring	monitor number of students who request placement change
2.5 Investigate courses that work in accelerating math skills for struggling students.	math team lead, district or site math coach, Math teachers and district Curriculum and Instruction Staff	use existing release time, Travel Time and Expenses for math reps to observe and research proven models of math intervention; subsequent work will involve briefing of the administrative team to determine best models and options for implementation at BHS in SY 13-14	ongoing	share results of findings with department and VP for decision

2.6 Implement common math assessments that reflect incoming common core standards. •2.6.1 Develop and administer a common pre-assessment for incoming 9th graders in algebra 1, geometry, and imp2.	math teachers, math team lead, district or site math coach	summer stipend to write assessments; time in school year to analyze results	Winter 2012-2013	share new assessments with VP
2.7 Map overlap between incoming core standards and the existing standards already in use. • 2.7.1 Develop curriculum and assessments that target the overlapping areas.	math teachers, math team lead, administrators	curriculum development time + district funding for middle school/high school collaboration for vertical planning	Winter 2012-2013	share new curriculum and assessments with VP

GOAL 3: Create a culture of high expectations for academic achievement.

Growth Targets:

- Increase all students who are A-G eligible at graduation by 5% every year for next three years. *(Baseline 58.3%)*
- Increase African Americans who are A-G eligible at graduation by 7% every year for next three years. *(Baseline 35.6%)*
- Increase Latinos who are A-G eligible at graduation by 5% every year for next three years. *(Baseline 58.2%)*
- Increase Latino, EL, and African American students taking and passing AP / IB, or honors classes by 5% in next three years. *(Baselines disaggregated for each subgroup)*
- Increase Latino, EL, and African American students taking ACT or SAT tests by 10% in next three years. *(Baselines disaggregated for each subgroup)*
- Maintain average BHS total SAT scores that are at least 100 points above the state average. *(Baseline BHS 1694 / state 1500)*

Action Items	Responsible Person(s)	Resources Needed	Timeline	Follow up
3.1 Common Expectations for Students: •3.1.1 Tie eligibility for extracurriculars (sports, rally, dances, etc.) to attendance in class. •3.1.2 Tie eligibility for extracurriculars (sports, rally, dances, etc.) to a minimum GPA •3.1.3 Clarify and enforce policy on permission slips for any activity or field trip that necessitates students' absence (sports, clubs, dance rehearsals, leadership, etc.) •3.1.4 Clarify and enforce policy on students in hallways during class hours. • 3.1.5 Clarify and consistently enforce common classroom behavior expectations and discipline procedures.	principal, vice principals, dean of students, dean of attendance; director of student leadership; athletic director, Parent Resource Center, Teacher Leaders, School Safety Officers	teacher leaders come to agreements; admin announce in student assemblies; student handbook; eTree for parents; letters home, time and funds for creation of finished document outlining all policies, procedures, and expectations for BHS	fall 2012	admin tracks; report to SSC; report to teacher leadership team
3.2 Common Practices for Teachers: •3.2.1 Agendas posted each period. •3.2.2 Agenda minimum includes learning objectives, language objectives, and activities to support those objectives. •3.2.3 School-wide use of research-based teaching techniques to check for	principal, vice principals, dean of attendance, attendance clerks, academic language coordinator, Teachers with specific	PD time to train teachers; team leads meet and calibrate their expectations, Ongoing trainings +web-based instruction in select strategies	Agenda use starts in fall 2012; all other items ongoing	admin tracks; report to SSC; report to teacher leadership team

understanding. •3.2.4 School-wide use of oral participation strategies, such as sentence frames, wait time, and other Constructing Meaning strategies. •3.2.5 Assignments' grades posted on PowerSchool every two weeks. •3.2.6 Attendance taken every period, every day. •3.2.7 Teachers adhere to hall-pass policies and safety officers enforce them.	instructional strategy expertise			
3.3 Common Assessments: • 3.3.1 Improve use of assessments by developing a PD calendar that supports identifying common outcomes, assessments and interim assessments and provides training in using assessment data to inform instruction. • 3.3.2 Develop & implement common math assessments that reflect incoming common core standards. • 3.3.3 Create a 9th & 10th grade common reading and writing assessments focusing on academic language and expository writing • 3.3.4 Use existing 9th grade ELA assessments for pre- interim, and post- assessments • 3.3.5 Develop ELD level assessments in reading, writing, listening, and speaking • 3.3.6 Develop and administer pre- tests common assessment for all disciplines • 3.3.7 Use data from common assessments to inform instruction.	teachers, pd team leads, pd coordinators, instructional coaches, vice principals, principal	PD plan / PD time / release time or stipend for summer, Calendar time time throughout year to review results and inform practice	3.3.1 = spring 2012 3.3.2 - 3.3.8 = ongoing for next three years	results of common assessments shared with teachers, team leads, admin, SSC, and board
3.4 Support For Struggling Students: • 3.4.1 Develop and improve access to CAHSEE prep resources to identified students. • 3.4.2 Opportunities for CAHSEE test taking, strategies, and help in	intervention coordinator, teachers, team leads, pd coordinators,	funding for new prep class; PD time / release time or stipend for summer, increased numbers	3.4.7 and 3.4.8 = form committees by fall 2012; written	results of common assessments shared with teachers, team

classes. • 3.4.3 Expand intervention and counseling directed at struggling long Term English Language Learners. • 3.4.4 Increase support for existing BHS/BCC transition class targeting students with disabilities and English Learners. • 3.4.5 Increase rates of participation in tutoring of students behind in credits. • 3.4.6 More 0 or 7 period support classes tied to high-level classes, such as Algebra 2. • 3.4.7 Create a pathway and support for African American, EL, and Latino students to take SAT / ACT tests. • 3.4.8 Create a pathway and support for African American, EL, and Latino students to take AP / IB and high-level classes. • 3.4.9 Offer pre-AP training to teachers in all subject areas.	Intervention Team Resources (bridge program, RISE, OCI staff) + Parent Resource Center + Counselors + african-american dept, EL dept + vice principals, principal	of intervention and support classes +expanded publicizing of academic support options to all segments of our parent community	program proposal by spring of 2013; all other items ongoing	leads, admin, SSC, and board
3.5 Attendance: •3.5.1 Recognition, awards, ceremonies for increased attendance. •3.5.2 Ongoing outreach to truants and their families. •3.5.3 Research intervention best practices from other schools. •3.5.4 Increase staff/parent/student awareness of policy changes.	dean of attendance; attendance team, Teachers +Special Ed Case Managers, School resource officer, student welfare and attendance or student services	funding for prizes; network with neighborhood businesses and associations; work with district to expand capacity and increase home visits	Fall 2012; ongoing	report ADA percentages to admin; team leads; SSC; board
3.6 Public recognition of academic success on a regular basis, for example honor roll.	admin; team leads,	Event funds with PTSA and local businesses	By spring 2013	Report to leadership team

GOAL 4: **Improve student engagement and achievement through innovative, standards-based curriculum that addresses the range of students' needs.**

Growth Targets:

- Increase number of students who report they are engaged in class by 1% for each of the next three years.
  (Baselines for engagement are in Worrell report, reported by BHS learning community and by subject area.)
- Decrease percentage of all students with more than 10 unexcused absences by 5% for each of the next three years.
  (Baseline calculated at close of 2011-2012 year)
- Decrease number of African American students with more than 10 unexcused absences by 10% for each of the next three years.
  (Baseline calculated at close of 2011-2012 year)
- Increase graduation rates by annually increasing the percentage of African-American and Latino students completing the school year with an "on-track" number of credits:
  9th Grade = minimum 55 credits; *10th Grade= minimum 110 credits*; *11th Grade=minimum 165 credits.*
  (Baselines for graduation to be calculated at start of 2012-2013 for each cohort.)

Action Items	Responsible Person(s)	Resources Needed	Timeline	Follow up
4.1 Recognize and acknowledge examples of innovative, standards-based curriculum created by BHS teachers. • 4.1.1 Provide PD time for teachers to analyze, discuss, and learn from colleagues' exemplary curriculum.	team leads; admin	pd time	ongoing	inventory of examples
4.2. Retain PD / Teacher Leader Structure: • 4.2.1 Analyze strengths and weaknesses of existing model. • 4.2.2 Present evidence to board to secure alternate funding when the federal grant sunsets in 2014. • 4.2.3 Maintain current FTE structure with PD coordinators and teacher leaders • 4.2.4 Maintain Monday late-start PD meeting time.	admin; teacher leaders; PD coordinators, District Staff	Team to document and present evidence of current structure	2012-2013	presentations to SSC and BUSD board
4.3 Support For Innovative, Standards Based Curriculum: • 4.3.1 Increase opportunities for teacher-led presentations on curriculum. • 4.3.2 PD on upcoming new national standards for math and ELA. • 4.3.3 Develop a standards-based	course-alike groups of teachers; team leads; district curriculum person + PD coordinators	funds for after-school workshops and summer workshops; department collaboration time	4.3.2 = by spring 2013; all other items ongoing	presentations to teacher leaderships, SSC, and BUSD board

outcome map for each course directly related to regular interim formative assessments. • 4.3.4 All courses align outcome curriculum and assessments to the state and new common core standards. • 4.3.5 Create vertical and horizontal integration in English and social studies classes.				
4.4 Support For Strategies And Assessments That Promote Engagement: • 4.4.1 Increase opportunities for teacher-led presentations on student engagement. • 4.4.2 Develop authentic assessments (include art / media models, portfolios) and analyze results to inform instruction.	admin; course-alike groups of teachers; team leads; PD coordinators	funds for after-school workshops and summer workshops; department collaboration time	ongoing	presentations to teacher leaderships, SSC, and BUSD board
4.5 Coaching and Mentoring: • 4.5.1 Research coaching/mentoring models. • 4.5.2 Establish a teacher mentoring/ coach program at BHS. • 4.5.3 Use existing CSTPs, Measurements of Effective Teaching project, and other research to create self-evaluation rubrics and peer observation and peer coaching tools for all teachers. • 4.5.5 Develop course evaluations that provide students opportunities to give direct feedback to teachers.	team leads; PD coordinators	pd time	Prioritize 4.5.1 and 4.5.2 with following timeline in mind : 4.5.3 = draft complete by January 2013; 4.5.5 = version available by june 2013	presentations to teacher leaderships, SSC, and BUSD board
4.6 Post-Secondary Careers and Paths • 4.6.1 Increase pathways related to a particular career field. • 4.6.2 Support for Regional Occupation Programs. • 4.6.3 Explore technical education options for BHS students. • 4.6.4 Expand community service opportunities and internship possibilities as an engagement tool.	ROP Partners, Faculty Internship Coordinators (via Partnership academy grants)	Continued ROP funding; additional district investment in career tech ed.	Ongoing	Quantifiable increase in post-secondary options; report presented to board, leadership team, and admin team.

<u>GOAL 5</u>: **Increase access and utilization of social and emotional support for all students, with an emphasis on struggling students.**

Growth Targets:

- Increase average daily attendance for all students by 1% each year for the next three years
  (Baseline to be calculated at close of 2011-2012 year)
- Increase average daily attendance for African-American students by 2% each year for the next three years
  (Baseline to be calculated at close of 2011-2012 year)
- Increase the percentage of students who report feeling connected to a teacher or other adult at BHS by 5% annually
  (Baselines to be results from 2011-2012 California Healthy Kids and Frank Worrell studies)
- Reduce the percentage of all students who drop out of school before senior year by 1 percent for each of the next three years
  (Baseline year is the 2009-2010 cohort)
- Reduce the percentage of African American and Latino students who drop out of school before senior year by 2 percent for each of the next three years.
  (Baseline year is the 2009-2010 cohort)
- Reduce the percentage of total suspensions that were issued to African-American students by 7% annually
  (Baseline 59%)
- Reduce the percentage of total African-American students who were suspended by 2% annually
  (Baseline 16%)
- Reduce total suspensions by 5% annually
  (Baseline 301)

Action Items	Responsible Person(s)	Resources Needed	Timeline	Follow up
5.1 Health And Wellness: • 5.1.1. Increase awareness of health center services among students, staff, and families. • 5.1.2 Increase awareness of BUSD and city of Berkeley youth services among students, staff, and families. • 5.1.3 Identify students eligible for free / reduced lunch, facilitate enrollment, and encourage enrolled kids to eat it. • 5.1.4 Increase awareness and use of BHS' universal free breakfast for students.	health center coordinator; admin	yearly presentations to staff and students, assemblies or visits to all classrooms; network with city's 2020 program	every fall and every spring	health services and food services to track number of students served, present to admin
5.2 Provide information to advisory teachers for teachers about existing intervention resources they can offer students in need.	intervention team; intervention counselor	list of interventions / intervention providers	ongoing	results of student surveys in advisory

5.3 Retaining Teachers of Color: • 5.3.1 Increase the percentage of TOC at BHS to better mirror the demographics of our student population. • 5.3.2 Provide more leadership opportunities for TOC. • 5.3.3 Create support groups w/ TOC and allies.	principal; admin team	regular meetings between BHS site committee and Human Resources staff	Ongoing; support group formed prior to 2013 school yearsite committee meets summer 2013;	track number of TOC retained
5.4: Intervention And Counseling: • 5.4.1. Form intervention support team. • 5.4.2 Create comprehensive list of all interventions and contact information to provide to teachers and staff. • 5.4.3 Counselors will meet in first month of school with new students who in their previous schools struggled with attendance and had scored below basic on CSTs. • 5.4.4 Through the use of periodic screens of attendance, grades, and graduation progress, identify students who need intervention and refer to appropriate resource / program. • 5.4.5 Develop a specific set of responses for when a student receives a second suspension in one year. • 5.4.6 Students will be tagged in PowerSchool according to the support service / intervention they receive.	admin; counselors; dean of attendance and other intervention leaders, health center staff, Parent resource center, OCI staff, intervention team (with connections to external partners), drug and alcohol counselors	develop a filter in PowerSchool for struggling students	Intervention team meets spring of 2012; quarterly meetings begin 2012-2013; ongoing	list of resources shared with staff; intervention team focuses on "power goals" and tracks growth; quarterly meetings with the principal with reports by all intervention providers
5.5 School Culture: • 5.5.1 Provide ongoing support for strong student leadership. • 5.5.2 Assemblies that foster positive school-wide respect for all (ex: World Cultures Day). • 5.5.3 expand capacity for conflict mediation and communication during emotional or difficult situations with school safety staff.	director of student activities, dean of students and school safety officers	maintain position of ASB director +contract services to support Safety Officer training	5.5.3 training by fall 2012; all other items ongoing	Dean of students and asb director report to admin team

5.6 Increase participation of general education teachers in IEP meetings	Teachers, special ed program supervisor, case managers	None	ongoing	Number of teachers reported to program supervisor
5.7 Family and Community: • 5.7.1 Get feedback from BHS parents on the effectiveness of resources currently devoted to involving families. • 5.7.2 Research existing community involvement models in other schools. • 5.7.3 Increase awareness and use of parent resource center. • 5.7.4 Explore possibility of a family literacy project for all families.	admin; parent resource center staff	Create survey for parents	ongoing	Survey results reported to admin team
5.8 Establish Support Groups: • 5.8.1 For students whose parents have a terminal illnesses or recently passed away. • 5.8.2 For students who are new to Berkeley. • 5.8.3 For anger management. • 5.8.4 For bullying.	health center staff, OCI staff, intervention team	District funding for middle and high school counselors and administrators to analyze incoming "at-risk" students for proactive supports	Ongoing; at least one new group up and running by winter 2013	Report to intervention team
5.9 Middle School Partnership: • 5.9.1 Identify struggling students before they get to BHS. Provide services to them in summer before 9th grade.	admin; middle school counselors; BHS summer bridge coordinator	network with middle schools	every summer and spring	identify middle school cohort and track their grades once in BHS

Appendix

APPENDIX CONTENTS

A: ESLRs – Previous and New Versions

B: Professional Development Plans

C: List of Student Clubs

D: Student Survey (Worrell Report)

E: List of Tutoring After School

F: Graduation Requirements
(excerpt from the "Choices" Brochure)

G: School Accountability Report Card (SARC)

H: Master Schedule

Appendix A:

BHS EXPECTED SCHOOL-WIDE LEARNING RESULTS

Previous Version

and

New S.O.L.I.D. Version

Expected School-wide Learning Results (ESLRs) – previous version
Adopted 2001/2002

1. MASTERS OF FUNDAMENTAL SKILLS WHO:
- Integrate the basic skills of reading, writing, and arithmetic into meaningful activities and projects.
- Demonstrate competence in the use of a computer, the internet, and other appropriate technological devices.

2. EFFECTIVE COMMUNICATORS WHO:
- Are able to receive and interpret information.
- Write coherent essays and reports relatively free of grammatical errors.
- Speak confidently, demonstrating command of language with clear enunciation.
- Can create and interpret artistic expression.

3. EFFECTIVE COLLABORATORS WHO:
- Work effectively with others in a variety of situations to set and achieve goals.
- Manage and evaluate their behavior as group members.
- Contribute and function in a variety of group roles.
- Demonstrate the ability to manage disagreements and conflicts caused by diversity of opinions and beliefs.

4. SELF-DIRECTED, REFLECTIVE LEARNERS WHO:
- Develop a roadmap (plan) for the high school years and beyond.
- Establish and adhere to standards of behavior that aid in their development.
- Overcome obstacles by effective application of skills.
- Reflect on and evaluate their learning for the purpose of involvement.

5. ACTIVE PARTICIPANTS AND CONTRIBUTORS TO OUR DIVERSE COMMUNITY WHO:
- Work to improve the quality of life for themselves, their school, community and the world.
- Understand how action or inaction affect oneself, others, and the community at large.
- Demonstrate knowledge of diverse cultures that fosters understanding of individual differences.

Berkeley High School
Expected Schoolwide Learning Results
Revised 2010/2011

SKILLS:

- Use reading, writing, and math for meaningful projects.
- Use a computer, the internet or other technology for learning.

ORAL AND WRITTEN COMMUNICATION:

- Speak confidently and clearly.
- Write essays or reports with few mistakes.
- Create or interpret something artistic.

LEARNING TOGETHER:

- Collaborate effectively with others.
- Contribute to a group in a variety of roles.
- Interact positively with people who have different opinions or beliefs.

INDEPENDENCE:

- Use skills to solve problems.
- Learn from your mistakes.
- Understand your own learning style.
- Start planning for life after high school.

DISCOVERING COMMUNITY:

- Know about different cultures and backgrounds.
- Understand that what we do affects others.
- Help make our school, our city, and the world a better place.

Appendix B:
SELECTED PROFESSIONAL DEVELOPMENT PLANS
2011-2012

➢ English Learners / Newcomer
➢ Science
➢ Special Education

Note: All BHS departments and learning communities have professional development plans on file in the office of the professional development coordinators. In the interest of space, only three were selected here.

Equity Goals: --Increase the first time pass rate on the CAHSEE for English learners who are CELDT level 3 or 4 by 10% by the February 2012 test.
-- Increase the passing rate for seniors who have not previously passed the CAHSEE by 10% who are at CELDT Level 3-4 by the end of the school year 2012.

The analysis of data We have been tracking our passing rate for three years for our seniors, and our 10th grade rate as a baseline last year. Last year at the end of May 53% of our seniors hadn't passed the CAHSEE ELA. This year 55% of our seniors haven't passed that test. Of those seniors that haven't passed 40% of them are at beginning or early intermediate on the CELDT—more of them are lower CELDT in 2010-11 than the previous year. They aren't ready at their language development level to pass this kind of test. (*Ask yourself if you could pass a grade 10 test in your second or third language after just studying it for 2 or 3 years.*) However, 15% of the seniors who had a chance to pass because they were intermediate CELDT didn't.

We did pay attention to the 45% of the Newcomer 10th graders who passed the CAHSEE this year and 35% of the LTEL 10th graders..

In addition we continue to have former EL students who come back and pass the CAHSEE the year or two years later when they have become more proficient.

The root causes We are not prepared enough as a program of teachers or on the same page to make sure that all ELD 3 or CELDT intermediate students pass the CAHSEE. The CAHSEE is a 10th grade ELA level and CELDT level 3 students are at grade level 5-7. In other words they are below basic and we have to do something things different to make up the grade level difference so that they can graduate. It is urgent.

Our theory of action If we improve our ability to use learning goals, summative and formative assessments, instructional routines, then teachers will be able to reflect on and adjust their instruction to target the areas where students are struggling in academic language learning, so that their test scores on the CAHSEE will improve

Professional Development Outcomes: What educational specialists will need to meet this goal:

Outcome	WASC CAN
1. Create learning goals for course, lesson, weekly or unit that include a language, content, or academic language component when needed and depending on the level of ELD or type of SDAIE or SNS class.	2
2. Create reading, writing, listening, speaking assessments for each ELD level	2
3. Improve instructional routines for increased student interaction and engagements or structured language practice strategies (SLIPS) --Kate Kinsela and Constructing Meaning.	2

Date	Topics	Outcomes addressed in this meeting:
September 19	*Back to School Night Week No PD*	
September 26 ELD	**Model Learning Goal Process and have time to work on Learning goals. Discuss Writing Assessment components.**	1,2
Oct. 10	*All day PD day*	
October 17 SNS/ELD (Subject Day)	**Systematic ELD Overview by Heather Tugwell**	1,2, 3
October 31 ELD	**Work on learning goals and or assessments**	1,2
Nov. 10	*All day PD day*	
November 14 SNS/ELD (Subject Day)	**An expert teacher models an instructional routine, presents his/her explanation/reflection, presents a video of the routine with students, the whole group discusses/ debriefs and sets goals as a program and individually about the routine.**	1,2,3
November 28 SDAIE	**An expert teacher models an instructional routine, presents his/her explanation/reflection, presents a video of the routine with students, the whole group discusses/ debriefs and sets goals as a program and individually about the routine.**	1,2,3
Dec. 12	*WASC DAY*	
January 9th	**formative assessments (Work on learning goals and or assessments)**	1,2
Jan. 30	*Semester Break*	
Feb 6th	*Open House week No PD*	
Feb. 13	**formative assessments (Work on learning goals and or assessments)**	1,2
March 5	**Work on learning goals and or assessments**	
March 12	**An expert teacher models an instructional routine, presents his/her explanation/reflection, presents a video of the routine with students, the whole group discusses/ debriefs and sets goals as a program and individually about the routine.**	1,2,3
April 9 SDAIE	**An expert teacher models an instructional routine, presents his/her explanation/reflection, presents a video of the routine with students, the whole group discusses/ debriefs and sets goals as a program and individually about the routine.**	1,2,3
April 16 SNS/ELD (subject day)	**An expert teacher models an instructional routine, presents his/her explanation/reflection, presents a video of the routine with students, the whole group discusses/ debriefs and sets goals as a program and individually about the routine.**	1,2,3
May 7	**An expert teacher models an instructional routine, presents his/her explanation/reflection, presents a video of the routine with students, the whole group discusses/ debriefs and sets goals as a program and individually about the routine OR work on learning goals and or assessments**	1,2,3
June11	*All Staff Meeting*	

Berkeley High School Science Department
Professional Development Plan, Equity Goal, and Outcomes:

Instructional Goal: a) Teachers' self-assessment score of their use of techniques 1 – 27 of Doug Lemov's *Teach Like a Champion* will increase from 2.41/4.0 to 2.9/4.0 (a 20% gain). b) The science department will establish a baseline score for teachers' self-reported use of techniques 28 – 41 of *Teach Like a Champion*.

Equity Goal: The percentage of African American and Latino Students meeting teacher standards on teacher designed assessments will increase by 20% over the baseline established during similar assessments during the 2010-2011 school year.

<u>**The analysis of data**</u>
Data based on grades and CSTs have long indicated that academic achievement of Black and Latino students (our *target population* for our equity goal) in science courses lags behind that of their peers. This is further corroborated by underrepresentation of Black and Latino students in the science department"s most challenging courses: Physics, AP Biology, AP Physics, and AP Chemistry (and, to a lesser degree, Honors Anatomy and Physiology, and AP Environmental Science. This gap also shows up on teacher-made assessments, designed and administered by subject area teams in the science department since 2009. On these assessments, higher percentages of target students students do not perform up to teacher standards than do their non-target peers. For example, in the spring of 2011, 63% of target students did not perform up to teacher standards on our chemistry assessment, while 55% of non-target students did not meet the standard. In the same assessment period, 93% of target students did not meet teacher standards in our biology assessment, while only 43% of target students were below standard. This pattern persists in every subject area, and has persisted since the 2009 school year (the first year data was taken).

<u>**The root causes**</u> (that are under our control)
Students in our target population arrive at Berkeley High School behind their non-target population peers. Classroom instruction that doesn't pay attention to issues of equity of opportunity during the learning process will result in outcomes that enhance this gap, rather than reduce it. For example, if teachers typically call on the first student who raises his/her hand, then target population students who might not be as confident about participating will be left behind. Similarly, if students are allowed to say "I don't know," they can easily opt out of the learning process in a self perpetuating cycle. Only assertive, focused teaching that demands that all students learn can reverse this trend, and this is exactly what is promoted in *Teach Like a Champion*.

<u>**Our theory of action**</u>
We believe that if science teachers universally adopt research tested techniques for improving instruction, outcomes will improve for all of our students, particularly those in our target population. The techniques in *Teach Like a Champion* are particularly oriented toward increasing student engagement. This includes engagement during reading of course material and lab instructions (*Control the Game* reading), questioning (*Cold call, Check for Understanding*), and independent student work (*circulate*). The entire book, in fact, is oriented towards leading teachers to take control of student outcomes through techniques that create a culture of student engagement, through careful lesson plan techniques that involve objective focused instruction; scaffolded instruction; and assertive and proactive classroom management. And by engaging all our students in the process of learning science, particularly lower achieving students, we believe that we can start to close the gap.

<u>**Professional Development Outcomes:**</u> What educational specialists will need to meet this goal:

Outcome	WASC CAN
1. Review chapters 1 – 27 of *Teach Like a Champion*.	Academic language, Math
2. Study and practice chapters 28 – 49 of *Teach like a Champion*	Academic language, Math
3. Design and implement common assessments in the fall of 2011.	Academic language, Math
4. Design and implement common assessments in the spring of 2012	Academic language, Math
5. Reassess the extent to which teachers have mastered TLC techniques are using these techniques in their instruction	

2011 – 2012 Calendar of Activities

Date	Activity	Read in *Teach Like a Champion*	Activities Around Common Assessment	Outcomes addressed
8/26	Reintroduce department members	**Read Chapter 5,** *Creating a Strong Classroom Culture*, p. 145 to 165		1
9/26	* Review basic concepts from TLC. * Discuss and reflect upon **Ch. 5**: *Entry Routine, Do Now, Tight Transitions, Binder Control, SLANT, On Your Mark, Seat Signals, Props*	**Read Chapter 6,** *Setting and Maintaining High Behavioral Expectations*, p. 167 to 201.		2
10/31	Discuss and reflect upon **Ch. 6:**100 Percent, What to Do, Strong Voice, Do It Again, Sweat the Details, Threshold, No Warnings.	**Read Chapter 7,** *Building Character and Trust*, p. 203 to 221.	Plan Common Assessment 1. **ASSESSMENT WILL INCLUDE A HOLISTIC WRITING TASK.**	2, 3
11/28	Get fall common assessment student-ready		Implement the common assessment	3
1/9			Analyze Common Assessment 1	3
2/13	Discuss and reflect upon **Ch. 7:**Positive Framing, Precise Praise, Warm/Strict, The J-Factor, Emotional constancy, Explain Everything, Normalize Error	**Read Chapter 8,** *Improving Your Pacing*, p. 225 to 233.		2
3/5	Discuss and reflect upon **Ch. 8:**Change the Pace, Brighten the Lines, All Hands, Every Minute Matters, Look Forward, Work the Clock, Reflection and Practice		Plan Common Assessment 2. **ASSESSMENT WILL INCLUDE A HOLISTIC WRITING TASK.**	2, 4
3/5	Get spring common assessment student-ready		Implement spring common assessment	2, 4
4/9		**Read Chapter 9,** *Challenging Students to Think Critically*, p. 235 to 245.	Analyze Common Assessment 2	2, 4
5/7	Discuss and reflect upon **Ch. 9:**One at a Time, Simple to Complex, Verbatim, Clear and Concise, Stock Questions, Hit Rate	• Reflect upon and celebrate this year's accomplishments. • Set next two-year plan.		2
May/June	Survey teachers to determine use of TLC techniques			5

Berkeley High School Special Education Department 2011-12
Professional Development Plan, Equity Goal, and Outcomes:

Instructional Goal: All students with IEPs will demonstrate a growth of 10% towards mastery on Effective Transition Interventions as measured by department-developed rubrics through the development of stronger use of academic language related to Transition.

Equity Goal: All African American and Latino students with IEPs will demonstrate a growth of 20% towards mastery on Effective Transition Interventions as measured by department-developed rubrics through the development of stronger use of academic language related to Transition.

The analysis of data During the last academic year the special education department did an analysis of students who have been successful in the years post-graduation. We identified five areas that strongly coorelated to post-secondary success. During the spring of last year we developed a rubric for each area along with a list of strategies that supported movement towards mastery for each characteristic.

The root causes of poor transition are related to a lack of specific skills, critical information, and weakness in the use of the (academic) language associated with successful transition including the areas of self advocacy, pre-vocational skills, post-secondary options, community college, and realistic goal setting.

Our theory of action is that by teaching specific skills, information and the associated language explicitly within our INE classes (direct instruction classes taught by Educational Specialists) we can positively impact the post-secondary outcomes for students with disabilities.

Professional Development Outcomes: What educational specialists will need to meet this goal:

Outcome	WASC CAN
1. Special education teachers will identify the critical academic language that relates to the effective transition outcomes. (Language of self-advocacy, employment, post-secondary education and training, community college etc).	Academic Language
2. Teachers will increase their proficiency in the use of rubrics to both evaluate progress and inform further instruction.	
3. Teachers will develop their capacity to use data from the rubrics to develop and implement authenitc and meaningful Transiton goals for students' IEPs.	
4. Teachers will collaborate to develop internal consistency within INE class curriculae and practices.	Academic Language
5. Teachers will develop a common CLC final (directed study period) that measures student progress towards mastery on transition outcomes.	

Date	Topics	Outcomes addressed in this meeting:
Sept. 26	-Academic Language in Transition, CLC common outcomes and curriculum	1, 2
Oct. 17 (AC)	- Developing CLC curriculum that support transition	1, 2
Oct. 24 (IHS)	- TBA by BIHS	
Oct. 31	-Identifying strategies that support Transition	1, 3
Nov. 14 (AC)	- Developing CLC curriculum that support transition	1, 2
Nov. 21 (IHS)	- TBA by BIHS	
Nov. 28	- Identifying Transition goals that align with rubrics	3
Jan. 9	- Common finals and aligning rubrics to grades	4, 5
Feb. 13	- Analyzing data from common finals	2, 5
March 5	- Supporting transition within INE Classes	4
March 12 (AC)	- Developing CLC curriculum that support transition	1, 2
March 26 (IHS)	- TBA by BIHS	
April 9	- Continue with alignement of rubrics, strategies, and goal banks	1-5
May 7	- Finalize all rubrics, strategies, and goal banks for 2012-13 - Finalize all common curiculum units for 2012-13	1-5

Appendix C:

LIST OF STUDENT CLUBS AT BHS
2011-2012

Club Name	Website and/or Affiliations	Meeting times & Location	Faculty Sponsor	Student Representative #1	Student Representative #2	Mission Statement
APIC (Asian and Pacific Islander Committee)		Thursday Lunch, C334	Dana Moran	Elizabeth Cho elizabeth.cho95@gmail.com 510.325.1658	Marisa Gee smileoahu@yahoo.com 510.452.7789	Focused on spreading Asian awareness within our club and within the community. Through fun activities and community service.
Axolotl Awareness Club		Tuesday Lunch, C135	Ariel Morris	Katharine Khomhaengwong Katharine.k@hotmail.com 510.381.4083	Elisheua Ruth Anismon bleugemini@msn.com 510.847.9076	To spread awareness of the plight of axolotls, a Mexican endangered salamander.
Based Scholars		Thursday Lunch, C314	Valerie Trahan	Mathhew Feucht matthewfeucht@gmail.com 510.684.8505	Jonathan Ruchlis jonathanruchlis@gmail.com 510.506.3417	To study and discuss the rhetorical techniques and accomplishments of Brandon McCartney
The Body Positive	The Body Positive	Monday Lunch, G305	Colleen Simon-O'Neill	Maya Ball-Burack Mrb895@yahoo.com 510.207.4720	Reina Kiefer reinabobeina@yahoo.com 510.912.1509	To be a support group for and raise awareness about healthy body image in women and men.
Book Club		Thursday Lunch, C207	Robin Green	Emma Watry Watry13@yahoo.com 510.684.2942	Nia Nitschke nianitschke@yahoo.com 510.395.7285	Students get together and discuss interesting books. Also to promote reading.
Book Trust Club	BookTrust	Tuesday Lunch, C326	Kate Rosen	Defne Gun defnegun@gmail.com 408.394.9460	Ananya Bhatia-Lin ananyalibl@gmail.com 510.283.3028	To raise funds to implement the BookTrust program at TCN elementary school in Oakland.
Country Music and Southern Cooking Club		Tuesday Lunch, C115	Doug Dohrer	Triana Kalmanoff tkalmanoff@yahoo.com 510.459.1315	Amy Hintz amylorih@gmail.com 510.612.4541	To promote appreciation of country music and southern food.
Dance Composition Club		Wednesday Lunch, Afro-Haitian Studio	Naomi Washington	Illana Share ilanashare@yahoo.com 510.809.5726	Breanna Toldon Ms.bretoldon@yahoo.com 510.499.05.82	To explore dance styles by choreographing in small groups or individually. Also to give the opportunity to teach.

Club Name	Website and/or Affiliations	Meeting times & Location	Faculty Sponsor	Student Representative #1	Student Representative #2	Mission Statement
Eco-Community Club		Monday Lunch, G207	Kate Trimlett	Crystal Rogers Crystalboo2003@yahoo.com 310.616.6831	Rosemary Davis rosemaryhdavies@msn.com 510.557.9439	To reduce BHS' carbon foot print and to involve in life changing events in the community.
Freestyle Club		Tuesday Afterschool (3:30-4:30), C126	Cathy Dao	Jonah Hemphill jayhemphill@ymail.com 510.387.4408	Ben Knobel benknobel@gmail.com 510.717.7491	To give students a safe, comfortable outlet to practice Freestyle rapping.
GSA (Gay Straight Alliance)	The Pacific Center	Wednesay Lunch, H102A	Deborah Goodner	Emma Carlblon kalamkari@comcast.net 510.292.5040		To bring people of all sexual in unity to create a free and safe place for those who need it. Also to prevent homophobia.
His Majesty's Etymological Society		Tuesday Lunch, C113	Karla Herndon	Eli Davey Elidavey@berkeleyhigh.us 510.337.4479	Ian Chisholm iancashchisholm@gmail.com 510.206.8500	To provide a gathering place for scholars to come together and discuss the history of words and phrases.
Homeless Support Club		Tuesday Lunch, C317	Timothy Zolezzi	Quan Tran Penguinbaby619@gmail.com 510.289.2819	Brianna Hedemann bhedemann@gmail.com 510.409.0743	To raise money and run drives to donate to local homeless shelters. Also to volunteer for organizations.
IMPACT (Improving People and Communities Together) Club		Tuesday Lunch, C224	Rogers	Michelle Liu myxliu@yahoo.com 510.508.8901	Tina Yu Yutina94@gmail.com 510.306.9089	To fundraise and raise awareness for small and large organizations (Breast Cancer, AIDS, etc.)
Improv Club		Tuesday Lunch, A203	Doug Dohrer	Lowell Berry lowellmab@mindspring.com 510.219.0980	Morgan Rose calrose@comcast.net 510.502.4021	To bring improve to students who love it, want to learn it and don't have a chance to take a drama class.
Jewish Student Alliance		Tuesday Lunch, C205	Zora Tammer	Milo Dubinsky dubloskymilo@yahoo.com 510.725.9108	Noah Goldstein giantsdude@gmail.com 510.219.8669	An organization dedicated to spreading Jewish values and culture.

Club Name	Website and/or Affiliations	Meeting times & Location	Faculty Sponsor	Student Representative #1	Student Representative #2	Mission Statement
JSA (Junior Statesman of America)	Junior State of America	Wednesday Lunch, C3	Robin Green	Emma Watry Watry13@yahoo.com 510.684.2942	Nia Nitschke nianitschke@yahoo.com 510.395.7285	Students get together and discuss interesting books. Also to promote reading.
Key Club	Kiwarus	Monday Lunch, C113	Doug Dohrer	Sophia Haoui sophiahaoui@yahoo.com 510.590.6444	Jane Huff Julysnow30@gmail.com 510.347.9067	A community service club to give students an opportunity to help the community around them.
KIVA		Tuesday Lunch, C232	Richard Conn	Madeline King maddenikgking@gmail.com 510.725.8474	Anya Christy a.lo.christy@gmail.com 510.717.5809	To raise money for a website that allows users to make microloans to microenterprises all over the world.
The Leah Henry Appreciation Foundation		Monday Lunch, C219	Tebbe	Boothe Carlson Boothe.carlson@gmail.com 510.220.2789	Emma Watry 510.684.2942	To getting to know and appreciate Leah Henry while also immersing in her interests and life.
Minorities for a Change(MFAC)		Tuesday Lunch, PORT 4	Janelle Bugarini	Erik Leon Leonerik37@gmail.com 510.290.9621	Yoseline Escalante Yoseline.buendia@yahoo.com 510.334.2857	To encourage minorities to unite and participate in helping our community service projects.
Model United Nations		Thursday Lunch, C231	Bobby Cupp	Anya Christy a.lo.christy@gmail.com 510.717.5809	Jalena Keane-Lee Jalenakeane.lee@gmail.com 510.841.4417	To learn about current events and the UN, through conferences which stimulate UN procedures.
Mountain Bike Racing Club	www.bhscycling.org, NorCal High School Cycling League	Tuesday,Thursday,(4:20PM) Sunday (10:00AM), NorCal Room/Campanile	Evy Kavaler	Emily Anderson-Merritt Emily@nannynannybooboo.com 510.734.7857	Camilo Vilaseca Camilov789@hotmail.com 510.542.7768	To promote cycling and compete at a high level but also to interact with other schools and students
Middle Eastern Club	UC Berkeley Middle Eastern Clubs	Thursday Lunch C1266	Cathy Dao	Navid Golemohammadi Navidg6@yahoo.com 510.813.5004	Iman Abdella imanabdella@yahoo.com	To educate BHS students about various Middle Eastern Cultures
ONEBADMUNTY Art Corps		Monday-Friday Lunch, G108A	Eric Norberg	Odin Stahmor Spicypancake94@gmail.com 510.342.6950		To teach Berkeley high students to hone their drawing skills.

Club Name	Website and/or Affiliations	Meeting times & Location	Faculty Sponsor	Student Representative #1	Student Representative #2	Mission Statement
The Philosophy Club		Wednesday Lunch, C115	Doug Dohrer	Luz Tur-Sinai Gozal orzitag@hotmail.com 502.296.4014		To promote an open exchange of ideas by means of discussions, debates, and videos about philosophical figures and concepts.
Photography Club	The Berkeley Camera Club	Thursday Lunch, H103	Lucinda Daly	Miranda Koenig mirandakoenig@comcast.net	Madison Williams madijwill@yahoo.com 510.325.0026	To broaden the horizons of aspiring artists to help them develop their craft through other aspiring artists.
REACH		Wednesday Lunch, C125	Meyer	Rachel Moriconi Rfmoriconi100@yahoo.com 510.305.7471	Hannah Evans hannahclairebear@yahoo.com 510.402.8933	To raise awareness and money to end human trafficking.
Reading Buddies	Washington Elementary School Afterschool	Tuesday, Wedensday Afterschool 4:30-5:15, Washington Elementary School Library	Kate Rosen	Elizabeth Cho Elizabeth.cho95@gmail.com 510.325.1658	Sabrina Eugster eclipse4now@gmail.com	For BHS students to to help their local community and also improve the reading level of students at Washington Elementary
SEA (Shoreline Ecology Alliance) Club		Wednesday Lunch, C224	Carl Rogers	Triana Kalmanoff tkalmanoff@yahoo.com 510.459.1315	Madeline Roberts 510.414.7707	To raise money and awareness for the preservation of oceans and shorelines. Also going to beach clean-ups.
Shake N' Bake	The Women's Drop-in Shelter	Monday Lunch,	Jessie Luxford	Rachel Sullivan Rachelcarrie1993@aol.com 510.316.9862	Claire Ettlin clairecettlin@gmail.com 510.206.0776	To satisfy people with baked goods and donate all profit to women in need.
Shakespeare Society	CA Shakespeare Theater (Cal Shakes)	Tuesday Lunch, A205	Jordan Winer	Miranda Taylor Mirandataylor29@gma48il.com 510.847.1629	Sierra Baggins Sierra.baggins@gmail.com 510.666.7048	To promote arts and bring theater professionals to talk with students, organize trips to performances, etc.
Slam Union	Youth Speaks, youthspeaks.org	Thursday Lunch, C308	Rasiah	Tehan Ketema tehanketema@berkeleyghigh.us 510.439.6069	Jonny Chang Jonnychang510@comcast.net	To publicize poetry and give BHS students a chance to express their creativity and talent.

Club Name	Website and/or Affiliations	Meeting times & Location	Faculty Sponsor	Student Representative #1	Student Representative #2	Mission Statement
Ski and Snowboard Club (Go Ahead Shread)	Bay Area Ski Bus	First and Third Tuesday of month Lunch, C224	Carl Rogers	Victoria Miller Victoriaelysemiller@gmail.com 510.691.7204	James Losito jamesnl@sbcglobal.net 510.502.9996	To give an opportunity to get to the mountains at least 4 times during the ski/snowboard season.
Wish…For A Movie Club		Tuesday Lunch, C125	Matt Meyer	Luz Tur-Sinai Gozal orzitag@hotmail.com 520.296.4014		To send kids/teens of underprivileged families at BHS to go see a movie.
Ultimate Frisbee (Berkeley High Coup)		Sunday (10-1), Tuesday and Thursday (4-6)	Patrick Chamberlin	Caleb Irvine Calebirvine64@gmail.com 510.230.8330	Julian Ludewigt juludewigt@gmail.com 510.717.5286	To teach and spread Ultimate frisbee and prepare high school students for Ultimate in college
UNRA (United Nation Refugee Aid)		Tuesday Lunch, C309	Jose Colon	Imad Din imadgreen@yahoo.com 510.314.5863	Dominic Francisco Dhf510@yahoo.com 510.333.4630	To help refugees around the world by raising money through fundraisers.
Yemeni Youth Club		Friday Lunch, C128	Heidi Ramirez-Webber	Mohammed Aledlah aledlahm@yahoo.com 510.501.1974	Homza Al-Alriemy homzaa@yahoo.com 510.206.8618	To help Muslim students achieve their goals at school and help get information about college.
Yoga for Stress Relief	Niroga Institute	Tuesday 4pm-5pm, H203	Laurie Rodney	Kaiza Robinson robinsonkaiza@yahoo.com 510.375.8461	Dominique Hayes 510.917.4436	Teaching the basics f yoga breathing and poses to relieve stress, build confidence, and lead to better mental and physical health.
Young People's Program	Willard AfterSchool Program	Monday Thursday Afterschool (4:00-5:30), Willard Middle School	Eric Jung	Elizabeth Cho Elizabeth.cho95@gmail.com 510.325.1658	Hajin Yi Hajin456@gmail.com 510.292.0222	To tutor and mentor students at Willard Middle School to become more socially and academically successful.
Youth For Christ	Berkeley College Christian Church	Friday Lunch, C314	Valerie Trahan	Daniel Koo aztbhas@gmail.com 415.418.0194	Hajin Yi Hajin456@gmail.com 510.292.0222	A place to introduce Christianity and a safe environment where Christians and non-Christians can talk and meet.

Appendix D:

STUDENT SURVEY
(WORRELL REPORT)
2010-2011

Berkeley High School

Spring 2011 Report

Submitted to

Debbi D'Angelo and Yukon Dong

Program Evaluation, Research and Student Information Systems

Berkeley Unified School District

Ashley Milton

Berkeley High School

Prepared by

Frank C. Worrell & Leo White

University of California, Berkeley

Graduate School of Education

September, 2011

Introduction

One thousand, nine hundred and sixty-two students from Berkeley High School completed a survey in Spring, 2011. The report summarizes the findings from that survey and corresponding school records. The data summary focuses on differences among learning communities, racial/ethnic groups, and gender. Students were 53.8% female and had a mean age of 15.9 years ($SD = 1.27$). Students from all four grades were represented (see Table 1): 29.4% ($n = 554$) from the 9th grade, 23.6% ($n = 444$) from the 10th grade, 26.5% ($n = 498$) from the 11th grade, and 20.6% ($n = 387$) from the 12th grade. English only learners made up 73.6% ($n = 1,386$) of respondents. About 10% ($n = 196$) of the ELL students were reclassified fluent English proficient, 7.9% ($n = 149$) were initially fluent English proficient, 6.6% ($n = 125$) were English learners, and 0.6% ($n = 12$) were unclassified.

The sample consisted of 60% of the school population and is representative of Berkeley High and the learning communities with some differences. Over 60% of students in Arts and Humanities, Berkeley International, Communication Arts and Sciences, and Green Academy participated, compared to 52% of Community Partnerships Academy and 44.7% of Academic Choice. The participation rates of all but two groups were within 3% of their rate in the school; Berkeley International was over-represented by 14.6% and Academic Choice under-represented by 10.7%.

The mean cumulative GPA for all students was 2.95 ($SD = .90$). There were, however, substantial variations in cumulative GPA among subgroups (i.e., race/ethnicity, sex, and learning community). Figure 1 illustrates the average GPAs across these groups. Specifically, females, on average, had a higher GPA than males; African American students, on average, had the lowest GPA, whereas Asian American and European American students had the highest.

Table 1. *Respondents by Learning Community, Grade, Gender, and Race/Ethnicity*

Learning Community	*n*	*%*
Academic Choice	586	31.12
Arts and Humanities	153	8.13
Berkeley International	689	36.59
Communication Arts and Sciences	136	7.22
Community Partnerships Academy	123	6.53
Green Academy	193	10.25
ISP	3	0.16

Grade	*N*	*%*
9	531	28.50
10	478	25.66
11	475	25.50
12	379	20.30

Gender	*n*	*%*
Male	881	47.24
Female	984	52.76

Race/Ethnicity	*n*	*%*
African American	429	23.39
Asian Amer/Pacific Is.	183	9.98
European American	772	42.09
Latino American/Chicano	242	13.20
Native American	10	0.55
Other/Mixed	198	10.80

Figure 1. *Average Student GPA by Race/ethnicity, Sex, and Learning Community.*
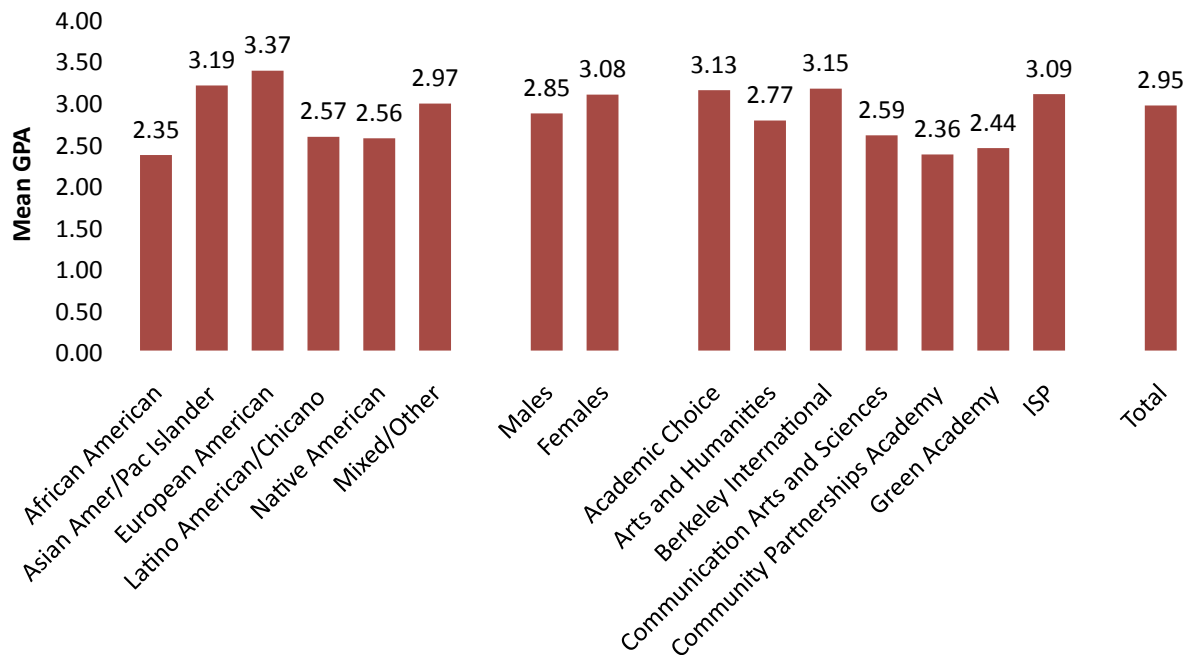
As can be send, students enrolled in Berkeley International High School and Academic Choice had higher average GPAs than students enrolled in Arts and Humanities, Communication Arts and Sciences, Community Partnerships Academy, and Green Academy.

Students self-identified with a variety of racial/ethnic backgrounds: African Americans (22.8%), Asian Americans (9.7%), White/European American (41%), Latino/Hispanic (12.9%), and Other/Mixed (10.5%). According to school records, 75% of parents have some college education, and approximately 5% do not have a high school diploma. Figure 2 presents parental education by racial/ethnic group. Parents of European American, Asian American, Native American, and Other/mixed students were more likely to have a college degree than parents of African American and Latino American students, a finding that mirrors last year's data. Based on school records, approximately 60% of students began their primary schooling in Berkeley Unified School District, and one third entered the district at the beginning of middle school.

Figure 2. *Parental Education Level by Ethnicity.*
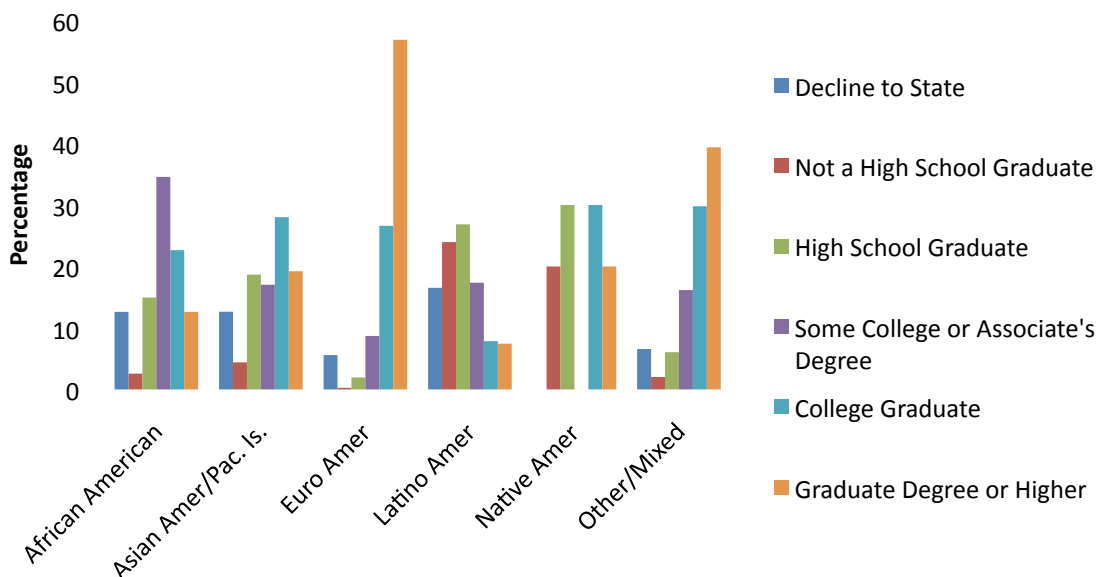
Perceptions about School

Students provided their perceptions of the learning communities and their teachers. For both affinity to teachers and affinity to learning communities, three seven-point Likert scale items were averaged to create a composite variable. Tables 2 and 3 present the means and standard deviations of students' responses broken down by racial group. Although the data suggest that African Americans tend to feel less affinity to their teachers than other students, African Americans only differ significantly from Latinos ($p < .05$), and the effect size is small.

Table 2. *Students Perceptions of Learning Community by Race/Ethnicity*

Race/ethnicity	N	Mean	SD
African American	363	5.28	1.34
Asian American/Pacific Islander	174	5.48	1.24
European American	733	5.40	1.19
Latino American/Chicano	221	5.59	1.19
Native American	8	5.92	1.24
Mixed/Other	185	5.33	1.20
Total	1684	5.40	1.23

Table 3. *Students Perceptions of Teachers by Race/Ethnicity*

Race/Ethnicity	N	Mean	SD
African American	365	5.20	1.31
Asian American/Pacific Islander	174	5.30	1.26
European American	735	5.48	1.22
Latino American/Chicano	221	5.40	1.28
Native American	8	5.96	1.31
Mixed/Other	188	5.17	1.28
Total	1691	5.36	1.26

European American and Latino American students had no significant differences on their

average perceptions of their learning community and teachers ($p > .05$). On items addressing

students' affinity towards their learning community, there were no significant differences

between male and female students ($p > .05$). Table 4 presents students' self-reported affinity to

their learning community and teachers by learning community. Mean ratings for teachers and

learning communities were all greater than 5.0 on a 7-point scale suggesting generally positive

perceptions across all the learning communities. Nonetheless, Arts and Humanities and

Communication Arts and Sciences students had significantly and meaningfully higher mean

learning community ratings than Green Academy. Students in these two schools also rated their

teachers more positively, although all ratings were quite high (> 5.0 on a 7-point scale).

Table 4. *Students' Perceptions of Learning Community and Teacher Composite by Learning*
Communities

Learning Community	Learning Community Composite (1-7)			Teacher Composite (1-7)		
	n	*Mean*	*SD*	*n*	*Mean*	*SD*
Academic Choice	534	5.30	1.29	537	5.21	1.28
Arts and Humanities	145	5.70	1.24	146	5.68	1.23
Berkeley International	651	5.30	1.23	644	5.39	1.18
Communication Arts and Sciences	121	5.75	1.34	119	6.01	1.06
Community Partnerships Academy	110	5.30	1.26	109	5.32	1.27
Green Academy	165	5.02	1.27	164	5.27	1.32
ISP	3	5.11	1.84	3	6.00	1.00

On a six-point Likert scale, students were asked to rate their comfort level (from

Extremely Anxious to *Extremely comfortable*) in asking various people for help with an academic

problem and a personal problem. Means for different accessible persons are presented in Figure

3. On average, students reported being most comfortable asking their friends for help with

personal (*Mean* = 3.69, *SD* = 1.70) and academic problems (*Mean* = 3.75, *SD* = 1.62).

Conversely, students reported being least comfortable asking the principal or the vice principal

of their learning community for both academic (Principal: *Mean* = 2.81, *SD* = 1.58; Vice

Principal: *Mean* = 2.81, *SD* = 1.61) and personal issues (Principal: *Mean* = 1.86, *SD* = 1.75;

Vice Principal: *Mean* = 1.87, *SD* = 1.69). Also, students tended to be more comfortable asking

for help with an academic problem than a personal one.

Figure 3. *Students' Comfort in Asking for help with Academic and Personal Problems.*
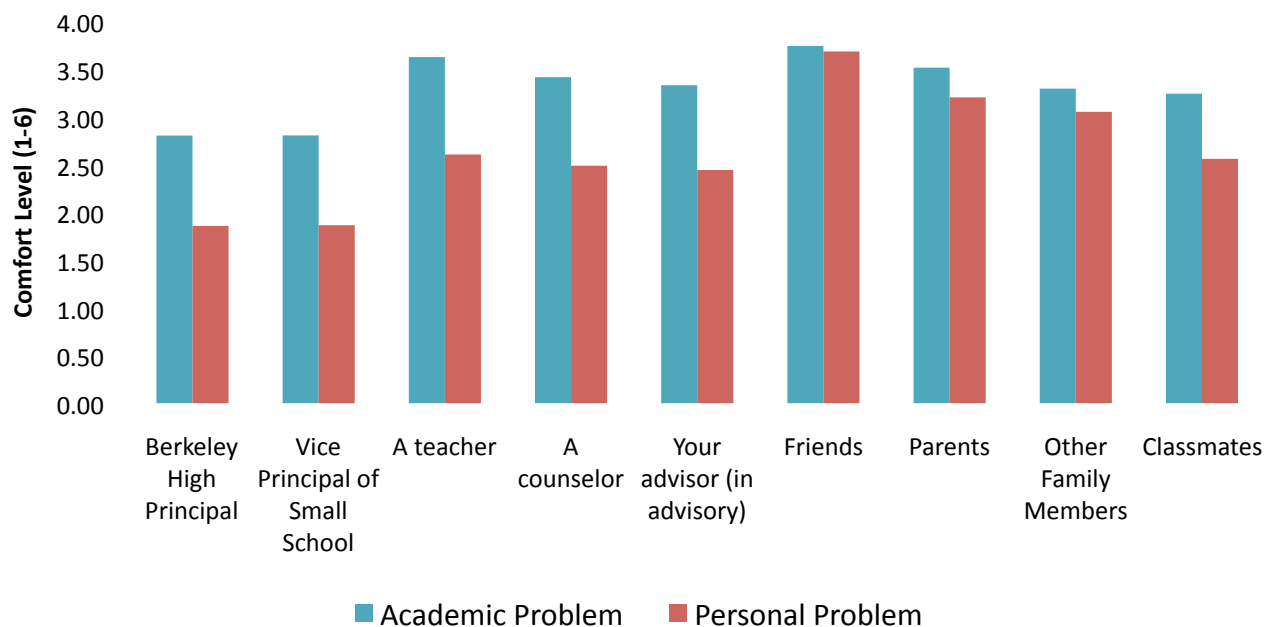
Perceptions of Advisory

Students responded to five Likert scale low-inference items describing their experience in

advisory, with verbal and numerical anchors: 1 (*strongly disagree*), 2 (*disagree*), 3 (*neutral*), 4

(*agree*), and 5 (*strongly agree*). Approximately 41% of students *agreed* or *strongly agreed* that

they had the opportunity to be supported by their advisor in the past year; 29% responded

neutral, and 30% *disagreed* or *strongly disagreed*. Table 5 presents the percentages of

respondents' agreement or disagreement to this item by race/ethnicity and learning community.

A majority of students (60.4%; *n* = 1,070) *agreed* or *strongly agreed* that their advisor was someone they could speak to about academic issues, whereas less than a quarter of students (24.2%; *n* = 427) felt the same way about using their advisor to address personal issues. With regard to feeling supported during high school and for academic plans *after* high school, the data are similar. That is, the same proportion (i.e., 32%) of students *agreed* or *strongly agreed* that advisory supported them with current academic issues as well as supporting the future academic plans. In sum, these findings suggests that a considerable minority of students benefited from advisory support and that students tended to view advisory as an academic support more so than a resource for personal issues.

Table 5. *Opportunity to get help from Advisor by Race/ethnicity and Learning Community*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
African Amer.	13.1%	12.0%	31.3%	24.2%	19.4%
Asian Amer./Pac. Is.	13.2%	16.1%	28.7%	32.8%	9.2%
Euro Amer.	17.4%	16.5%	28.2%	25.3%	12.6%
Latino Amer.	10.6%	11.1%	29.3%	31.7%	17.3%
Native Amer.	33.3%	33.3%	16.7%	0.0%	16.7%
Mixed/Other	13.4%	21.8%	26.3%	24.0%	14.5%
Academic Choice	18.0%	13.7%	29.7%	25.2%	13.4%
Arts and Humanities	12.1%	17.1%	32.9%	26.4%	11.4%
Berkeley International	15.0%	17.2%	27.6%	26.8%	13.5%
Communication Arts and Sciences	10.4%	12.2%	22.6%	24.3%	30.4%
Community Partnerships Academy	12.0%	14.8%	29.6%	31.5%	12.0%
Green Academy	11.6%	14.4%	30.1%	27.4%	16.4%

Educational Aspirations

Students were asked to indicate their educational aspirations and their parents'
educational aspirations for them on a five-point scale: graduating from (a) *high school*, (b) *a two-
year college or trade school*, (c) *a four year college or university*, (d) *professional or graduate
school*, or (e) *do not know*. These results are presented in Figures 4 and 5 below. Over 80% of

Figure 4. *Students' Educational Aspirations*
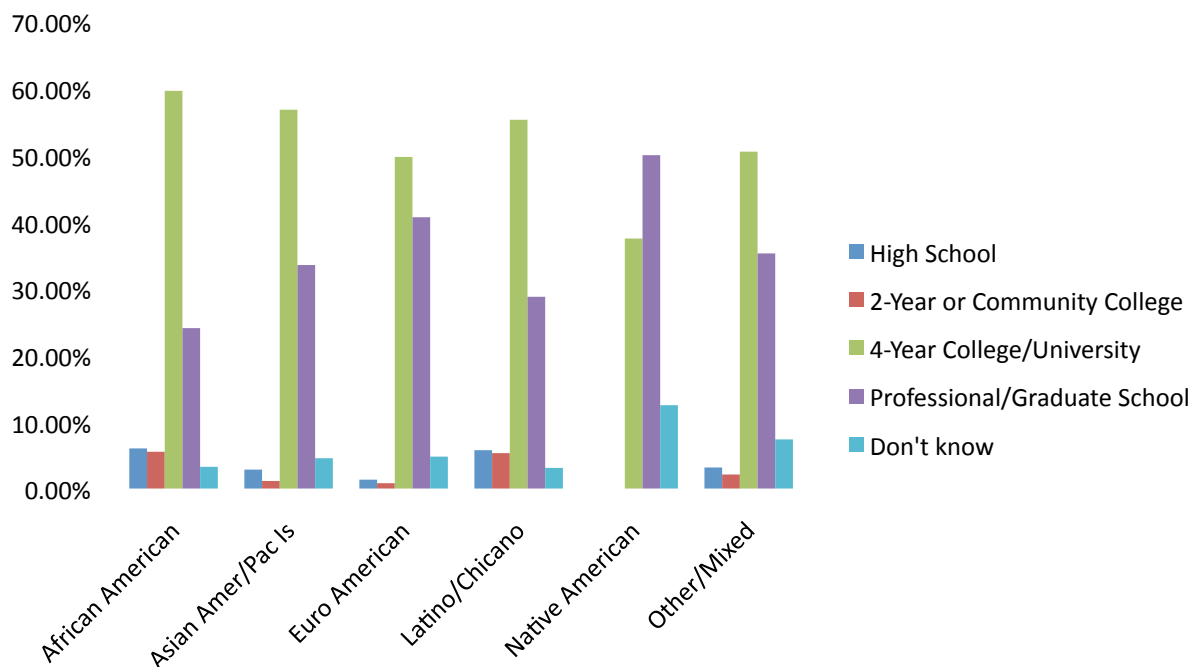
respondents indicated that they and their parents expected them to obtain either a bachelor's or a
graduate degree. More Asian American and European American students reported expecting to
complete a graduate or professional degree than the other four groups. Notably, students'
educational aspirations were not significantly different than the aspirations that their parents had
for them ($p = .83$), which indicates within-household parity of educational aspirations.

Figure 5. *Students' Parents Educational Aspirations of their Child as Reported by the Students*
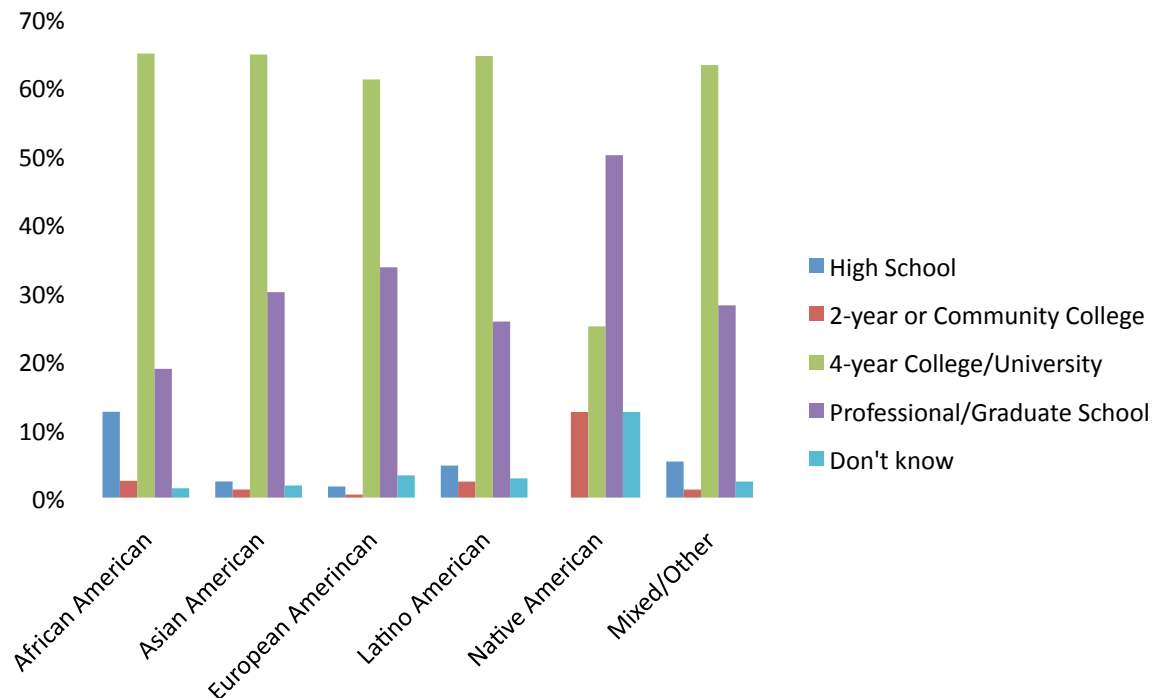
Perceptions Toward BHS Learning Communities

On a seven-point Likert scale (1 = *Do Not Like Them*, 7 = *Like Them*), students rated how they felt about students in each learning community. Table 6 contains students' mean ratings for their own and other learning communities, and these means are also graphed in Figure 6. Students, regardless of learning community, were more positive, on average, about students within their own learning community than about students in other learning communities ($p <$ .01). However, views toward learning community members and members of other learning communities did not differ significantly across groups.

School Behaviors

On a seven-point Likert scale (1 = *Not at all true*, 4 = *Somewhat true*, 7 = *Very true*), students indicated their level of agreement to ten statements addressing two domains of engagement: behavioral and emotional. Behavioral engagement refers to students' effort,

Table 6. *Students' Liking of Others in Learning Communities*

Feelings toward...	Other Learning Communities (1-7)			My Learning Community (1-7)		
	n	*Mean*	*SD*	*n*	*Mean*	*SD*
Academic Choice	1556	4.67	1.73	530	5.62	1.54
Arts and Humanities	1179	5.08	1.63	141	5.89	1.47
Berkeley International	1058	4.81	1.72	633	5.69	1.50
Communication Arts and Sciences	1561	4.75	1.65	111	6.16	1.58
Community Partnerships Academy	1562	4.31	1.74	109	5.63	1.46
Green Academy	1526	4.42	1.73	147	5.40	1.71

Figure 6. *Mean Levels of Students' Liking of Others in Learning Communities*
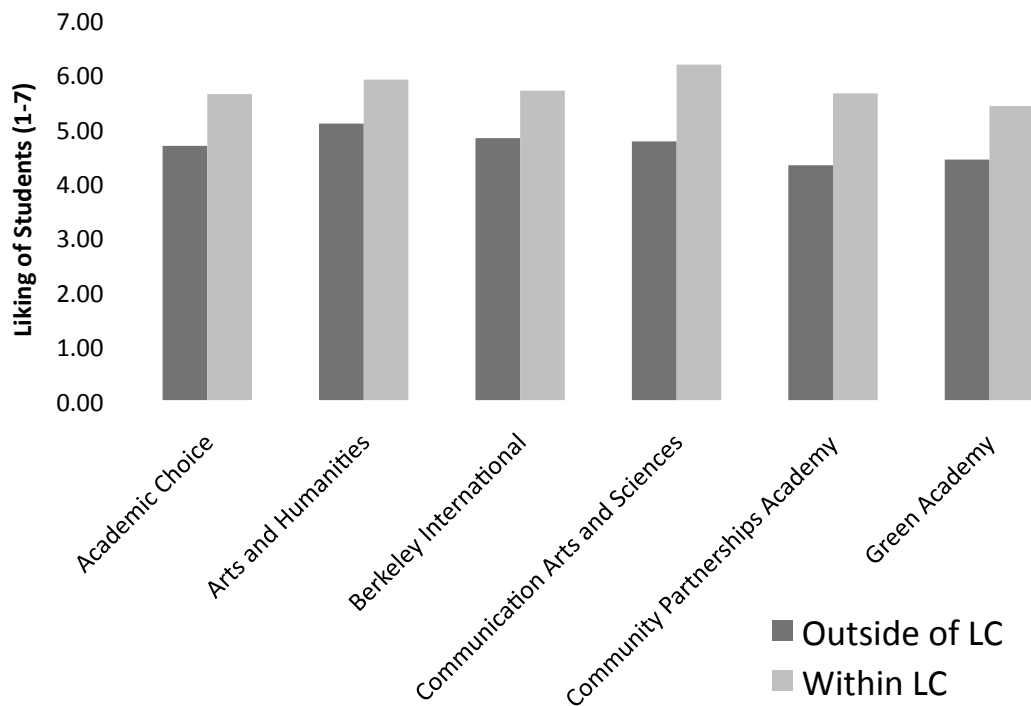
exertion, attempts, concentration, and involvement academic activities (e.g., "In class, I work as hard as I can."). Emotional engagement includes the positive and negative reactions (e.g., interest, boredom, happiness, anxiety) to school personnel and other students (e.g., "When we work on something in class, I feel interested."). These data indicate that behavioral and emotional engagement are moderately correlated ($r = .61$) and that students' behavioral engagement is significantly and meaningfully higher than their emotional engagement, $p < .01$, $d = .61$.

Females (*Mean* = 5.31, *SD* = 1.03) reported significantly higher behavioral engagement ($p < .01$) than males (*Mean* = 5.07. *SD* = 1.18), but males (*Mean* = 4.46, *SD* = 1.28) and females (*Mean* = 4.50, *SD* = 1.15) did not differ significantly on emotional engagement, $p > .05$. There were also no significant differences among grade levels on both domains of engagement, $p > .05$. Table 7 presents the means of behavioral and emotional engagement by learning community. On average, Green Academy and Arts and Humanities students reported significantly lower behavioral engagement levels than students of Academic Choice and Berkeley International ($p < .05$) and significantly lower emotional engagement levels than all other learning communities ($p < .05$).

Table 7. *Behavioral and Emotional Engagement by Learning Community*

Learning Community	Behavioral Engagement			Emotional Engagement		
	N	*Mean*	*SD*	*N*	*Mean*	*SD*
Academic Choice	574	5.31	1.05	570	4.47	1.19
Arts and Humanities	147	4.83	1.07	145	4.22	1.26
Berkeley International	675	5.30	1.10	674	4.56	1.20
Comm. Arts and Sciences	127	5.14	1.16	124	4.89	1.19
Community Partnerships Acad	122	5.23	1.03	120	4.67	1.10
Green Academy	182	4.94	1.21	178	4.24	1.23
Total	1830	5.21	1.10	1814	4.50	1.21

Approximately 30% of students reported skipping school more than once a month in the past 12 months, whereas almost a third ($n = 487$) of students reported never skipping school or cutting class. Notably, these data do not include students who were not present during the survey administration, and as a result, the actual rates of truancy may differ from what is reported here.

Other Behaviors

Seventy-one percent of students ($n = 1,314$) reported eating breakfast on the morning of the survey. Regarding tobacco usage in the previous 30 days, 9% ($n = 160$) and 3% ($n = 54$) of students used cigarettes and smokeless tobacco at least once, respectively. In the same period of time, 22% ($n = 383$) consumed at least one drink of alcohol on one or two days, and 19.4% ($n = 337$) drank three or more times. Binge drinking was defined as five or more drinks of alcohol in a row or within a couple hours; approximately one quarter of students (24.1%; $n = 420$) reported binge drinking at least one day in the past 30, and 10.8% ($n = 271$) reported doing so more than three days during that time. Of the students who reported drinking, 23% ($n = 223$) have just a sip or two, 22.9% ($n = 222$) drink enough to feel it a little, 35.1% ($n = 340$) drink enough to feel it moderately, and 18.9% ($n = 183$) drink until they feel it a lot or get really drunk. More than one third of students (i.e., 34.7%; $n = 605$) reported using marijuana in the last 30 days. Among use of inhalants, cocaine, methamphetamines, and psychedelics, 30-day usage rates were all less than 6%. Of the students who reported using drugs, 5.5% ($n = 40$) do not get high at all, 21.4% ($n = 157$) get a little high, 48.8% ($n = 358$) get moderately high, and 24.3% ($n = 178$) get really high or wasted.

Conclusion

The data presented were collected from students in all four grade levels at BHS in the Spring semester of the 2010-2011 academic year. The data indicate that the racial/ethnic

achievement gap, as reflected by GPA, exists, with Asian American and European American students having higher cumulative GPAs than their African American and Latino American peers. A considerable minority of students reported benefiting from advisory group, and students tend to see advisory as a resource for academic problems more than for personal problems. As rated by students external to the learning community, Arts and Humanities was the most well-liked learning community. Students of all learning communities, on average, reported liking their students of their own learning community more than students of any outside learning community. Regarding engagement, students tended to be more behaviorally engaged than emotionally so, and females, on average, reported more behavioral engagement than males. A small minority of students reported using tobacco, whereas more than 40% of students reported using alcohol and more than 30% reported marijuana use. Please direct questions or concerns about this report to Professor Frank C. Worrell (frankc@berkeley.edu) or Leo White (leowhite@berkeley.edu).

Appendix E:

LIST OF AFTER SCHOOL
TUTORING AT BHS
2011-2012

2011-2012 Berkeley High School Teacher Tutorials
Student Learning Center (D221)
Tutoring in all subjects Monday – Thursday 3:35pm-6:00pm

Name	Day	Subject	Time	Room #
MATH				
Bracken	Thur	Geometry & Algebra 2	3:30 -4:30	H208
Burke	Mon&Thur	IMP 2 & IMP 4	3:30 -4:30	H303
Goldman	Tue &Thur	IMP 2, IMP 4, & AP Statistics	3:30 -4:30	H211
Hahn	Tue	AP Calculus AB & IMP 3	3:30 -4:30	H114
Plonsey	Mon	Algebra 1, Geometry, Math Analysis	3:30 -4:30	H306
Schneider	Tue	Algebra 2 & Geometry	3:30 -4:45	G206
Villavicencio	Thur	Algebra 1 & Algebra 2	3:30 -4:30	H213
Waranoff	Mon	IMP 2 & IMP 4	3:30 -4:30	H112
SCIENCE				
Boltz	Wed	Chemistry	3:30 - 4:30	G205
Brewer	Tue &Thur	Honors Anatomy Physiology, Integrated Sci	3:30 -4:30	G103
de Brito Guedes	Tue	AP Environmental Science	3:30 - 4:30	G201
Glaser	Wed	Chemistry & Biology	3:30 - 4:30	G215
Gonzales	Thur	Biology	3:30 - 4:30	G203
Mizbani	Thur	Chemistry & Physics	3:30 - 4:30	G213
Pleskac	Mon	Biology	3:30 - 4:30	G306
Robertson	Tue	Chemistry & Physics	3:30 - 4:30	G208A
Trimlett	Wed	AP Enviro Sci, Intro Enviro Sci, Adv Bio	3:30 - 4:45	G207
Wolkenfeld	Tue	Biology	3:30 - 4:30	G212
WORLD LANGUAGES				
Borg	Mon &Tue	Spanish 3-4 & 5-6	3:30 - 4:30	Pot 6
Bugarini	Thur	Spanish -AP/IB & Native Speakers 3-4	3:30 - 4:30	Port 4
Carta	Wed	French	3:30 - 4:30	Port11
Chen	Tue	Mandarin 1-4	3:30 -4:45	Port 2
Henrickson	Mon	Spanish 1-2 & 3-4	3:30 - 4:30	Port 9
Morrison	Mon	Latin	3:30 - 4:30	C105
Neocoechea	Wed	Spanish 1-2 & 3-4	3:30 - 4:30	Port 3
Williams	Tue	Spanish & French	3:30 - 4:30	C106
SOCIAL SCIENCE				
Colon	Wed	World History, U.S. History, Am. Government	3:30 -4:30	C302
Erby		U.S. History & Freshman Seminar	3:30 -4:30	A105
Meyer	Mon	Economics, IB & AP Economics	3:30 -4:30	C125
Peck	Tue	9th Seminar, Am. Govt & Economics	3:30 -4:30	G105
ENGLISH				
Dingman	Tue	American Literature and Composition	3:30 - 4:30	G210C
Morris	Mon	World Lit & IB English HL	3:30 - 4:30	C135
Rodney	Wed	American Literature and Composition	3:30 - 4:30	H203
Winer	Thur	English	3:30 - 4:30	A105
Jana Luft	Tue	Multiple Subjects	3:30 - 4:30	D220

Wyn Skeels, Academic Support Coordinator   wynskeels@berkeley.net   *9/26/2011*

Appendix F:

GRADUATION REQUIREMENTS
(selection from 'Choices' brochure)
2011-2012

GRADUATION AND UC/CSU REQUIREMENTS

Students must meet all of the requirements for graduation (credits and courses) by the deadline for senior grades in June to be eligible to participate in the graduation ceremony. Students who must complete graduation requirements in the summer following the senior year will not be eligible to participate in the June ceremony and will receive a diploma at the end of summer school.

1. Pass English and Math Portions of California State High School Exit Exam (CAHSEE)

2. Pass Minimum of 220 Credits

3. Pass Required Courses

	UC/CSU required "a–g" courses*		Berkeley High School required courses		
a	2 YEARS 1 year of World History/Cultures AND 1 year of U.S. History OR 1 semester of U.S. History AND 1 semester of American Government	20	**Social Studies**	4 YEARS 9TH: Freshman History/Geography/Global Studies/ Sociology 10TH: World History/Global History 11TH: U.S. History/IB History of the Americas 12TH: American Government AND Economics (1 semester each)/IB History of the Americas	40
b	4 YEARS All college preparatory English courses that include frequent and regular writing and reading of classic and modern literature	40	**English**	4 YEARS 9TH: English 1 10TH: World Literature/Global Literature 11TH: American Literature/IB English HL 12TH: Two semesters/IB English HL	40
c	3 YEARS (4 years recommended) Algebra 1 or Interactive Math1 Geometry or Interactive Math2 Algebra 2 or Interactive Math3	30	**Mathematics**	2 YEARS Completion of Algebra 1 or Interactive Math 1 required in addition to a second year of math	20
d	2 YEARS (3 years recommended) 1 year Physical Science 1 year Life Science	20	**Science**	2 YEARS 1 year Physical Science 1 year Life Science *Both college prep and non-college prep sciences qualify. *See pgs. 7-8 for a list of Physical and Life Science courses.*	20
e	2 YEARS (3 years recommended) *in the same language*	20	**World Language**	1 YEAR	10
f	1 YEAR long course in one of the following: dance, drama/theater, music or visual art	10	**Visual & Performing Arts**		
g	1 YEAR/2 SEMESTERS chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives	10	**Electives**	14 SEMESTERS	70
	(Phys. Ed. not required for UC/CSU)		**Physical Education**	4 SEMESTERS OF ELECTIVES	20
	ALL UC/CSU REQUIRED CLASSES MUST BE PASSED WITH GRADE OF "C" OR BETTER			TOTAL BHS REQUIRED CREDITS	220

* The complete list of "a-g" approved courses can be found at www.ucop.edu/doorways/

Appendix G:

SCHOOL ACCOUNTABILITY
REPORT CARD
(SARC)
2011-2012

Berkeley High School

1980 Allston Way • Berkeley, CA 94704 • (510) 644-6120 • Grades 9-12
Pasquale Scuderi, Principal
pasquale_scuderi@berkeley.k12.ca.us

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Berkeley Unified School District
2134 Martin Luther King Jr. Way
Berkeley, CA 94704-1180
Phone: (510) 644-6348

www.www.berkeley.net

2009-10 Board of Education

Karen Hemphill
President

Beatriz Leyva-Cutler
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Member

District Administration

William Huyett
Superintendent

Javetta Cleveland
Deputy Superintendent
Business Services

Neil Smith
Assistant Superintendent
Educational Services

Delia Ruiz
Assistant Superintendent
Human Resources
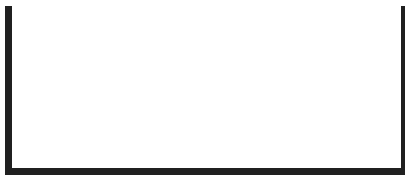
School Description and Mission Statement

We are proud to present our annual report for the 2010-11 school year. We publish this report every year to share important facts about our school with the public we serve. It is our goal to present a clear picture of our students' academic achievements as well as the facts about our teachers and support staff who help make learning possible. In this report, you will find information about our teachers, students, test scores, resources, and finances. Many qualities contribute to making a public school successful, and no single report can fully describe them all. We've done our best to present a wide range of facts, and, when possible, we feature this data alongside data for other schools at the same grade level in the county and state. We believe that viewing the facts about our school compared to other schools in the district and state provides the most insight.

New to BHS was the creation of the Green Academy which includes the Sustainable Energy and Environmental Science pathways, and has been combined with our School of Social Justice and Equality (SSJE).

Also new was the implementation of a school wide advisory – 25:1 ratio of credentialed teacher to advisees. Each BHS student has one of their teachers as his or her advisor. The curriculum provides a common fund of knowledge, skills, and experiences that will serve all students as they navigate the high school years into college and careers.

Test results make up a large portion of this report. We present summaries of our schoolwide results on the California Standards Tests (CST) and the California Achievement Test (CAT/6). In addition, we report how well different groups of students have performed on these tests and how schoolwide scores have improved or declined over the past three years. You'll also see how our school looks through the lenses of federal and state measures of progress. These measures are the federal Adequate Yearly Progress (AYP) and the state of California's Academic Performance Index (API). They often provide differing views of progress. Note: Our data does not include the API for BHS because the state requires a 95% participation rate, and we have not been able to reach that number. We continue to look for ways to educate our student and parent population that this test that is low stakes for students, can have a major impact on programs and funding, and can impact the way people look at our school.

To provide insight into our school's learning environment, we share facts about our students, and the education and experience level of our teachers. You'll also find estimates of how well prepared our teachers are. At the end of the report, we shed some light on our district's spending— including how much we spend per student compared to other districts like ours in the state.

Open communication between our school and our public is something we value highly, and it's a responsibility we take seriously. We hope this report will generate a dialogue between members of our community and school leadership. We invite you to join us in this discussion. To get involved at our school, please contact our school office.

District Profile

We serve a city founded on the ideal of quality public education. Since 1868 the proud home to a great public university, Berkeley established California's first accredited high school, and in 1968 was the nation's first school district to desegregate without a court order. Our goal is always to give each of our children an equal opportunity to achieve the productive and fulfilled life that education brings.

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. Its eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

District Mission Statement

The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

Berkeley Unified School District's Vision

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators

together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible in the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Values and Beliefs of Berkeley Unified School District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

Opportunities for Parental Involvement

Parents contribute time in a variety of ways on the Berkeley High School campus, including participating in the PTA's fundraising and/or committees, volunteering in their student's classroom by working with small groups, correcting papers, and other ways of donating their time. Parents may also participate in various committees and organizations. Numerous programs and activities are enriched by the generous contributions made by the Rotary Club, as well as various other organizations and business in the community which donate resources and time at the school.

Our Community

Berkeley is a community as diverse as any in the nation—and our shared goal is to provide all students with the range of educational experiences that will inspire them to excel. Berkeley teachers are some of the state's experts in teaching classrooms full of students with different achievement levels, learning styles, native languages, and family resources. Our schools feature:

- a respected Early Literacy Program,
- a comprehensive arts and music education,
- enriched programs in science, English as a Second Language, and other disciplines,
- a Universal Learning Support System (ULSS) at each K-5 and 6-8 school designed to offer immediate support services to students and families in need,
- a nationally recognized healthy lunch program coupled with nutrition education for our students through hands-on science, gardening and cooking programs, and
- an extensive athletic program. Berkeley High School boasts more team sports than any public school west of the Mississippi.

There is something for everyone here!

Our Schools

With an enrollment of just over 9,000 students, Berkeley has 16 schools, from kindergarten through high school, plus extensive preschool and adult education programs. It's eleven elementary schools, with an average enrollment of about 379, are the product of an enduring community commitment to providing small, nurturing environments for our youngest students. Each school's student body represents the full spectrum of Berkeley families, both culturally and economically.

The Berkeley Community believes in well-maintained and safe schools and generously supports the maintenance and safety of our facilities. In 2010, a dedicated maintenance parcel tax, approved by 80% of the voters, and a new construction bond measure, approved by 77% of the voters, ensures that our district can adequately respond to growing enrollment and continue to offer safe and modernized places of learning for our students.

Over 98 percent of Berkeley teachers are qualified with full state-certified teaching credentials, and many have earned post-graduate degrees in their areas of expertise. There are ten national board certified teachers in our district, including the first special education teacher to receive a national board certification.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/.
- **For additional information about the school, parents and community members should contact the school principal or the district office.**

Student Enrollment by Grade Level	
Grade Level	Number of Students
-----K------	0
----1----	0
----2----	0
----3----	0
----4----	0
----5----	0
----6----	1
----7----	1
----8----	11
----9----	794
----10----	910
----11----	865
----12----	835
Total Enrollment	3,417

Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian----	8.5
Black or African American	24.3
English Learners	12.8
Filipino----	0.6
Hispanic or Latino	18.6
Native Hawaiian/Pacific Islander	0.2
Socioeconomically Disadvantaged	32.7
Students with Disabilities	6.4
Two or More Races	8.5
White----	33.8

Average Class Size and Class Size Distribution (Elementary)				
Grade Level	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+

2010-2011			
-----K----			
----1----			
----2----			
----3----			
---4----			
----5----			
----6----			
Other			
2009-2010			
-----K----			
----1----			
----2----			
----3----			
----4----			
----5----			
----6----			
Other			
2008-2009			
-----K----			
----1----			
----2----			
----3----			
----4----			
----5----			
----6----			
Other			

*   Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)				
Subject	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
2010-2011				
English----	24.8	32	81	13
Mathematics	24.2	40	68	11
Science----	26.6	20	63	18
Social Science	26.3	26	102	16
2009-2010				
English----	19	63	74	7
Mathematics	25	39	53	36
Science----	25.7	36	88	25
Social Science	24.3	25	75	11
2008-2009				
English----	25	31	95	4

Mathematics	25.7	33	70	13
Science----	28.4	13	64	27
Social Science	27.1	17	115	13

* 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.

School Climate

School Safety Plan
This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Berkeley High School dates back to the 1920s. The campus covers over 18 acres and strongly supports teaching and learning through its ample classroom and recreation space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drill are held monthly, and intruder drills are held at least once a year. In the 2010-11 school year Berkeley High School added additional safety officers ans an additional administrator to insure school safety.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in spring 2010.

Suspensions and Expulsions						
Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	18.2	8.96	8.81	23.81	13.87	9.53
Expulsions	0.48	0.24	0.2	0.53	0.24	0.15

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Facilities

School Facility Conditions and Planned Improvements
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January, 2012

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: September 27, 2010

School Facility Good Repair Status
This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

• Determination of repair status for systems listed
• Description of any needed maintenance to ensure good repair
• The Overall Rating (bottom row)

Facility Conditions					
System Inspected	**Repair Status**				**Repair Needed and Action Taken or Planned**
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: 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 Rating	[ ]	[X]	[ ]	[ ]	

Teachers

Teacher Credentials			
School	2008-09	2009-10	2010-11
With Full Credential	173	185	199
Without Full Credential	10	0	0
Outside Subject Area of Competence	0	0	0
District	2008-09	2009-10	2010-11
With Full Credential	---	---	588
Without Full Credential	---	---	0

Teacher Misassignments			
Indicator	2008-09	2009-10	2010-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development
This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

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

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

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

About 12 percent of our teachers have fewer than three years of teaching experience, which is below the average for new teachers in other high schools in California. Our teachers have, on average, 11 years of experience. About 43 percent of our teachers hold only a bachelor's degree from a four-year college or university. About 57 percent have completed a master's degree or higher.

About 94 percent of the faculty at Berkeley hold a full credential. This number is close to the average for all high schools in the state. About three percent of the faculty at Berkeley hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, five percent of high school teachers throughout the state hold trainee credentials. About three percent of our faculty hold an emergency permit. Very few high school teachers hold this authorization statewide (just five percent). All of the faculty at Berkeley hold the secondary (single-subject) credential. This number is the same as the average for high schools in California. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach.

Data and Access

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.
Core Academic Classes Taught by Highly Qualified Teachers
The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: http://www.cde.ca.gov/nclb/sr/tq/

	Percent of Classes In Core Academic Subjects Taught by	
Location of Classes	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
District Percentages		
All Schools	100	0
High-Poverty Schools	100	0
Low-Poverty Schools	0	0

*   High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced

price meals program.

Support Staff

Academic Counselors and **Other** Support Staff		
Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	8	
Counselor (Social/Behavioral or Career Development)	1	---
Library Media Teacher (Librarian)	2	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	2	---
Social Worker	0	---
Nurse	1	---
Speech/Language/Hearing Specialist	2	---
Resource Specialist (non-teaching)		---
Other		---

*   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.

EdData Partnership Web Site
EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible. 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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

The main fact about text books that Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standard s call for.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Board Approved, Standards Aligned Texts for all Language Arts courses.	Yes	0
Mathematics	Broad 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	Yes	0

	Social Science courses.		
Foreign Language			
Health----			
Visual and Performing Arts			
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 Finances

Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,533	$1,024	$5,509	$56,100
District	---	---	$5,852	
State	---	---	$5,455	$66,511
Percent Difference: School Site and District			-6.2%	-11.5%
Percent Difference: School Site and State			0.0%	-14.5%

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**   **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded
This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Project (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, afterschool enrichment scholarships, teachers' classroom requests, classroom library books, and more.

We are required to report financial data from the 2007-08 school year by the California Dept. of Education. More recent financial data is available on request from the district office.

Spending per Student
To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 3,068 students during the 2007-08 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expensesper-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

Average Teacher and Administrative Salaries (FY 2009-10)		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher		$41,284
Mid-Range Teacher		$65,173
Highest Teacher		$83,460
Average Principal (ES)		$102,834
Average Principal (MS)		$108,953
Average Principal (HS)		$118,384
Superintendent		$179,397
Percent of District Budget (FY 2009-10)		
Teacher Salaries	34%	40%
Administrative Salaries	6%	6%

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

Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities

whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
STAR Results for All Students - School			
English-Language Arts	56	56	53
Mathematics	25	25	24
Science----	22	49	49
History-Social Science	51	50	42
STAR Results for All Students - District			
English-Language Arts	55	59	60
Mathematics	46	52	53
Science----	53	56	56
History-Social Science	49	50	45
STAR Results for All Students - State			
English-Language Arts	49	52	54
Mathematics	46	48	50
Science----	50	54	57
History-Social Science	41	44	48

*   Scores are not shown 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.

STAR Results by Student Group - Most Recent Year				
	Percent of Students Scoring at Proficient or Advanced			
Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	60	53	56	45
All Student at the School	53	24	49	42
Male----	47	23	48	43
Female----	58	25	51	42
Black or African American	20	3	14	13
American Indian or Alaska Native	0	0	0	0
Asian----	55	34	47	42
Filipino	40	21	0	18
Hispanic or Latino	38	12	38	28
Native Hawaiian/Pacific Islander	0	0	0	0
White----	80	39	78	69
Two or More Races	56	27	49	44
Socioeconomically Disadvantaged	29	10	22	20

English Learners	5	9	5	1
Students with Disabilities	13	7	4	6
Students Receiving Migrant Education Services				

*   Scores are not shown 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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	19.8	24.9	17.4

*   Scores are not shown 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.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide			
Similar Schools			

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	2,231	714	6,658	790	4,683,676	778
Black or African American	513	532	1,486	643	317,856	696

American Indian or Alaska Native	6		17	729	33,774	733
Asian----	197	753	555	821	398,869	898
Filipino----	15	678	39	757	123,245	859
Hispanic or Latino	431	658	1,536	744	2,406,749	729
Native Hawaiian/Pacific Islander	5		17	644	26,953	764
White----	772	849	2,119	908	1,258,831	845
Two or More Races	211	771	663	855	76,766	836
Socioeconomically Disadvantaged	738	562	3,025	711	2,731,843	726
English Learners	282	545	1,106	680	1,521,844	707
Students with Disabilities	183	425	737	592	521,815	595

API Growth by Student Group - Three-Year Comparison			
Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School			B
Black or African American			
American Indian or Alaska Native			
Asian----			
Filipino----			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White----			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

*   "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress
The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No

Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		64.7

School Completion and Postsecondary Preparation

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at http://cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison			
Subject	2008-09	2009-10	2010-11
CAHSEE Results for All Students - School			
English-Language Arts	64	62	60
Mathematics	60	61	60
CAHSEE Results for All Students - District			
English-Language Arts	62	62	59
Mathematics	60	61	59
CAHSEE Results for All Students - State			
English-Language Arts	52	54	59
Mathematics	53	54	56

*   Scores are not shown 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.

CAHSEE Grade Ten Results by Student Group - Most Recent Year						
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41	19	40	41	31	27
All Students at the School	40	19	41	40	32	28
Male----	43	20	37	39	32	29
Female----	36	18	46	41	31	27

Black or African American	73	16	10	74	23	3
American Indian or Alaska Native	0	0	0	0	0	0
Asian----	47	18	35	32	41	28
Filipino----	0	0	0	0	0	0
Hispanic or Latino	53	28	19	57	28	14
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White----	10	16	74	10	37	53
Two or More Races	32	22	46	40	33	27
Socioeconomically Disadvantaged	70	21	9	70	20	11
English Learners	96	4	0	75	21	4
Students with Disabilities	93	5	2	91	9	0
Receiving Migrant Education Services	0	0	0	0	0	0

*   Scores are not shown 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.

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires
that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully
completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure
that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at
http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

•   Specific high school courses
•   Grades in specified courses and test scores
•   Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because
of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all
applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high
schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee
information see the CSU webpage at http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate			
Indicator	School		
	2007-08	2008-09	2009-10

Appendix H:

BHS MASTER SCHEDULE
2011-2012

		1st	2nd	3rd	4th	5th	6th
		8:27-9:35	9:31-10:34	10:40-11:38	12:24-1:22	1:28-2:26	2:32-3:30
Albrecht	Masha	AC-Geometry	AC-Geometry	AP-Calculus AB		AC-Geometry	
		H205	H206	H206		H206	
Albrink	Sherry	ROP-EmerMedCareers					
		G205					
Allen	Jeffery	AC/SEI-Math Analysis	AC/SEI-Math Analysis		AC_Algebra 2	AC_Algebra 2	AC_Algebra 2
		H109	H109		H109	H109	H109
Anderson	Elizabeth	INE-CLC		INE-CLC			
		D218		D218			
Anderson	Jordana		IHS-FreshLit&Comp	IHS-FreshLit&Comp	IHS-FreshLit&Comp	IHS-FreshLit&Comp	IB-HL Englsih 1
			C217	C217	C217	C217	C217
Angell	Alex	AC-Gobalization	AC-WrldCult/AncientCiv	AC-WrldCult/AncientCiv	AC-Ap US History	AC-Ap US History	
		C310	C310	C310	C310	C310	
Austin	Josh	INE-LifeSkillsSocLiving	INE-Reading		INE-CommunityTrans	INE-LifeSkillsMath	INE-LifeSkillsSocLiving
		H106	H106		H106	H106	H106
Baird	Nakia	IHS-Geometry	IHS-Geometry	AP/IB-Calculus BC	AP/IB-Calculus BC		IHS-Geometry
		H115	H115	H115	H115		H115
Becker	John	AHA-WorldLit	AHA-WorldLit			AHA-Compostition	AHA-Compostition
		A101	A101			A101	A101
Benjamin	Lauren			AHA-Beg/Int Dance	AHA-AdvDanceProjects	AHA-CreativeArts	AHA-Beg/Int Dance
				AfamDance	A05	Dance	G112
Berent	Gabriel		ComputerArt	CAS-ComputerArt	CAS-ComputerArt		CAS ROP AdvStdEd
			C327	C327	C327		C327
Berkman	Myron		SEI- ELD 2	SEI- ELD 3 Writing	SEI- US History	SEI- Econ	SEI- Basic Tutorial
			C124	C124	C124	C124	C124
Berning	Beverly	French 1/2					
		PORT 11					
Bissell	Matt	AC-Chemistry	AC-Chemistry		AC-Chemistry	AC-Chemistry	Intergrated Science
		G211	G211		G211	G211	G211
Bloomsburgh	Peter						IHS-Algebra 2
Boltz	Allen		CPA- Chemistry	CPA- Chemistry		CPA- ForensicScience	CPA- ForensicScience
			G205	G205		G205	G205
Borg	Samantha	Spanish 3/4		Spanish 5/6	Spanish 5/6	Spanish 3/4	Spanish 3/4
		PORT 6		PORT 6	PORT 6	PORT 6	PORT 6
Borelli	David		AC-WorldLit	AC AP Lang&Comp	AC-WorldLit	AC-WorldLit	AC AP Lang&Comp
			C216	C216	C216	C216	C216
Bracken	Ellen	IHS- Algebra 2	IHS-Geometry		IHS-Geometry	IHS-Geometry	IHS- Algebra 2
		H208	H208		H208	H208	H208
Bremer	Matt	CPA - IMP Math 3	CPA - AP Calc AB	CPA - Credit Recovery	CPA - IMP Math 3	CPA - IMP Math 3	
		H202A	H202A	H202A	H202A	H202A	
Brewer	Devon	SEI- IntergratedScience		CAS- HnrsAnatPhys	CAS- HnrsAnatPhys	AHA- HnrsAnatPhys	AHA- HnrsAnatPhys
		G103		G103	G103	G103	G103
Brookman	Rebecca	Team Sports	Team Sports	Team Sports		Team Sports	Soccer
		AthleticField	AthleticField	AthleticField		AthleticField	AthleticField

		8:27-9:35	9:31-10:34	10:40-11:38	12:24-1:22	1:28-2:26	2:32-3:30
Bugarini	Janelle	SpanNatSpeak 3/4	SpanNatSpeak 3/4	AP/IB Spanish	SpanNatSpeak 3/4		AP/IB Spanish
		PORT 4	PORT 4	PORT 4	PORT 4		PORT 4
Burke	Amy		AHA - IMP Math 4	AHA - IMP Math 2	AHA - IMP Math 2		
			H112	H303	H303		
Bye	David	AC - Rd/WritShortStory	AC - Rd/WritShortStory	AC - Rd/WritShortStory			
		C219	C219	C219			
Carr	Linda	Beg/Int Dance	Beg/Int Dance	Dance/Prod/Chor	AdvDanceProj	AHA- BegDance	
		Dance	Dance	Dance	Dance	Dance	
Carta	Donatella		AP/IB French	French 1/2	French 7/8	French 7/8	French 1/2
			PORT 11	PORT 11	PORT 11	PORT 11	PORT 11
Carton	Matthew		AC - FreshLangComp	AC AP Lit&Comp	AC AP Lit&Comp		AC - FreshLangComp
			C213	C213	C213		C213
Chamberlain	Patrick		Heart Fitness	CPA - TeamSports	Heart Fitness		CPA - TeamSports
			AthleticField	AthleticField	AthleticField		AthleticField
Chen	Xin	Mandrin 7/8 (IB Mand)	Mandarin 3/4	Mandarin 1/2	Mandarin 1/2		Mandarin 5/6
		PORT 2	PORT 2	PORT 2	PORT 2		PORT 2
Chernack	Mendel			AccelReading	AccelReading	AccelReading	WorldLit B
				C323	C323	C323	C323
Chodorow-Reich	Rachel				AC-WrldCult/AncientCiv	AC-WrldCult/AncientCiv	AC-WrldCult/AncientCiv
					C316	C316	C316
Clegg	Keldon	IHS FreshGlobalStud	IHS - HistOfAmer 2	IHS - HistOfAmer 2		IHS - HistOfAmer 2	IHS FreshGlobalStud
		C220	C220	C220		C220	C220
Cline	Sarah				Jazz Lab 1	Jazz Lab 2	
					A201	A201	
Colon	Jose	AC AP - USHistory		AC - WorldHistory	AC - WorldHistory	AC AP - USHistory	AC AP AmerGov
		C307		C307	C307	C307	C307
Conn	Richard	IHS - TheoryOfKnow	IHS - TheoryOfKnow	AP Art History	IHS - TheoryOfKnow	IHS - TheoryOfKnow	
		C232	C232	C232	C232	C232	
Contreras	Kenny	GRN - Algebra 1		GRN - Algebra 1	GRN Math Analysis	AC Math Analysis	GRN Math Analysis
		H202B		H202B	H202B	H202B	H202B
Crawford	Amy			CAS - Composition	CAS - Composition		CAS AP LangComp
				C334	C334		C334
Crowell	Brian	AC- WorldHist	AC- WorldHist		AC- WorldHist	AC AP AmerGov	AC- WorldHist
		C308	C308		C308	C308	C308
Cutrell	Doug	C++ Java/AP C++ Java					
		H205					
D'Adamo	Kimberley			Computer Art	IB Studio Art	IB Studio Art	Computer Art
				H102B	A104	A104	H102B
Daly	Lucinda		Adv Photography	Beg Photography	ROP AdvPhoto	Beg Photography	Adv Photography
			H103	H103	H103	H103	H103
Daniels	David	INE PreAlgebra			INE PreAlgebra		
		G200			G200		
Dao	Cathy	IHS - GlobalLit		IHS - GlobalLit	IHS - GlobalLit	IB HL English 1	IB HL English 1
		C126		C126	C126	C126	C126
Dean	Angela		AP Statistics		SEI Geometry	AP Statistics	SEI Geometry
			H301		H301	H301	H301

		8:27-9:35	9:31-10:34	10:40-11:38	12:24-1:22	1:28-2:26	2:32-3:30
Debrito	Monique	AP EnvirScience	AP EnvirScience		AC AdvBiology	AP EnvirScience	
		G201	G201		G201	G201	
Dingman	Dagny		GRN GenreLit	GRN GenreLit			GRN AmericanLit
			G210B	G210B			G210B
Dohrer	Doug	IB HL HisOfAmer 1	IHS FreshGlobalStud		IHS FreshGlobalStud	IHS FreshGlobalStud	IB HL HisOfAmer 1
		C115	C115		C115	C115	C115
Dopman	James		AC AmerGov	AC AmerGov	CPA AmerGov	CPA AmerGov	CPA BEST History
			H204	H204	H204	H204	H204
Dorf	Carol	IB Math Year 1	IB Math Year 1	IB Math Year 2			
		H303	H303	H306			
Encisco	Nirvana	Spanish 1/2	Spanish 1/2	Spanish 1/2			
		C106	C106	C106			
Erby	Shannon	AHA - HumHistory	AHA - HumHistory			AHA - USHistory	AHA - USHistory
		A105	A105			A105	A105
Erspamer	Kerry	IB HL English 2	IB HL English 2				
		C135	C135				
Ferrer-Castro	Beatriz	AP SpanLit (IB Spanish)	AP SpanLit (IB Spanish)		Spanish 3/4	Spanish 3/4	Spanish 3/4
		PORT 1	PORT 1		PORT 1	PORT 1	PORT 1
Friedman	Tamara		SEI ELD 1/ELD 2	SEI ELDWriting 1 / ELD 2			
			C316	C316			
Fullerton	Denise	Spanish 5/6	Spanish 5/6	Spanish 7/8 (IB Spanish)		Spanish 7/8	Spanish 1/2
		PORT 10	PORT 10	PORT 10		PORT 10	PORT 10
Garfinkle	Kate	CAS IMP Math 3	CAS IMP Math 3		9th Algebra 1B	AC Algebra 1	9th Algebra 1B
		C336	C336		C336	C336	C336
Gerritz	Teri	INE - LitExploratory	INE - LitExploratory	INE - LitExploratory	INE - LitExploratory		
		D158	D158	D158	D158		
Glaser	Mat			AHA - Chemistry	AHA - Chemistry	AHA - AdvBiology	AHA - AdvBiology
				G215	G215	G215	G215
Glimme	Aaron	AP/IB Chemistry		AP/IB Chemistry			
		G215		G211			
Godner	Deborah	GRN WrldHistory	GRN FreshSemEng	GRN FreshSemEng		GRN WrldHistory	GRN WrldHistory
		H102A	H102A	H102A		H102A	H102A
Goldman	Gideon	CPA IMP Math 4	CPA IMP Math 2	CPA IMP Math 2	CPA IMP Math 2		AP Statistics
		H211	H211	H211	H211		H211
Gonzalez	Claudia	AC AdvBiology		AC AdvBiology	CPA BioHealthSci	CPA ROP CmSrvProf	
		G203		G203	G203	G203	
Goodrich	David	IB SL Math Year 2	IHS-Geometry	IB Math Year 1	IB Math Year 1		IB SL Math Year 2
		H307	H307	H307	H307		H307
Gow	William	CPA WldHistory	CPA WldHistory	GRN USHistory		GRN USHistory	GRN USHistory
		C231	C231	C231		C231	C231
Green	Amanda	AC FreshLangComp	AC WorldOf Media	AC WorldOf Media	AC WorldOf Media		AC WorldOf Media
		G109	G109	G109	G109		G109
Green	Robin	IB HL HistOfAmer 2	IHS GlobalHistory	IHS GlobalHistory		IHS GlobalHistory	IB HL HistOfAmer 2
		C207	C207	C207		C207	C207
Guzman	Rosa	CPA English 1	CPA English 1		CPA CompWriting	CPA CompWriting	
		H207	H207		H207	H207	

Last	First	8:27-9:35	9:31-10:34	10:40-11:38	12:24-1:22	1:28-2:26	2:32-3:30
Haber	Kate	SEI AdvBiology	AP Biology	AP Biology	SEI AdvBiology		
		G301	G301	G301	G301		
Hahn	Warren	AP Calculus AB	AHA IMP Math 3	AHA IMP Math 3	AHA IMP Math 3		AP Calculus AB
		H114	H114	H114	H114		H114
Halpern	Phil	CAS AmericanLit	CAS AmericanLit			CAS WorldLit	CAS WorldLit
		C325	C325			C325	C325
Hansen	Amy		Biotech 1	Biotech 1		AP Chemistry	AC Chemistry
			G305	G305		G304	G304
Harlow	Jay			INE Algebra 1	INE Algebra 1		
				D219	D219		
Henri	Philippe	Hnrs MathAnalysis		AC Algebra 2	Hnrs MathAnalysis	IHS Algebra 2	AC Geometry
		H216		H216	H216	H216	H216
Hendrickson	Cory	Spanish 3/4	Spanish 3/4		Spanish 1/2	Spanish 1/2	Spanish 3/4
		PORT 9	PORT 9		PORT 9	PORT 9	PORT 9
Herndon	Karla	Latin 3/4	AP Latin Vergil/IB Latin	Latin 1/2		Latin 1/2	
		C113	C113	C113		C113	
Holston	Ira	AC Geometry		AC Math Analysis	AC Math Analysis	AC Geometry	AC Geometry
		H301		H301	H301	H301	H301
Isaacson	Rebecca	IHS GlobalStudies	IB HistOfAmer 1		IB HistOfAmer 1	IB HistOfAmer 1	IHS GlobalHistory
		C131	C131		C131	C131	C131
Jackson	Mikel	ROP SportsMed	ROP SportsMed	ROP SportsMed			
		TrainingRoom	TrainingRoom	TrainingRoom			
Jacobs	Eileen	INE LifeSkills	INE CLC	INE LifeSkills	INE LifeSkills	INE LifeSkills	INE LifeSkills
		H209	H209	H209	H209	H209	H209
Johnston	Annie		CPA USHistory	CPA USHistory			
			H201	H201			
Jones	Susan		IB HL English 1	IB HL English 2	IB HL English 1	IB HL English 2	
			C102	C102	C102	C102	
Katz	Leah			INE CLC	INE CLC		
				G200	G200		
Kavaler	Evy		AP Chemistry	ROP Biotech 3	AP Chemistry		
			G304	G304	G304		
Keith	Douglas	IHS CreativeArts	CreativeArts	IHS CreativeArts	BegCeramics		IHS CreativeArts
		A104	A104	A104	G110		A104
Kersey	Maria	BegPhotography		BegPhotography	BegPhotography	BegPhotography	BegPhotography
		H101		H101	H101	H101	H101
Kessler	Tamara	Drawing	Drawing	Drawing	IHS CreativeArts	IHS CreativeArts	
		G108B	G108B	G108B	G108B	G108B	
Krefft	Jeremy	Intergrated Science		AC AdvBiology	AC AdvBiology	AC AdvBiology	AC AdvBiology
		G208		G208	G208	G208	G208
Laurel	Matthew	AC WorldLit	AcadLiteracy		AC FreshLangComp	AC FreshLangComp	AC FreshLangComp
		C309	C309		C309	C309	C309
Lawrence	Molly	Spanish 1/2	Spanish 3/4	Spanish 3/4	Spanish 3/4		Spanish 1/2
		PORT 5	PORT 5	PORT 5	PORT 5		PORT 5
Levin	Amanda	AHA WorldHist	AHA WorldHist		AHA BestHistory	AHA Econ	AHA Econ
		A205	A205		A205	A205	A205

		8:27-9:35	9:31-10:34	10:40-11:38	12:24-1:22	1:28-2:26	2:32-3:30
Liu	Jeff	IHS CompValBelief	IHS CompValBelief	IHS TheoryOfKnow	IHS CompValBelief	IHS CompValBelief	
		C221	C221	C221	C221	C221	
Lopez-Platt	Susi	Spanish 1/2	SpanNatSpeak 1/2	Spanish 1/2	SpanNatSpeak 1/2		Spanish 1/2
		PORT 8	PORT 8	PORT 8	PORT 8		PORT 8
Lovett	Lauren				INE CLC		INE CLC
					D218		D218
Lucairello	Gina	AC Chemistry	AC Chemistry	CAS Chemistry	CAS Chemistry		Credit Recovery
		G302	G302	G302	G302		G204
Luft	Jana					INE CLC	INE CLC
						D219	D219
Luxford	Jessie				AC AcademicDev		
					H102B		
Martinez	Ingrid	CAS FreshSemEng	CAS FreshSemEng		CPA WorldLit	CPA WorldLit	
		C335	C335		C335	C335	
McEvoy	Michael	Team Sports	Basketball		Basketball	Basketball	Team Sports
		AthleticField	DonahueGym		DonahueGym	DonahueGym	AthleticField
McHugh	Matthew	Physics	Physics	Physics	AP Physics		
		G214	G214	G214	G214		
McKnight	Robert	AC SocAnthro	AC SocAnthro	AC AmerGov	AFAM History 1/2/3/4	AC AmerGov	
		H214	H214	H214	H214	H214	
Meyer	Matt		IB Econ	IB Econ	IB Econ	IB Econ	
			C125	C125	C125	C125	
Miller	Alan	IHS FreshLit&Comp	IHS FreshLit&Comp	IHS GlobalLit		IHS GlobalLit	
		C128	C128	C128		C128	
Minassian	Hamig	CAS USHistory	CAS USHistory		SEI SemHistory 9-12	CAS WorldHist	CAS WorldHist
		C333	C333		C333	C333	C333
Mitchell	Christina	AC-WrldCult/AncientCiv	AC-WrldCult/AncientCiv		AC-WrldCult/AncientCiv	SEI WrldHistory	AC WorldHist
		C324	C324		C324	C324	C324
Mizbani	Fatemeh		IHS Chemistry	IHS Chemistry	IHS Chemistry	Physics	IHS Chemistry
			G213	G213	G213	G213	G213
Monrad	Erik	CEC EthnicStudies	CEC LiteraryExp	CEC Econ	CEC CreativeArts	CEC PreAlgebra	
		C116	C116	C116	C116	C116	
Moore	Janice			INE LiteraryExp		INE LiteraryExp	
				D220		D220	
Morales	Rolando	CEC EthnicStudies	CEC LiteraryExp	CEC Econ	CEC CreativeArts	CEC PreAlgebra	
		C134	C134	C134	C134	C134	
Moran	Dana	CAS FreshSemHist	CAS FreshSemHist			CAS BESTHistory	CAS BESTHistory
		C334	C334			C334	C334
Morris	Ariel	IHS GlobalLit		IHS GlobalLit	IB HL English 2	IB HL English 2	IB HL English 2
		C125		C135	C135	C135	C135
Morrison	Sarah					Latin VI	Latin VI
						C105	C105
Mulholland-Beahr	Daniel	IHS AdvBiology	IHS AdvBiology		IHS AdvBiology	IHS AdvBiology	IHS AdvBiology
		G307	G307		G307	G307	G307
Murray	Rainsford	INE Algebra 1	INE Algebra 1				
		D219	D219				

		8:27-9:35	9:31-10:34	10:40-11:38	12:24-1:22	1:28-2:26	2:32-3:30
Nagappan	Nicole	Hnrs Algebra 2	Hnrs Algebra 2				
		H308	H308				
Nasser	Megan	IHS FreshGlobalStd	IHS FreshGlobalStd	IHS FreshGlobalStd	IHS TheoryOfKnow	IHS TheoryOfKnow	
		C233	C233	C233	C233	C233	
Necoechea	Tosca		Spanish 3/4	Spanish 3/4	Spanish 3/4	Spanish 1/2	Spanish 1/2
			PORT 3	PORT 3	PORT 3	PORT 3	PORT 3
Neumann	Benjamin		INE CLC		INE CLC		
			D218		D218		
Norberg	Eric	CPA CreativeArts	Adv DrawingPaint	CPA CreativeArts	Drawing	Drawing	
		G108A	G108A	G108A	G108A	G108A	
Omwamba	Joseph	AFAM Kiswahili 1/2	AFAM Literature	AFAM Kiswahili 3/4/5/6		AC FreshLangComp	AFAM Literature
		H217	H217	H217		H217	H217
Palen	George	Hnrs Geometry		Hnrs Geometry	AC Algebra 1	Hnrs Geometry	Hnrs Geometry
		H302		H302	H302	H302	H302
Peck	Andrew		GRN FreshSemHist	GRN FreshSemHist	GRN Econ	GRN Econ	
			G105	G105	G105	G105	
Pleskac	Nick		IHS AdvBiology	IHS AdvBiology	IHS AdvBiology	IB SL Biology	
			G306	G306	G306	G306	
Plonsey	Dan	AC Geometry	AC Algebra 1		AC Geometry	AC Math Analysis	AC Math Analysis
		H306	H306		H306	H306	H306
Pratt	Bill			CAS Econ	CAS Econ		
				C325	C325		
Provost	Phil					INE CLC	INE LitExploratory
						D218	D218
Ramey	Martha	French 5/6	French 3/4	French 5/6	French 5/6		
		C105	C105	C105	C105		
Ramirez-Weber	Heidi		SEI WorldLit	SEI Writing			
			C126	C126			
Rasiah	Dharini			CAS ROP ArtVidProd	CAS ROP ArtVidProd	CAS ROP AdvStdEd	
				C400	C400	C400	
Renbaum	Stuart	INE CommunityTrans	INE Reading	INE LifeSkillsMath	INE CommunityTrans		
		G106	G106	G106	G106		
Riedell	Christine	INE LitExploratory	INE LitExploratory				
		D220	D220				
Robertson	Jamie	GRN Chemistry	GRN PhysOfEnergy	GRN Chemistry	GRN Chemistry		
		G208A	G208A	G208A	G208A		
Rodney	Laurie				CPA AmericanLit	CPA AmericanLit	CPA ROP CmSvProf
					H203	H203	H203
Rodriguea	Peter		IHS GlobalHistory	IB HL HistOfAmer 2	IB HL HistOfAmer 2	IHS GlobalHistory	IHS GlobalHistory
			C112	C112	C112	C112	C112
Roebuck	Jennifer		AC WrldCult/AncientCiv	AC US History	AC WrldCult/AncientCiv		AC USHistory
			C320	C320	C320		C320
Rogers	Carl	IB HL English 1		IB HL English 1	IHS FreshLit&Comp	IHS FreshLit&Comp	
		C224		C224	C224	C224	
Rosen	Kate	AC AmericanLit	AC AmericanLit	AC WorldLit		AC WorldLit	AC WorldLit
		C326	C326	C326		C326	C326

		8:27-9:35	9:31-10:34	10:40-11:38	12:24-1:22	1:28-2:26	2:32-3:30
Rozen	Sam		IHS Chemistry	AC Chemistry	AC Chemistry	IHS Chemistry	
			G206A	G206A	G206A	G206A	
Russ	Flora	INE WorkSkills	INE WorkSkills	INE WorkSkills	INE WorkSkills	INE WorkSkills	INE WorkSkills
		H209A	H209A	H209A	H209A	H209A	H209A
Salser	Stephen	AP/IB Physics	AP/IB Physics	PhysScience 1		PhysScience 1	
		G217	G217	G217		G217	
Salvador	Monica					INE PreAlgebra	INE CLC
						G200	G200
Salzman	Amanda		GRN BESTHistory	GRN BESTHistory			
			H203	H203			
Sanguine	Andrea	AdvCeramics / APStudioArt	AdvCeramics / APStudioArt	BegCeramics		BegCeramics	BegCeramics
		G110	G110	G110		G110	G110
Sanoff	Ben		AC Econ	AC Econ		AC AP Econ	AC AP Econ
			C315	C315		C315	C315
Sayah	Johnetta	AC Algebra 2	9th Algebra 1B	9th Algebra 1B	AC Algebra 2	9th Algebra 1B	
		H111	H111	H111	H111	H111	
Schneider	Emily	GRN Geometry	GRN Algebra 2	GRN Geometry	GRN Geometry		
		G210C	G210C	G210C	G210C		
Sicular-Mertens	Mardi		AP EnvirScience	AP EnvirScience	AP EnvirScience		AP EnvirScience
			G209	G209	G209		G209
Simon-O'Neil	Coleen	AC AdvBiology		AC AdvBiology	Hnrs AnatPhys	Hnrs AnatPhys	Hnrs AnatPhys
		G305		G307	G305	G305	G305
Singh	Amit	IB SL EnvirSysSoc	IB SL EnvirSysSoc	IB SL EnvirSysSoc		Biology 1	
		G212	G212	G212		G208	
Skeels	Wyn				CPA Com&EthnicStud	CPA Com&EthnicStud	
					H201	H201	
Skowronski	Uri		AC AdvBiology	CAS AdvBiology	CAS AdvBiology	AC AdvBiology	AC AdvBiology
			G216	G216	G216	G216	G216
Sommers	Shirley	Badminton	Adaptive PE	Badminton	Team Sports	Team Sports	Badminton
		JacketGym	JacketGym	JacketGym	JacketGym	JacketGym	JacketGym
Stahl	Miriam	AHA AdvDrawPaint		AHA AP StudioArt			AHA AdvCreative Arts
		G112		G112			G112
Stevens	David			INE CommunityTrans			
				H110			
Tammer	Zora	AC AP Lang&Comp	AC AP Lang&Comp	AC AmericanLit		AC AmericanLit	AC AmericanLit
		C205	C205	C205		C205	C205
Taylor	Marcela	Spanish 7/8 / IB SL SpanB	SEI LitDiversity	SEI ExpWriting		Spanish 7/8	Spanish 7/8
		C206	C206	C206		C206	C206
Taylor	Tracey	GRN WorldLit	GRN WorldLit	GRN AmericanLit		GRN AmericanLit	GRN WorldLit
		C230	C230	C230		C230	C230
Tebbe	Leslie			AC EpicNovel	AC AP Lang&Comp	AC AP Lang&Comp	AC AP Lang&Comp
				C335	C219	C219	C219
Theodore	Madalyn	AC FreshLangComp	AC WorldLit	AC WorldLit	AC ReadWrtShortStory		
		C204	C204	C204	C204		
Tobias	John					CPA BESTEnglish	
						H201	

		8:27-9:35	9:31-10:34	10:40-11:38	12:24-1:22	1:28-2:26	2:32-3:30
Trahan	Valerie	AC USHistory	AC USHistory		AC USHistory	AC USHistory	AC USHistory
		C311	C311		C311	C311	C311
Trimlett	Kate	GRN AP EnvirSci	GRN AP EnvirSci	GRN AP EnvirSci	GRN AP EnvirSci	GRN AdvBiology	
		G207	G207	G207	G207	G207	
Van der Vegt	Robin	IHS Econ	IHS Econ		IHS Econ	IB HL HistOfAmer 1	IB HL HistOfAmer 1
		C127	C127		C127	C127	C127
Villavicencio	John	SEI Algebra 1	IHS Algebra 2		Team Sports	SEI Algebra 1	SEI Algebra 2
		H213	H213		AthleticField	H213	H213
Walsh-Cunnane	Kate				AHA AmericanLit	AHA AmericanLit	AHA AP Lit&Comp
					A05	A05	A05
Waranoff	Andy	IMP Math 4		CAS IMP Math 2	CAS IMP Math 2	CAS IMP Math 2	IMP Math 4
		H112		H112	H112	H112	H112
Washington-Diouf	Naomi	AFAM Beg/IntDance	AFAM AdvDance		AFAM Beg/IntDance	AFAM AdvDance	AFAM Beg/IntDance
		AFAM DanceStudio	AFAM DanceStudio		AFAM DanceStudio	AFAM DanceStudio	AFAM DanceStudio
Weitz	Michael	IB MathStudies	IB MathStudies	IHS Algebra 1		IB MathStudies	IHS Algebra 1
		H304	H304	H304		H304	H304
Wells	Karen	Concert Band	AP/IB MusicTheory				
		A201	A201				
Williams	Benette			French 3/4	French 1/2	French 3/4	French 3/4
				C115	C106	C106	C106
Willson	Scott		AC Algebra 2	Hnrs Algebra 2	AC Algebra 2	Hnrs Algebra 2	Hnrs Algebra 2
			H206	H206	H206	H206	H206
Winer	Jordan	AHA HumEnglish	AHA HumEnglish	DramaArts/ActWrk	DramaArts/ActWrk		
		A05	A05	A203	A203		
Wolff	Charles		AP/IB Spanish	Spanish 5/6	Spanish 5/6	Spanish 5/6	Spanish 5/6
			PORT 7	PORT 7	PORT 7	PORT 7	PORT 7
Wolkenfeld	Glenn				GRN AdvBiology	GRN RenewSusEnergy	GRN AdvBiology
					G212	G212	G212
Zolezzi	Timothy	AC PopCulture	AC AP USHistory	AC AP USHistory		AC PopCulture	AC WorldHist
		C317	C317	C317		C317	C317